



## Shincliffe CE Primary School Home / School Links – Spring 1

During this half term the children in Year 3 will be looking at the following areas:

Curriculum Area	Content to be taught in school	Possible Activities to be completed at home
English	<p>In English this half term our work will be based on our class text, 'Stig of the Dump.' The children will be using this to plan, edit and improve a diary entry and a play script. They will continue to learn how to improve their writing, including:</p> <ul style="list-style-type: none"> <li>• using paragraphs to group related material</li> <li>• using the key features of a diary in their independent writing</li> <li>• using a varied and rich vocabulary</li> <li>• writing in the first person</li> </ul> <p>The children will continue to develop their comprehension skills, making predictions based on what they have read, retrieving and recording information and discussing words and phrases that capture the reader's interest and imagination.</p> <p>In spelling we will focus on words with the digraph 'ei', words where the digraph 'ey' makes an /ai/ sound, words with the suffix '-ly', words that are homophones, words ending in '-al' and words ending in '-le'.</p>	<p>Continue to read at home with your child, recording the books that they have read and commenting on their progress in their reading record.</p> <p>Support your child to learn the weekly spelling rule and try to generate other words that follow the same rule.</p>
Maths	<p>In Maths this half term we will be focusing on reading and writing numbers up to 1000 in numerals and in words, comparing and ordering numbers up to 1000 and partitioning numbers to add and subtract mentally.</p> <p>The children will continue to develop their ability to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. They will write and calculate mathematical statements for multiplication and division progressing from mental methods to more formal written methods.</p> <p>The children will practise adding and subtracting amounts of money to give change, using both £ and p in practical contexts and develop their understanding of fractions.</p> <p>They will recognise angles as a property of shape or a description of a turn and identify right angles, recognising that two right</p>	<p>Continue to practise the 3, 4 and 8 multiplication tables at home.</p> <p>Complete any maths homework set and continue to use Numbots and TT Rockstars at home.</p>

	angles make a half turn, three make three quarters of a turn and four a complete turn. They will also identify whether angles are greater than or less than a right angle.	
Science	<p>Our science topic this half term is 'Rocks'.</p> <p>The children will learn how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. As well as exploring the properties of rocks, the children will find out how they have been formed and how they can be used.</p> <p>The children will learn how to describe in simple terms how fossils are formed when things that have lived are trapped within rock and finally how to recognise that soils are made from rocks and organic matter.</p>	<p>Talk to your child about their learning in science.</p> <p>When you are out and about, see if you can spot any rocks and consider how they have been formed or what they might be used for.</p>
Computing	<p>In computing, the children will continue to explore how to stay safe online.</p> <p>They will also develop their coding skills using Purple Mash. The children will learn how to use flowcharts, timers and the repeat command. Towards the end of the unit, they will use their knowledge to run, test and debug a program, and create an interactive scene.</p>	<p>Discuss with your child the importance of being safe online.</p>
RE	<p>The children will learn about some of the events in the life of Jesus, what Christians believe about these and what impact these have for Christians today. They will have the opportunity to ask and respond to questions which are raised through learning about the key events. They will express their views on some of these questions, supporting them with plausible reasons. The children will have the opportunity to reflect on some beliefs, feelings and ideas in relation to their learning about the life of Jesus.</p>	<p>Discuss with your child what Christians believe about Jesus, for example:</p> <ul style="list-style-type: none"> <li>• Who was Jesus?</li> <li>• Why did Jesus need disciples?</li> <li>• Why did Jesus teach using parables?</li> </ul>
Geography	<p>Pupils will find out about the needs of early settlers and the origins of place names. They will be able to identify settlements and reasons for their original siting. Pupils will be able to identify</p> <p>Discuss with your children the reasons why people chose to settle in particular places. Investigate the origins of place names. a range of mapping symbols and know their meanings. They will understand and describe how settlements are connected.</p>	<p>Discuss with your children the reasons why people chose to settle in particular places. Investigate the origins of place names.</p>

PE	<p>The children will learn how to perform small body part balances using combinations of hands, feet, elbows, knees and head, understanding how to extend their toes, legs, arms and increase the tension in their body. They will be challenged to develop sequences using apparatus and to consider changes of level and direction. The children will evaluate their own performance and the performance of others considering how their sequences could be improved.</p> <p>The children will also learn some orienteering skills.</p>	<p>Discuss with your child their work on balancing and sequences. Discuss the importance of a healthy lifestyle and the benefits of regular exercise.</p>
Art	<p>In art, the children will find out about the life and work of Andy Warhol and explore the Pop Art movement. They will develop their skills by experimenting with Warhol's blotted line technique to create artwork. The children will showcase their skills by creating their own version of Warhol's 'Campbell's Soup'.</p>	<p>Help your child to find out about the art work of Andy Warhol.</p>
Music	<p>The children will listen to a selection of styles of music including blues. They will learn about musical notation and find out about song rhythms and different pulses. They will practise pieces, including "March of the Guards", and have the opportunity to improvise as well as compose their own work which they will share in class.</p>	<p>Listen to a variety of styles of music and discuss these with your child. Talk about names used for different types of note and perform simple rhythms with your child.</p>
French	<p>Presenting myself - The unit covers saying who you are, how old you are, where you live and where you are from. We will also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic French conversation.</p>	<p>Talk to your child about their learning and encourage them to practise the words and phrases they know.</p>
PSHE	<p>This term our topic in PSHE is 'Relationships'. We will look at a range of emotions and discuss that not everyone will feel the same about the same situation.</p>	<p>It would be really useful if you could support us with this by talking about the PSHE work they have completed in school. They may talk to you about the following areas we cover:</p>

	<p>We will consider what makes a positive, healthy relationship and explore ways to resolve problems we may have with our own friendships.</p> <p>We will also spend some time looking at the differences between a secret and a surprise and who the children can talk to if they are worried about keeping a secret.</p>	<ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• To recognise what constitutes a positive, healthy relationship</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• That their actions affect themselves and others</li> </ul> <p>If you have any questions or concerns about any of these topics, please do not hesitate to contact us.</p>
Proposed Educational Visit	No visits planned for this half term.	