



## Curriculum Newsletter — **Year 3** Spring

The information below is designed to tell you what your child will be learning this term in each curriculum area. We have complemented each subject with suggestions as to how you can support your child outside of school with their learning.



### English

*This term we are learning:*

- Adventure texts
- Diary Entries
- Persuasive and discussion texts
- Comparing genres and text types
- Homophones - their, they're and there
- Conjunctions e.g. when, before
- Adverbs e.g. then, next, quickly

*Suggested activities to support learning:*

- Explore different genres when reading with your child – how many genres from our reading map have you read? Why are different genres organized in different ways? How is this text organized? What language is used in this genre?
- Listen to your child read daily
- Discuss characters, setting and plot from your child's reading book e.g. Describe how different characters react to the same event. What is similar / different about two characters. Explain why a character did something
- Write a book review of your favourite stories
- Compare versions of the same text e.g. book and film of *Journey to the Centre of the Earth*
- Share Adventure Texts with your child e.g. *The Famous Five* style novels
- Discuss empathy with characters when reading different parts of an adventure story. How would they feel? What does this word tell you about how the character feels?
- Discuss a current issue with your child – can they persuade you to agree with their point of view? Do you know a story that deals with same issues? How?
- Write a story with their spellings
- Learn weekly spellings: <http://www.churchfieldsjunior.com/wp-content/uploads/2016/11/Spelling-overview-final-ppt.pdf>



## Mathematics

*This term we are learning:*

- Number and place value
- 4 operations
- Word Problems (with bar modelling)
- Fractions of amounts and shapes
- Statistics – interpreting and analyzing different types of data

*Suggested activities to support learning:*

- Practise times tables using the games on our school website: <http://www.churchfieldsjunior.com/learning/maths-games>
- Practise your times table grids: <http://www.churchfieldsjunior.com/learning/maths/>
- Review topics we have covered on: <http://www.bbc.co.uk/bitesize/ks2/maths/>
- Tackle investigations on <http://www.nrich.maths.org/frontpage/>
- Talk about maths and apply to real life situations e.g. time: duration when cooking, daily timetables, estimating weight of items and volume and capacity of containers etc. Practise your mental maths strategies whilst out and about! You could try adding or multiplying the digits on number plates or try and estimate the total cost of a food shop and the change you may receive!
- Get your children to show you the new strategies they have learnt in school e.g. using dienes to divide. Remember our maths videos on the school website are there to help: <http://www.churchfieldsjunior.com/learning/maths/maths-videos/>

## Humanities

*This term we are learning:*

- Volcanoes, Earthquakes and Tsunamis – What makes the Earth angry?
- The Mediterranean – Why do so many people choose to go to the Mediterranean on holiday?
- Easter – How is Easter represented in art and

*Suggested activities to support learning:*

- Explore <http://www.weatherwizkids.com/weather-volcano.htm>
- Install *Google Earth* / visit *Google Maps* and explore locations of fault lines and volcanoes
- Explore <http://www.eduplace.com/kids/sla/6/volcanoes.html>
- Visit the *Natural History Museum* and explore the volcano exhibit
- Look at an atlas and locate the Mediterranean. Research the climate, geographical features, countries and capitals. Compare with Britain and other countries
- Share which festivals are important to your family
- Share the Christian Easter story: <http://www.projectbritain.com/easter.html#story>



## Science

*This term we are learning:*

- Rocks and soils – What do rocks tell us about the way the Earth was formed?
- Forces and Magnets

*Suggested activities to support learning:*

- Have a look around outside your house: what different rocks can you find? Do they have similarities? What differences can you find?
- Discuss different objects and buildings that are made from rocks – why is it a good material to use?
- Can your child explain the rock cycle to you?
- Research how fossils are made
- Create some artwork with fossils as the stimulus
- Visit the *Natural History Museum* and look at their rocks and fossils section
- Visit the *Science Museum* and investigate forces
- Can you find / research how magnets are used in real life? How many can you find in your home? Why are they useful?
- Discuss materials that attract or repel magnets? Do some have a stronger attraction than others – what observations can you make of magnets in action

## PE / Gym

*This term we are learning:*

- Gym - Circuit Training
- Maypole Dancing
- Hockey
- Badminton

*Suggested activities to support learning:*

- Taster sessions available at *Redbridge & Ilford Hockey Club* Wednesday 6-7pm at *Redbridge Sports Centre*. Contact Di Berrill at [diberrill@gmail.com](mailto:diberrill@gmail.com)
- MOVE IT 10-12 March, Excel, London. Over 25,000 dancers - three days – performances, classes, career advice, celebrities, interviews and shopping! MOVE IT is your chance to celebrate all forms of dance and the performing arts. Watch breath-taking Main Stage performances, take part in dance classes, discover dance career opportunities in the MOVE IT PRO series, brush up on your acting and vocal skills in performing arts workshops and shop for all your dancewear needs. No matter what level you are – there is something for everyone and a glorious celebration of all things dance and performing arts at MOVE IT. [Gallery](#)



## Music

*This term we are learning:*

- Recorders

*Suggested activities to support learning:*

- Watch recorder performances on YouTube
- Listen to recorder performances
- Help your child to practice their homework pieces



## Art

*This term we are learning:*

- Volcano Collages

*Suggested activities to support learning:*

- Explore collage materials at home



## PSHE / Philosophy

*This term we are learning:*

- Rights and responsibilities
- Citizenship
- Healthy lifestyles
- What's the difference between fair and unfair
- Creating philosophical concepts
- Asking philosophical questions

*Suggested activities to support learning:*

- Discuss what responsibilities your child has at home and why there are important. Do they have different responsibilities at school?
- Discuss what citizenship is with your child
- Make a poster about how to be a good citizen together
- Recap what was learnt in Science in the Autumn term – can they remember what a balanced diet is (moderation) and the importance of exercise?
- Keep a food diary



## Computing / DT

*This term we are learning:*

- Online Safety
- We Are Bug Fixers
- We Are Presenters

*Suggested activities to support learning:*

- Research linked to topic
- Typing practise: <http://www.bbc.co.uk/schools/typing/>
- Create stories, games and animations: <http://www.scratch.mit.edu>
- Learn to code with the basics of computer science: <http://www.code.org/learn/>
- Create online storybooks: <http://www.storybird.com/>
- Create personalised websites: You can add photos, photo slide-shows, upload files and much more: <http://www.weebly.com>
- Investigate green screen recording apps! Can you create a video to share with your classmates?

## French

*This term we are learning:*

- French Breakfast
- Mediterranean Life
- Healthy living and sports

*Suggested activities to support learning:*

- Ask children to tell you what they have learnt – can they teach you any phrases?
- How to order food and drink in French
- Research life in France and the Mediterranean
- Learn to say which sports activities they enjoy
- Practise any songs or games played in class at home



We hope you find this information useful, as well as interesting. Please let us know if you have any other suggested activities to support your child with their learning so that we can include additional information for other parents/carers in the future.