## ENGLISH:

This half-term, we will be working on persuasive writing, in different forms – advertising and letter-writing – and we will be exploring fables.

Reading: two 40-minute Guided Reading sessions per week, as well as individual reading and reading in the context of the main curriculum objectives. Discussion and written answers based on specific shared texts.
Children will continue to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a range of fiction and non-fiction, with a focus, in this half-term, on adventure stories and persuasive writing.
- exploring the structure of fictional stories, investigating the purpose of the opening, build-up, main action, climax resolution and ending.
- identifying themes and conventions in a wide range of books.
- discussing words and phrases that capture the reader's interest and imagination.
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Speaking & Listening/Writing: five 40-minute lessons a week based on a specific texts and developing the following skills:

- Understanding persuasive language and techniques.
- Orally presenting persuasive arguments in advertisements and discussions
- Using ICT and pen & paper to draft and develop persuasive texts: advertisements and letters.
- Understanding and using the conventions of fables.
- Using personification to create animal characters.
- Developing plots that teach lessons/morals, in the style of traditional fables.

We will have a particular focus on evaluating and improving our work by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar: One 40-minute lesson per week. The grammar focus will feed into all written work throughout the week. Areas of focus:

- Adverbs, e.g. wildly, happily, often, almost, creatively
- Subordinate clauses, e.g. With furrowed brow, she quietly pondered what to say.
- Present perfect tense e.g. I have seen that film; He hasn't left yet.
- Time conjunctions, e.g. when, after, until, while

Spelling: one 40-minute lesson per week. Spelling patterns/words will be the focus in all written work throughout a two week block. Children will bring a spelling list home to learn every other week. The particular areas focused on will be based on need and progress. All children will get some spellings based on the statutory list from the 2014 National Curriculum. Some other focus areas might include:

- Possessive apostrophes
- Suffixes: adding -ation to make nouns, e.g. inform → information, adore → adoration; adding -ly to make adverbs, e.g. sad → sadly, happy → happily
- The endings -sure, -ture and -(t)cher, e.g. measure, creature, catcher
- The endings -tion, -sion, -ssion, -cian, e.g. invention, extension, possession, musician

## MATHS:

There will be seven 40-minute Maths lessons per week. One lesson will focus on mental Maths and improving mental agility including practising x 2, 3, 4, 5, and 10 times table facts. Homework will focus on mental agility with a 20-minute mental Maths activity set each week.

### *Place Value and number*

- Partition and represent 3-digit numbers using Place Value cards and multi-base equipment (Dienes).
- Order and compare 3-digit numbers, place on an ENL, find a number between.
- Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.
- Place value in money, writing in pounds and pence.
- Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p.

EXTENSION:

- I can add or subtract 0.1 or 0.01 to/from any decimal number with confidence, e.g. 5.83 + 0.01 or 4.83 – 0.1
- I can begin to subtract decimal numbers using counting up mentally or using a number line: 6.2 – 3.5
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- I can locate 4 and 5 digit numbers on a number line and use this to compare and order numbers.
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- I can understand the numbers of 1s, 10s, 100s, 1000s and 10,000s in a 5-digit number and the use of zero as a place holder.

### *Addition and subtraction*

- Revise using expanded and compact addition to add any pair of 3-digit numbers.
- Use compact addition to add pairs of 3-digit numbers, estimate totals.
- Use compact addition to add any pair of 3-digit numbers; look for patterns and make generalisations.
- Revise using Frog to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72.
- Revise using Frog to subtract 3-digit numbers within same century, e.g. 476 – 438.

EXTENSION:

- I can confidently add 3- and 4-digit numbers together using a secure written column method

*Multiplication and Division*

- Revise doubling numbers to 50 using partitioning.
- Revise halving numbers to 100 using partitioning.
- Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).
- Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers.
- Begin to use the grid method to multiply 2-digit numbers (numbers q 30) by 1-digit numbers; Find and test rules.

