

# Shine at Lyncrest



*Curriculum Newsletter*

*Autumn 2017*

*Terms 1 & 2*

*Year 3*

Dear Parents/Carers,

Welcome to the new school year. I hope you are all feeling refreshed after your summer holidays. Year 3 this year will be taught by myself (Miss Petrie) and Mr Rob will be the teaching assistant. In addition, Mrs Hackett will be taking the class on Monday afternoons for French and Music lessons. Please keep an eye out in the weekly newsletters for dates and times of upcoming events. The weekly newsletter will be published on the school website every Friday. The website address is [www.lyncrestprimary.net](http://www.lyncrestprimary.net). In addition, I will be posting any notices or important information on the noticeboard outside the classroom, so please keep checking that regularly.

### Additional Information

Our core value is "responsibility". The children are busy volunteering for classroom jobs and learning to take care of their own possessions. After half-term we will focus on showing "compassion" to one another. Each child will have a buddy in the classroom and will have regular opportunities to solve problems, share ideas and show support and encouragement to their peer.

### English

In year 3, we will be using the Key Stage 2 Read, Write, Inc. scheme "Literacy and Language". It follows on from the Key Stage 1 Read, Write, Inc. and has proved an excellent way of covering all areas of the literacy curriculum. The children will still have opportunities to develop their speaking and listening, grammar, punctuation, report writing and handwriting skills in various other lessons throughout the day also.

### Term 1

Lessons in Term 1 will be based on the following two units:

Fiction: A story with a familiar setting

The thought-provoking story Sand Wizards by Jon Blake is the stimulus in this unit for the reading and writing activities, exploring themes of friendship and feelings. The children will link the key theme of

friendship to their own experiences and write two descriptions of a beach setting which show contrasting moods and feelings.

Grammar focus: using adverbs and adverbials of time to show when things happen.

Non-fiction: Information texts

The Non-fiction section continues the setting link of the seaside with a focus on information texts about holidays and day trips. The children will be identifying key features of information texts, looking at the differences between general and specific information and writing an entry for an A-Z travel guide.

Grammar focus: using a variety of sentence starters to engage the reader.

## Term 2

Fiction: Play scripts

The children will study a play script *A Tune of Lies* by Lou Kuenzler. They will explore the central themes and ideas of friendship and lying in *A Tune of Lies* by making connections with other texts and their own experiences. They will look at how characters change and develop throughout the play and write a new ending including ideas for action and dialogue.

Grammar: Including the suffix 'ing' for stage directions.

Non-fiction: Instruction texts

In the Non-fiction reading and writing week, the focus is on developing children's ability to follow and write instructions for making musical instruments.

Grammar: Using imperative verbs.

The children read in guided reading groups; this helps develop their comprehension. Individual reading is also important, and I would appreciate your support in continuing to hear your child read regularly. Please make sure you hear your child read at least four times a week and sign their diary. We award extra play on a Friday afternoons for children showing that they are practising their reading outside of school. If you can do this, you are putting your child in the best position possible to achieve and make great progress in their education.

## Mathematics

In Mathematics, we will be using the scheme of work called 'Inspire Maths' which focuses on methods that have been successful in Singapore and China. This scheme helps to plug gaps in learning and challenge 'real' knowledge' through questioning and problem solving. It makes certain that children have a broad knowledge of mathematical concepts and ensures that they understand mathematics fluently, before they move onto another skill.

### Term 1

This term the children will be developing their understanding and knowledge of number by recognising place value, adding and subtracting up to four digit numbers using column addition and solving problems including missing number problems. We will also begin to look at different models to multiply and divide numbers.

### Term 2

We will continue developing the children's knowledge of fractions, recalling and using multiplication facts for the 3, 4 and 8 times tables, estimating the answer to a calculation and using inverse operations to check the answers.

Please help your child to become really confident with their times tables. We will be working on 3's, 4's and 8's to begin with and then challenging the children further with 6's, 7's and 9's. We are really hoping for rapid responses this year and I will be carrying out times table tests every Friday.

## Integrated Curriculum

Most of our foundation subjects are taught through our Lyncrest scheme of work, in the afternoons. The focus of our first topic is 'How electricity works.' I hope to invite you to see the children's work before half-term.

