







Fairfield Infant and Colneis Junior Schools







Year 3 Spring Term Information 2016

Year group teachers:	<ul style="list-style-type: none"> • 3C - Mrs Churchyard (Year Leader), • 3A - Mrs Mackenzie and Miss Aberdeen • 3R – Mrs Rowlandson
Year group support staff:	<ul style="list-style-type: none"> • Mrs Brennan • Mrs Jones • Mrs Lymer • Miss Hodge
Dates for the diary: 	<ul style="list-style-type: none"> • Class Assemblies (10.20 – 10.40 am) <ul style="list-style-type: none"> ○ 3C – Wednesday 13th January ○ 3R – Thursday 14th January ○ 3A – Wednesday 2nd March <p>Class assemblies will be followed by an opportunity to join your child's class for a learning activity.</p> <ul style="list-style-type: none"> • Parents evenings Monday 8th and Wednesday 10th February • New Wolsey touring production for Year 3/4 in school Friday 4th March (PSHE) with class workshops Monday 7th March • Parents' Open Morning 9.30 – 11.30am Monday 14th March

Curriculum areas to be covered this term in:

Literacy 	<p>Types of texts we will be looking at –letters, factsheets, adventure stories, instructions and reports.</p> <p>The children will be learning:</p> <p>Spoken language</p> <ul style="list-style-type: none"> • to listen and respond appropriately to adults and other children • to justify their opinions and explain their ideas clearly • to join in with discussions, including philosophy sessions, responding to comments from others • to join in with group and class presentations and performances including drama activities and assemblies <p>Reading</p> <ul style="list-style-type: none"> • to further apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • begin to infer characters feelings, thoughts and motives from their actions and words • find evidence in the text to support their ideas • participate in discussion about books they have read and books that are read to them • use contents and index pages to find information quickly • think about the way different text types are written and recognise some conventions • to use a range of strategies to read with fluency and expression <p>Writing</p> <ul style="list-style-type: none"> • use a wider range of conjunctions and prepositions to show time passing • to use imperative (bossy) verbs in instructions • to use a storyboard to plan a story • begin to proof read their writing to check it for sense and punctuation and edit accordingly • begin to use speech marks to punctuate direct speech • to use the diagonal and horizontal strokes needed for joined handwriting and recognise which letters are best left unjoined <p>Phonics and Spelling</p> <ul style="list-style-type: none"> • 1st half term – to revise and extend the rules for adding suffixes –ment, -ness, -ful, -sion and –ly including adding –ly to adjectives to make adverbs • 2nd half term – to spell words with an apostrophe for contractions and spell some homophones • Throughout the term • to spell topic words correctly • to revise and use correctly the spelling rules covered in Autumn term • to spell some 'tricky words' from the new curriculum lists for year 3 and 4 • (NB some children will still continue to work on phase 5 and 6 Phonics.)
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	Library day: 3A – Thursday, 3C and 3R Friday
Numeracy 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • tell and write the time from an analogue clock, including using Roman numerals from I to XII, • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division • count from 0 in multiples of 4, 50 and 100; • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above • recall and use multiplication and division facts for the 3, 4 and 9 multiplication tables • recognise angles as a property of a shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle – Computing link
Science 	<p>The children will learn to work scientifically through the following science topics by:</p> <ul style="list-style-type: none"> • making systematic and careful observations including taking accurate measurements • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings and labelled diagrams. <p>The children will continue the Forces and Magnets topic described in the Autumn term information letter and then also learn about:</p> <p>Light and Shadows</p> <ul style="list-style-type: none"> • to explain that shadows are formed when light from a source is blocked; • recognise that shadows are similar in size and shape to the objects forming them; • to look for patterns in the way a shadow changes when the object or light source moves; • to notice how light is reflected from surfaces
Topic (this includes all Foundation subjects) 	<p>The topics for this term are: 1st half term – Life in Roman Britain 2nd half term – The Anglo-Saxon and Viking Invasions</p> <p>The children will be learning :</p> <p>Life in Roman Britain</p> <ul style="list-style-type: none"> • to explore what life was like in Roman Britain; • to collect and present information that they have researched; • to develop an awareness of the legacy left by the Romans. <p>The Anglo-Saxon and Viking Invasions</p> <ul style="list-style-type: none"> • about where the Anglo-Saxons and Vikings came from and why they left their homelands; • to explore what life was like in Saxon and Viking Britain • to understand the significance of Sutton Hoo • to develop an awareness of the legacy left by the Saxons and Vikings
PE 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> • Gymnastics – creating sequences using balances and jumps based on the theme 'lifting body parts high' • Games – Invasion games - developing the skills needed to play simple forms of netball/basketball and football; and Net games – learning to send and receive a ball targeting different areas of a court • Dance – The Roman March • Swimming <p>N.B. For indoor PE the children need shorts and house colour T-shirt and will usually have bare feet. For outdoor games, especially during the cold weather, they will also need trainers, jogging bottoms and a warm sweatshirt. For swimming the children need costume or trunks, swimming hat and towel. Earrings must be removed for PE and swimming. Please write a note if your child cannot do PE or swimming.</p>

RE 	<p>The children will continue the theme of 'Religion and the individual' for the first half term, looking at some ways that a Hindu family would practise their religion, and comparing this with what they have learnt about Christian and Muslim families</p> <p>In the second half term they will begin to think about symbols and religious expression, firstly in the context of Christianity and the Easter story.</p>
Art and DT 	<p>The children will be learning:</p> <p>Art</p> <ul style="list-style-type: none"> to develop their understanding of colour, through the medium of paint and focusing on the work of Paul Klee, Matisse and Van Gogh to use Saxon art as a stimulus for work on printing, using repeated patterns <p>DT</p> <ul style="list-style-type: none"> to use equipment with some accuracy to cut and shape materials and to fix components together. to develop cutting skills for food preparation
Music 	<p>The children will be:</p> <ul style="list-style-type: none"> learning basic instrumental skills by playing tunes in varying styles introduced to the language of music theory and composition learning about some of the work of Benjamin Britten the historical context of R&B and Reggae
French 	<p>The children will be learning:</p> <ul style="list-style-type: none"> about the calendar - days of the week the numbers up to 20 to name classroom objects and follow and give classroom instructions to name parts of the body and describe someone about French traditions for Easter and carnival
Computing 	<p>The children will be learning:</p> <ul style="list-style-type: none"> about simple algorithms and how inputs and selection can be used in programs to use directional language and sequences of instructions to create simple programs about digital citizenship – communicating appropriately and protecting themselves online
PSHE 	<p>The children will be thinking about how they are connected in many ways to their peer group. They will acknowledge the importance of getting along with their peer group, and understand ways of resolving conflict. They will recognise, respect and value the feelings of other children. They will explore the idea of 'values' through the theatre group visit.</p>
Homework	<ul style="list-style-type: none"> Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. Please record any home reading in your child's reading record. Maths and spelling homework are given out on a weekly basis on Fridays, to be handed in on Tuesdays. Please ask your child's teacher if you would like advice on how best to support your child at home with this. Whole school 'Big Questions' talk homework is sent out weekly. Later in this term, there will be a 'mini' home project to make a small artefact for a class museum linked to one of the history topics we will have covered – more details to follow

Additional information about ways in which you can help your child at home:

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock and digital clock
- Encourage them to bring in items of interest related to their work
- Encourage your child to read regularly, do their homework and hand it in on time, and practise number bonds, mental maths strategies or times tables on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read (There are ideas in the reading booklets given out at parents' evenings)