EXTENSION:

- I can multiply 2- and 3-digit numbers using the grid method (HTU x U)
- I can multiply 2-digit by 2-numbers by 2-digit numbers using the grid method (TU x TU)

*Measures and data*

- Measure in litres and millilitres and convert between the two units.
- Revise measuring in millimetres and centimetres, draw a bar chart.
- Revise measuring in metres and centimetres, find perimeters.
- Revise am and pm; Begin to tell the time to the nearest minute.
- Tell time to nearest minute; compare time durations.

EXTENSION:

- I can convert between units of time and between analogue and digital times.

- I can measure and compare capacities, weights and lengths, including perimeters using appropriate units

*Addition and subtraction*

- Add three or four 2-digit numbers using expanded or compact addition.
- Add three or four 2-digit numbers using compact addition; estimate answers.
- Add three or four 2-digit numbers using compact addition; Find and test rules.
- Use Frog to help calculate change from £5, £10 and £20.
- Use frog to find the difference between amounts of money.

EXTENSION:

- I can subtract larger numbers using written column method or by counting up (Frog)

## SCIENCE:

Science is taught for three 40-minute sessions per week. Much of the work is practical-linked with the development of scientific skills.

In Science this term children will recap on their previous study of the parts of flowering plants and their functions, the conditions affecting plant growth and plants as living things. They will develop an understanding of photosynthesis – the process by which plants make their own food. They will investigate how water is transported in plants. Finally they will describe plant life cycles, in particular how seeds are formed, dispersed and germinate. Throughout this topic the children will develop experimental skills in observation, predicting, recording, measuring and concluding. They will be encouraged to work independently, setting up experiments and designing appropriate recording methods.

## HISTORY:

This term the children will be studying the Stone Age to the Iron Age, a unit of work that is new to the National Curriculum. They will be working with a timeline, placing events in chronological order, comparing houses and homes over the period and closely examining and recreating cave paintings.
Children will respond to a request from the Louvre to stage a Stone Age- Iron Age museum, this will involve detailed research as well as practical projects which they will complete in teams both in school and at home. If you are going to the UK over the summer you may be interested to visit Stone Henge or Skara Brae in the Orkneys.

## PSHCE:

The Values of the month this term will cover Tolerance, Hope and Appreciation.
We will also be focussing on Friendships-

- Respecting our friends

Children will learn that it is important that they make reasoned decisions built on sensible outcomes. They should be able to justify choices and explain them to others.

- Making and maintaining friendships:

Children will learn about ways in which they can develop relationships with others through work and play.

- Avoiding anti-social behaviour

Children will understand that they need to cope with an increasing number of alternatives when making decisions and that they should consider their options carefully.
A Sun Safety talk will be given by the school nurse to establish a clear understanding that they are responsible for ensuring they are sun safe and the importance of staying hydrated and in the shade during their playtimes. At this time of the year it is essential to remind the children to be sun aware and to appreciate the consequences of over exposure to sun and heat.

## FOOD TECHNOLOGY:

To link with our Stone Age to Iron Age theme children will investigate the seasonality of food and the methods by which it is grown/harvested and processed. They will design an innovative, functional and appealing product in the form of a soup using ingredients that were available to humans in this era. They will review their work and suggest ways of improving in the future.

## DESIGN TECHNOLOGY:

Children will generate, develop and communicate ideas to design a Stone Age shield. They will be encouraged to select appropriate materials and tools to make their design, considering accuracy and careful finishing of the end product. Thy will evaluate and reflect on their design by considering the design criteria.

## COMPUTING:

Children will hone their programming skills to control a Probot. In this unit the children will be introduced to programming though 'Artist' where they will begin by writing code to draw shapes. They will then use the repeat command to create patterns. When the Probots are introduced, the skills learnt will be put to the test! Children will write and enter a list of commands to control the Probot and will be challenged to plan a sequence to an end. It will be tricky! There will be more information shared on our Year 3 Blog if you would like to have a go at home!

## Extra Curricular Opportunities:

Thursday 28th April: Beauty and the Beast theatre production at BSAK
Sunday 8th May: James and the Giant Peach theatre production at the Abu Dhabi Theatre, Corniche Breakwater.