After October we will learn about "Who were the greatest builders in the world?" This unit is mainly about the Ancient Egyptians. Both topic grids are included here to provide you with all of the relevant areas we will cover.

## French

The children will begin to learn French in Year 3. Vocabulary for colours, days and months and counting to 10 will be the first unit, followed by participating in simple conversation and songs.

## R.E

This year we will focus on understanding Christianity and this term we will pay close attention to understanding themes of Harvest Festival and Christmas.

## P.E

This term the children will enjoy two P.E. lessons: one with Mr Wilmott on Monday afternoons and one that will focus on their ability, balance and coordination with me on Wednesday afternoons. (The children will also be able to take part in a lunch time sports clubs) Please check that red shorts, white T-shirts, trainers/plimsolls and a dark blue track suit are all named and placed in a named P.E. bag. This needs to be kept at school as we sometimes have the opportunity for extra lessons. In year three, your child will also be given the opportunity to represent the school at various competitions throughout the year. The first cluster competition is a Basketball tournament which will be taking place in October. It would be fantastic to see some children participating in Year 3 and I will keep you updated with any tournaments/competitions that will be taking place.

## Homework

Your child will be given homework each Wednesday. This work will need to be returned to school by the following Monday so we can review it together. They will need to choose two pieces of homework to complete from the homework choices. There are also recommendations for homework which relate to the learning that week. They must also complete their homework and ensure it is signed by an adult to earn opportunities for reward time.

Spellings will also be given to your child. They will receive 8 words each fortnight to practise and they will be tested every other Friday.

The children are all starting to settle in Key Stage 2. They are working hard and producing some lovely work. I look forward to sharing their successes and discussing their targets with you at the Termly Learning Conferences

I hope this information is useful. (See the extra sheets also in the newsletter for further curriculum overviews and a timetable.) If you have any worries, I am usually available each day after school and you are welcome to pop in and discuss anything with me.

Thank you for your support.

Yours Sincerely,

Carolann Petrie

## Bright Sparks: How does electricity work?

### Possible Starting Points

- Undergo training to be a "Bright Spark"
- Make a collection of battery-powered toys

### Possible End Product

- Graduation ceremony of "Bright Spark"
- Exhibition of houses with demonstrations and explanations

### Computing

- Safety with electricity
- Control
- Word processing
- Exploring websites

### History

- Homes before electricity (*also link to homes without electricity today*)
- Inventors

### Geography

- *Thunderstorms (link to climate e.g. other countries)*

### Music

- Storm
- Creating sound effects

### Science

- I wonder...?
- Lighting up a bulb
- Electrical conductors
- **Switches**
- Lighting up a picture
- Concept map magnets
- Magnetic materials
- Static electricity
- Finding out about magnets
- Memorise Science 'Killer Facts'

### Design & Technology

- Design and make Three Little Pigs houses
- Incorporate electrical components, furniture and décor
- Design and make a magnet game

### Sketch Book

- Using sketch pencils
- Using pastels

### Art

- Observational drawing
- Create a picture/scene

### Link to Core Value

- Responsibility
- Wisdom
- Justice
- Integrity
- Compassion

### PSHE

- Safety with electricity
- Making choices
- Consequences
- *Responsible citizens*
- *Houses of the future (world view)*

### Literacy Links

- *True Story of the Three Little Pigs*
- Write newspaper report
- Explore play scripts

### Speaking and Listening

- *Discussion – Are all wolves bad?*
- Questions
- Group planning
- Question and interviewing 'witnesses'
- Demonstrating and presenting

### Drama

- Safety with electricity
- Dialogue

### Homework and Independent Learning

- Safety poster
- Electrical appliances
- Switches

# The Ancient Egyptians

## Starting point

### The Mystery of the Body in the Bog

#### Possible End Products

- Group display/presentation

#### Possible Visits

- British Museum
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#### Literacy Links

