

# Stanbridge Lower School



## Class Letter - Year 3

Spring Term 1 - 2022

### Learning News

This half term we are learning about rivers. We will study the River Nile and look closely at its human and physical features. We will also investigate why the river was so important to ancient Egypt and the role it plays in life today. This topic fits nicely alongside our Science unit where the children will be investigating rocks, fossils and soil. After investigating different properties of rocks we plan to look at the life of Mary Anning and have some real fossils to look at and hold. Our Art and Design Technology lessons will also follow this theme as the children will learn how to design, make and evaluate an Egyptian mask. We will also look at famous paintings of rivers and the children will recreate them using different styles and techniques. In Music we are lucky to have Inspiring Music in to teach us the 'ocarina' every week. These lessons are always great fun and the children will learn how to play a new instrument.

In English lessons our main book study is 'The Iron Man' by Ted Hughes and our main focus is writing to persuade. We will start off looking at the poem 'The Coming of the Iron Man' by Brenda Williams which nicely summarises the first chapter. We will also look closely at new vocabulary and the children will consolidate their understanding and ability to use a dictionary and determine the correct meaning of a word depending on the context in which it is used. As we continue reading the book every day we will discuss each part of the story using VIPERS questions. The children will also continue practising their punctuation such as commas to demarcate clauses, full stops and the use of question marks. As we look at settings and character descriptions, the children will be introduced to further descriptive language devices such as similes, metaphors, personification, powerful verbs and adverbs. Following on from this we will then look at the features of writing to persuade and the children will produce persuasive writing such as advertisements.

In Maths, we will be continuing our learning about multiplication and division, working on learning methods for multiplying and dividing 2-digit numbers by a 1-digit number, with and without remainders. For multiplying, we will be learning to use the column method and for division we will be using our knowledge of place value and partitioning as well as our understanding that division is splitting an amount into equal groups. We will then move onto learning about money, revising our knowledge of pounds and pence, using the £ and p symbols, before learning different ways of making the same value using different coins and notes, converting between pounds and pence, adding and subtracting amounts of money and finding change. Finally this half term we will learn about statistics, revising our knowledge of tally charts and pictograms, including ones where the symbol represents more than 1, and uses part symbols, before moving onto constructing bar charts from the information given in a tally.



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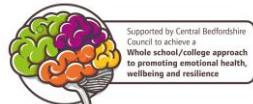
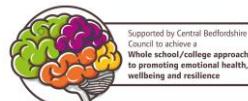


