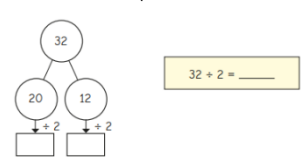

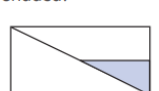


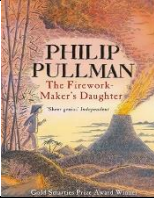
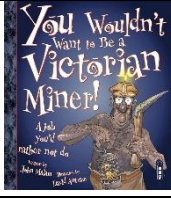




Year 3 Newsletter – Spring Term

Maths							
<p style="text-align: center;">Multiplication and Division</p> <table border="1" style="margin-bottom: 10px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="background-color: #ffffcc;">Tens</th> <th style="background-color: #ffcccc;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10 10</td> <td style="text-align: center;">1 1 1 1</td> </tr> <tr> <td style="text-align: center;">10 10</td> <td style="text-align: center;">1 1 1 1</td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> $2 \times 4 = \square$ $2 \times 20 = \square$ $\square + \square = \square$ </div> <div style="width: 45%; text-align: right;"> $32 \div 2 = \square$ </div> </div> <p>This block builds on knowledge of their times tables to multiply and divide a 2-digit number by a 1-digit number.</p> <p>Throughout the unit the children will look at multiplying and dividing with exchanges, flexible partitioning, remainders, and no exchanges.</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>We are also continuing to consolidate our 3, 4 and 8 times tables.</p>	Tens	Ones	10 10	1 1 1 1	10 10	1 1 1 1	<p style="text-align: center;">Fractions</p> <p style="text-align: center;">Which shapes have $\frac{1}{3}$ shaded?</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Children will begin this block by exploring the denominators of fractions. Consolidating what they learnt from Year 2 - halves, quarters and thirds and they will now look at fractions with other denominators.</p> <p>Children will understand that a fraction can be seen as part of a whole and that to find a fraction, they will divide the whole into equal parts.</p> <p>By the end of the unit the children will have deepened their understanding by exploring bar models as another way of representing equivalent fractions.</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"></table> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"></table> </div> <div style="text-align: right; margin-top: 10px;"> $\frac{3}{4} = \frac{\square}{12}$ </div>
Tens	Ones						
10 10	1 1 1 1						
10 10	1 1 1 1						
How could you support your child?							
<p>There are plenty of things you can do at home to support your child's mathematical journey!</p> <ul style="list-style-type: none"> - Continue to practise the 2 5 10, 3, 4, 8 times table. - Download the White Rose Maths 1-minute maths app. - Use Times Table Rockstars. - Spellings <p>Children will be set spellings every Friday. Children should be learning and practising these throughout the week for their test on the following Friday.</p> <ul style="list-style-type: none"> - Homework to be completed. <p>Maths homework, which builds and consolidates key learning from the week, will be sent home every Friday. This is to be completed and returned to school by Thursday of the following week.</p> <ul style="list-style-type: none"> - Reading at home to be completed at least 4 times a week. <p>Children will receive an appropriately pitched home reading text. Please listen to your child read and record this in their planner. Children will also take home a reading for pleasure text, chosen from the school library.</p>							
Talk for Writing							
	<p>In Spring 1, we will be building a range of reading as a reader and writer activities exploring our shared text around 'How is chocolate made.' We will use the skills practised throughout the unit by writing our own explanation and incorporating our toolkit.</p> <p>In Spring 2, our key learning will be focusing on action, and to enable the children to write their own high-quality story, using the plot structure of a portal story. We will be developing deep knowledge of the story 'The Wardrobe.'</p> <p>Throughout all our units, we will be exploring rich and varied vocabulary that can be used to further enhance our writing, alongside effectively using different grammar features in our work.</p>						

<u>Reading Strategy</u>		<u>REC (Reading Enhanced Curriculum):</u>
 <p>Our book for this term is 'The Firework Maker's Daughter,' by Philip Pullman. Alongside exploring our book in great depth, through building children's background knowledge, vocabulary and comprehension skills, we will also be linking our learning to a variety of non-fiction texts and poetry.</p>		<p>Texts: </p>
<p><u>History: Spring 1</u></p> <p>Our big question is <i>"Would you want to be a Victorian Miner?"</i></p> <p>We will be learning about the history of coal mining in the Victorian era (local history). The children will look at the revolutionary changes in the Victorian era and the dangers and disasters of coal mining.</p> <p><u>Geography: Spring 2</u></p> <p>Our geography topic links closely with our history unit. As we will be exploring the mining communities: economic activity and land use (local geography). As a class we will first be looking at where in the UK we live and what the features of coal mining locations are. The children will be involved in visiting an old mining site in the local area.</p>	<p><u>Science:</u></p> <p>In Spring 1, our science unit will be on light. Children will learn about the difference between light and dark, shadow formation and which materials reflect light.</p>  <p>In Spring 2, our topic will focus on plants. We will explore what plants are, why some plants have flowers, how seeds are dispersed and finally ending with the life cycle of a plant.</p> <p>Throughout the sessions, the children will be working scientifically and collaboratively.</p>	<p><u>DT</u></p> <p>In Spring 1, the children will learn about mining helmets and electrical systems. Thus, they will independently make their own mining helmet mock up designs.</p>  <p><u>Art</u></p> <p>In Spring 2, our art unit will be on printing. The children will look at abstract artists such as Sam Francis and use that inspiration to create and evaluate their own composition.</p>
<p><u>Key Messages</u></p> <p>Our PE day is Tuesday - children will need to bring their PE kit every week. Our forest school day is Thursday. Parent/carers are invited to come and read with their child in the classroom on Tuesdays from 08:45am to 09:00.</p>		
<p><u>Upcoming Events</u></p> <p>WC 29.01.24 Art House Games WC 29.01.24 LGBT History month WC 05.02.24 Children's mental health week 11.02.24 International Day of Women and Girls in Science WC 19.02.24 Luna New Year WC 19.02.24 Stand up to bullying WC 04.03.24 Women's History month WC 04.03.24 Holi Festival 07.03.24 World Book Day WC 11.03.24 British Science Week WC 11.03.24 Coffee morning and family exhibition of work. WC 18.03.24 House Games- Easter Egg/ Easter bonnet decoration</p> <p>Educational visit to the National Coal Mining Museum. Date tbc</p> <p>While we always endeavour to stick to specified days and time. Changes may occur outside of our control. We will always communicate changes via weekly newsletters or our messaging system.</p>		

Thank you, The Year 3 Team
Miss Goodall and Mrs McNally