- Researching life in ancient Egypt

#### Speaking and Listening

- Fact or opinion
- Presentation

#### Drama Role-play as CSI and Cold Case detectives

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#### PSHE

- *Slaves*
- *A new slave is needed*
- *For sale*

#### History

- Discovery of Lindow Man, the bog body
- How long have people lived in Britain?
- Where were the first towns and cities in the world?
- Overview of first civilisations and changes in Britain from Stone Age to Iron Age
- Depth study of achievements of Ancient Egypt
- Timelines

#### Geography

- *Locating Egypt*
- *What is Egypt like?*

#### Design and Technology

- Make Egyptian food

#### Art and Design

- Celtic tradition patterns
- Bridget Riley limited palette and patterns

#### Links to Core Values

- Respect – the past
- Responsibility – preserving artefacts from past
- Hope –
- Justice –
- Wisdom – Egyptians as scientists, mathematicians.

#### ICT

- Text and graphics
- Email
- Web book

#### Numeracy Links

- *Rainfall graphs*
- Simple sums
- Measure

#### Science

- Germinating and growing
- Testing bricks
- Moving heavy objects
- Memorise Science 'Killer Facts'

#### Homework/Family Learning Opportunities

- Write a simple message in hieroglyphics



Working Below, Emerging, Developing, Secure or Mastery in objective. (Secure or Mastery is highlighted in pink.)

# My Year 3 Maths Targets for Terms 1 and 2

Number and Place Value

Addition and subtraction

Multiplication and Division

Fractions

Measurement

Geometry-properties of shapes

I can count in ones, tens, hundreds and thousands.

I can recognise concrete representations of numbers up to 1000.

I can represent numbers as thousands, hundreds, tens and ones in a place value chart and recognise the place and value of each digit in a number.

I can read and write numbers to 1000 in figures and words.

I can compare numbers to 1000 using 'greater than' and 'smaller than' and order them in ascending or descending order.

I can add two 4 digit numbers without regrouping using column addition.

I can add two 4 digit numbers with regrouping using column addition.

I can use concrete representations to subtract numbers up to 1000 without regrouping.

I can subtract two numbers up to 1000 without regrouping using column subtraction.

I can use concrete representations to subtract numbers up to 1000 using regrouping.

I can subtract two numbers within 1000 using regrouping and column subtraction.

I can subtract a 4 digit number from another 4 digit number that has zeros in the hundreds, tens and ones.

I can solve two step word problems by using models that represent the problem situation e.g. part-whole, adding on, comparing and taking away.

I can recall multiplication facts for the 6 times table using skip counting.

I can recall multiplication facts for the 7 times table using skip counting.

I can recall multiplication facts for the 8 times table using skip counting.

I can recall multiplication facts for the 9 times table using skip counting.

I can write division facts from the 6 times table multiplication facts.

I can write division facts from the 7 times table multiplication facts.

I can write division facts from the 8 times table multiplication facts.

I can write division facts from the 9 times table multiplication facts.

	<i>I can use concrete representations in a place value chart to show multiplication of a 2 or 3 digit number by 2,3,4 or 5 without regrouping.</i>
	<i>I can multiply a 2 or 3 digit number by 2,3,4 or 5 without regrouping in a vertical format.</i>
	<i>I can use concrete representations in a place value chart to show multiplication of a 2 or 3 digit number by 2,3,4 or 5 with regrouping.</i>
	<i>I can multiply a 2 or 3 digit number by 2,3,4 or 5 with regrouping in a vertical format.</i>
	<i>I can divide a 2 digit number by a 1 digit number without a remainder.</i>
	<i>I can divide a 2 digit number by a 1 digit number with a remainder.</i>
	<i>I can use the long division format to divide and find the quotient and remainder.</i>
	<i>I can use concrete representations to show regrouping from tens to ones in division.</i>
	<i>I can divide a 3 digit number by a 1 digit number with regrouping with or without a remainder.</i>

Year 3 reading fiction: I can...