	chart or pictogram and interpreting information given in a table to help us answer one- and two-step problems.																																																																																																																																																
Gaps in Learning	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Capital letters at the beginning of sentences and for names.</li> <li>• Remembering full stops at the end of sentences.</li> <li>• Using phonic knowledge to spell longer words.</li> <li>• Remembering spelling rules, for example adding -ed to a regular verb to turn it into a past tense verb (jump → jumped) or altering the root word e.g. doubling the consonant of more complex verbs (beg → begged, step → stepped)</li> <li>• Reading written work to check it makes sense.</li> <li>• Spelling homophones correctly e.g. there/their/they're, where/wear, been/bean.</li> <li>• Proofreading and editing written work independently.</li> <li>• To understand what they read, in books they can read independently, by drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Automatic recall of key addition facts (shown in the table) and corresponding subtraction calculations. Automatic recall means quick recall from memory with no working out needed.</li> </ul> <table border="1"> <thead> <tr> <th>+</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td><b>0</b></td> <td>0+0</td> <td>0+1</td> <td>0+2</td> <td>0+3</td> <td>0+4</td> <td>0+5</td> <td>0+6</td> <td>0+7</td> <td>0+8</td> <td>0+9</td> <td>0+10</td> </tr> <tr> <td><b>1</b></td> <td>1+0</td> <td>1+1</td> <td>1+2</td> <td>1+3</td> <td>1+4</td> <td>1+5</td> <td>1+6</td> <td>1+7</td> <td>1+8</td> <td>1+9</td> <td>1+10</td> </tr> <tr> <td><b>2</b></td> <td>2+0</td> <td>2+1</td> <td>2+2</td> <td>2+3</td> <td>2+4</td> <td>2+5</td> <td>2+6</td> <td>2+7</td> <td>2+8</td> <td>2+9</td> <td>2+10</td> </tr> <tr> <td><b>3</b></td> <td>3+0</td> <td>3+1</td> <td>3+2</td> <td>3+3</td> <td>3+4</td> <td>3+5</td> <td>3+6</td> <td>3+7</td> <td>3+8</td> <td>3+9</td> <td>3+10</td> </tr> <tr> <td><b>4</b></td> <td>4+0</td> <td>4+1</td> <td>4+2</td> <td>4+3</td> <td>4+4</td> <td>4+5</td> <td>4+6</td> <td>4+7</td> <td>4+8</td> <td>4+9</td> <td>4+10</td> </tr> <tr> <td><b>5</b></td> <td>5+0</td> <td>5+1</td> <td>5+2</td> <td>5+3</td> <td>5+4</td> <td>5+5</td> <td>5+6</td> <td>5+7</td> <td>5+8</td> <td>5+9</td> <td>5+10</td> </tr> <tr> <td><b>6</b></td> <td>6+0</td> <td>6+1</td> <td>6+2</td> <td>6+3</td> <td>6+4</td> <td>6+5</td> <td>6+6</td> <td>6+7</td> <td>6+8</td> <td>6+9</td> <td>6+10</td> </tr> <tr> <td><b>7</b></td> <td>7+0</td> <td>7+1</td> <td>7+2</td> <td>7+3</td> <td>7+4</td> <td>7+5</td> <td>7+6</td> <td>7+7</td> <td>7+8</td> <td>7+9</td> <td>7+10</td> </tr> <tr> <td><b>8</b></td> <td>8+0</td> <td>8+1</td> <td>8+2</td> <td>8+3</td> <td>8+4</td> <td>8+5</td> <td>8+6</td> <td>8+7</td> <td>8+8</td> <td>8+9</td> <td>8+10</td> </tr> <tr> <td><b>9</b></td> <td>9+0</td> <td>9+1</td> <td>9+2</td> <td>9+3</td> <td>9+4</td> <td>9+5</td> <td>9+6</td> <td>9+7</td> <td>9+8</td> <td>9+9</td> <td>9+10</td> </tr> <tr> <td><b>10</b></td> <td>10+0</td> <td>10+1</td> <td>10+2</td> <td>10+3</td> <td>10+4</td> <td>10+5</td> <td>10+6</td> <td>10+7</td> <td>10+8</td> <td>10+9</td> <td>10+10</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Rapid, automatic recall of learnt times tables (x2, x3, x4, x5, x10 to date), and corresponding division facts.</li> <li>• Automatic recall of doubles and halves to double 20.</li> <li>• Secure understanding of place value equivalence, e.g. 10 ones = 1 ten, 10 tens = 1 hundred, and how this applies when the amount of tens, ones or hundreds changes, for example 30 ones = 3 tens etc.</li> </ul>	+	0	1	2	3	4	5	6	7	8	9	10	<b>0</b>	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10	<b>1</b>	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10	<b>2</b>	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10	<b>3</b>	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10	<b>4</b>	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10	<b>5</b>	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10	<b>6</b>	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10	<b>7</b>	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10	<b>8</b>	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10	<b>9</b>	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10	<b>10</b>	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10
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Supported by Central Bedfordshire Council to achieve a  
Whole school/college approach to emotional health,  
wellbeing and resilience

	<ul style="list-style-type: none"> <li>• Applying key facts to larger calculations, e.g. knowing <math>20 \times 3 = 60</math> because <math>2 \times 3 = 6</math>, or knowing <math>700 - 300 = 400</math> because <math>7 - 3 = 4</math> without calculating.</li> <li>• Applying knowledge of calculation methods to word problems, especially 2-step problems, consistently and accurately, drawing on knowledge of key facts.</li> </ul>
<b>Good News</b>	The children have loved taking it in turns to take our class pet 'Snowflake' the owl home for a few days. It has been lovely for the rest of the class to see what he has been up to and the children have all been excited to share this with the class when he returns. Thank you for supporting your children in this activity, they are definitely excited on a Friday to see who is taking him!
<b>Homework Updates</b>	Homework for Maths and Literacy will normally be set on a Tuesday and children will have a week to complete it. If your child is absent on a Tuesday please can you encourage them to give their homework book or folder to the relevant teacher as soon as possible so that it can be updated.
<b>PE Kits</b>	PE kits will be needed on Monday and Thursday afternoons. I have suggested to children that they bring them in on a Monday and take them home on a Thursday if they wish to. This means that they have a full PE kit for the whole week so that they can be flexible if we need to change our plans due to weather or other curriculum demands.
<b>Forest Schools</b>	The children have enjoyed some forest school sessions on the school field and in the environmental area. We plan to continue this again this half term so I will notify you in advance if the children need wellies and raincoats etc.
<b>Library</b>	Year 3 will visit the library every week and the children are welcome to choose a book of their choice. If they wish to keep it for longer than a week then they can do.
<b>Visits/visitors/Trips</b>	Digital safeguarding talk (assembly)



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