

What your child will be studying this term – Year 3

Time After Time

English

In reading, we will focus on using our phonics to read fluently and accurately. We will develop our comprehension skills and our retrieval skills. For writing, we will use the texts 'Five Minutes Peace' and 'Stone Age Boy.' We will ensure our sentences are accurate and correctly punctuated. We will write for a range of purposes and begin to think about the reader when we are writing. We will use a range of conjunctions to add more detail to our sentences, and use powerful adjectives and expanded noun phrases (the faded, velvet dressing gown) for description. We will expand our understanding of tenses and use the progressive tense (we were walking) to show continuous action. We will begin to use adverbs to tell us when, where or how. We will use some dialogue in our narrative writing and use inverted commas around speech. We will learn how to join up our letters and begin to use a joined-up style in our writing.

Maths -

In maths, we will be focusing on number this term using the White Rose maths programme. We will be focusing on

- Place value and the knowledge of numbers up to 1 000.
- Number bonds to 20 and 100.
- Addition and subtraction including the crossing of the tens/hundreds boundaries.
- Times tables and division facts (x2, x3, x4, x5 and x8)
- Multiplication and division (2 digit by 1 digit)
- Money and change

Science – Rocks/Light.

We will compare and group together different types of rocks and investigate what soils are made up of. We will learn about fossils. We will also understand that light is reflected from surfaces and investigate how shadows are formed and find patterns in the way the shadow size changes.

Computing – Algorithms and decomposition, programming and coding

We will learn that we can break down complex problems into smaller steps and how to add repetition and loops to a flow diagram. We will learn that repeat commands make programs efficient and how to use commands to write a program with several characters and scenes.

History – Prehistoric Times

We will learn what prehistory means and place the Stone Age, Bronze Age and Iron Age in order. We will learn about what life was like in the different ages. We will use sources to find out how farming changed over the periods. We will learn about daily life in an Iron Age fort house,

Geography – Time Zones

We will learn about the different time zones in the world and locate these on a map. We will investigate travelling through different time zones. We will learn about the prime meridian and the importance of Greenwich.

Art –Cave and rock paintings

We will study cave paintings around the world, and look and see how different animals are represented. We will develop our drawing skills of animals using charcoal and recreate cave paintings using a range of effects to create different textures. We will develop our painting skills by using smaller brushes to add finer detail.

D.T – Mechanical characters

We will learn how mechanisms can be used to make things move in different ways, using a range of equipment. We will assemble a simple pneumatic system and use it in conjunction with simple levers to control movement. We will evaluate the finished product.

PSHE – Relationships







We will be learning about respectful relationships.

R.E - We will learn about the signs, symbols and sayings of the major religions. We will also learn about Jesus and Buddha.

Please see the next page for ways to support your child's learning

Ways in which you can help your child

- Read with your child every night - ask them to read to you out loud and ensure they are able to read accurately and fluently
- Ask your child questions about what they have read (use the VIPERS questions) to check for understanding. How did they know the answer? Where in the text did they find the information?
- Identify any words your child doesn't know the meaning of, and together, look them up in the dictionary. Try and use these words in conversations so that your child becomes familiar with them.
- Ask your child to practise their joined up handwriting for ten minutes every day.
- Practise some of the Year3 /4 word list - which ones can your child spell accurately? Can they use them in a sentence?
- Go on mathematics and times tables rock stars each day
- Ask your child to practise their number bonds to 20 and to 100 - how many different ways can they make these numbers?
- Play songs and games to encourage your child to learn their 2x/3x/4x/5x/8x tables - how quickly can your child recall them?
- Use coins and make different amounts of money - is there more than one way to make a given amount?
- Practise working out change from notes.
- Visit the Natural History Museum (or visit their website) and see what you can find out fossils
- Look at the length of shadows at different times of the day - what does your child notice?
- Plan a journey to somewhere far away. Together, investigate the different time zones you would go through.
- Create your own cave paintings!
- Go on BBC bitesize to find out what life was like in prehistoric Britain

Vocabulary  Find and explain the meaning of words in context.	Infer  Make and justify inferences using evidence from the text.	Predict  Predict what will happen based from the details given or implied.	Explain  Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve  Retrieve and record information and identify key details from fiction and non-fiction.	Summarise  Summarise the main ideas from more than one paragraph.
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

accident(ally)
 actual(ly)
 address
 answer
 appear
 arrive
 believe
 bicycle
 breath
 breathe
 build
 busy/business
 calendar
 caught
 centre
 century
 certain
 circle
 complete
 consider
 continue
 decide
 describe
 different
 difficult

disappear
 early
 earth
 eight/eighth
 enough
 exercise
 experience
 experiment
 extreme
 famous
 favourite
 February
 forward(s)
 fruit
 grammar
 group
 guard
 guide
 heard
 heart
 height
 history
 imagine
 increase
 important

interest
 island
 knowledge
 learn
 length
 library
 material
 medicine
 mention
 minute
 natural
 naughty
 notice
 occasion(ally)
 often
 opposite
 ordinary
 particular
 peculiar
 perhaps
 popular
 position
 possess(ion)
 possible
 potatoes

pressure
 probably
 promise
 purpose
 quarter
 question
 recent
 regular
 reign
 remember
 sentence
 separate
 special
 straight
 strange
 strength
 suppose
 surprise
 therefore
 though/although
 thought
 through
 various
 weight
 woman/women