<b>Stories With Familiar Settings</b>	Make links with a key theme in a text (friendship) to my own experiences.	Find words in a text that create contrasting and different moods.	Explain how a character's description of a setting reflects how they think and feel that setting.	
<b>Play Scripts</b>	Recognise the features of a play-script.	Make links with a key theme in a play (friendship) to other texts I have read and to my own experiences.	Explain how character develop and change throughout a play.	
<b>Science Fiction and Fantasy Stories</b>	Make links with the theme of invention and science with other texts I have read and my own experience.	Recognise how a writer (Roy Apps) develops a plot (what happens in the story), focussing on the importance of certain characters and events within a story.	Empathise with the main character of a text using role play to ask and answer questions about a character.	
<b>Poetry</b>	Recognise and explore the key features of different types of poems (tongue twisters, riddles and nonsense poems).	Recognise and discuss poetic techniques: alliteration, repetition, rhythm, rhyme, onomatopoeia.	Read and perform a poem, using actions to help develop the imagery in the poem.	
<b>Mystery Stories</b>	Recognise and explore features of mystery stories.	Compare a mystery text with other texts I have read and my own experiences.	Explore how an author creates suspense by 'leaving clues' for the reader to keep them guessing and wanting to read on; showing rather than telling.	Recognise clear facts in a story.
				Know the term inference and infer evidence about things that could be true in a story from what a character says.
<b>Folktales</b>	Recognise common features (archetypes) of the characters and plots of folktales.	Explain how an author has developed a setting using carefully chosen language and powerful phrases.	Use drama to explore the suspense in the climax of a story.	To know vocabulary specific to folktales (e.g. enchantress, herdsman, begone, rejoiced)

### Year 3 reading non-fiction: I can...

<b>Information Texts</b>	Recognise key features of information texts (e.g. headings, subheadings, captions) and explain how these help to make the texts clear for the reader.	Summarise information from a text using mind maps.	Recognise general information and specific information, trying to explain why both are useful.	Recognise how information is organised in different ways (e.g. alphabetically or by popularity)
<b>Instructional Texts</b>	Know and explain why people need and use instructions.	Recognise the different ways instructions are organised to make them easy to follow.	Evaluate the usefulness of instructions against a set of criteria.	
<b>Discussion Texts</b>	Recognise what makes a discussion balanced.	Look at the language we use to structure a balanced argument.	Role play a debate in order to fully engage with both viewpoints of an argument.	Recognise and say why something is a fact or an opinion.
<b>Explanation Texts</b>	Read a range of explanation texts.	Explain the purpose of explanation texts, summarising what they are about.	Explain how explanation texts can be made clearer for the reader	
<b>Non-Chronological Reports</b>	Research information about a theme (space) by researching key questions.	Explore a non-chronological text recognising its structures, features and why we read them.	Know the term alphabetical order and recognise where it is used within a non-chronological report	To recognise technical language in a non-chronological report and find its meaning.
				To begin to recognise and know the differences between simple, compound and complex sentences (with subordinate clauses).
<b>Biographies and Auto-Biographies</b>	Research information about an author (Jamila Gavin) by researching key questions.	Explore how biographies are structured and recognise their key features.	Compare biographies with autobiographies, noting key differences between them.	

Year   3   Class Timetable 2017-2018



	9:00-9:40	9:40 - 10: 40		11:00-12:00		1:00-1:50	1:50-2:40	<b>Assembly/ Class Collective Worship</b> <b>2:40-3:10</b> (classes who have CW for PPA cover will start collective worship at 3:00)
<b>Monday</b>	Group Reading	Mental Maths Mathematics	Play Time 10:40 - 11:00	Literacy	Lunch 12:00 - 1:00	P.E	Art  Music	Collective Worship- Core Value
<b>Tuesday</b>	Group Reading	Mental Maths Mathematics		Literacy		ICT (Topic)	Handwriting	Collective Worship- Religion and Upcoming Religious Events
<b>Wednesday</b>	Reading Comprehension	Meatal Maths Mathematics		Literacy		P.E	Topic	Collective Worship- British Values <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual Respect and Tolerance of those with or without faith</li> </ul>
<b>Thursday</b>	Group Reading	Mental Maths Mathematics		Literacy		Science (Topic)	Singing Assembly	
<b>Friday</b>	Group Reading	Mental Maths Mathematics		Literacy		Times Tables Test or Spelling Test  Group Reading	Extra Play for Readers  Golden Time	Celebration Assembly Or Paired reading with Year 5.