

Year 3 Newsletter

Dear Parents,

Welcome to the new school year and to the Juniors! I hope everyone had a great summer break and that, like me, you are enthusiastic and eager to begin this year's learning journey with the 'New Norm'. I would like to take this opportunity to say how excited Mrs Clarke and I are about getting to know your child and we aim to make this year full of successful learning experiences.

Here is a summary of the work we will be covering in Terms 1 and 2.

In **Literacy**, we will be studying texts such as; *Feargal Fly*, *Leon and the Place Between* by Angela McAllister, *Gregory Cool* by Caroline Binch, *The True Story of the Three Little Pigs* by Jon Scieszka, and *George's Marvellous Medicine* by Roald Dahl, plus many more. I understand that many children are eager to read the upcoming text before we read them in class, however, please refrain from doing so, where possible, to avoid diminishing the curiosity, anticipation and predicting when we study them in class. We will be using texts, such as these, to inspire written work after having the opportunity to explore them using spoken language, hot seating and drama. The written task will focus on developing spelling, punctuation and grammar within writing genres that include recounts, narratives, diaries, letters, newspaper reports, non-fiction reports, information texts and poems, along with a variety of comprehension activities.

In **Mathematics**, we will be developing concepts to embed and revise learning from Key Stage 1, as well as learning new and challenging concepts.

Number - Place Value	Number - Addition and Subtraction	Number - Multiplication and Division	Consolidation
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It is imperative that children know all their times tables by heart along with the corresponding division facts. For example; $3 \times 4 = 12$ so $12 \div 3 = 4$. We will initially begin by revising and rapidly recalling the 2, 5 and 10 times tables before moving on to the 3, 4 & 8 times tables (up to 12 times). We will be focusing on times tables daily in the class, but this is something that with your support, regularly practising at home, would be beneficial to your child's success and confidence in many mathematical concepts.

In **Science** this term we will be learning about light. We will consolidate our prior learning about light and light sources, investigating how shadows are made and if all materials create the same shadows. The key vocabulary of transparent, translucent and opaque will be used to categorise materials and help us to explain the difference between shadows. Pattern finding and explaining reasoning for this will help us to explore how and why shadows caused by the sun change throughout the day.

Science in Term 2 will continue with a focus on Rocks. During this unit, the children will learn where different types of rocks can be found, the different characteristics that they have and how igneous, sedimentary and metamorphic rock are formed. They will also identify and classify different types of soil.

In **History**, we will be learning about the Stone, Bronze and Iron Age. Within our topic, we will learn about chronology, changes that occurred during this period of time and study artefacts to learn how our knowledge of the past is constructed from a range of sources.

Term 2 will begin our exciting **Geography** learning, locating continents and countries around the world. We will focus particularly on Europe, North America and Asia where we will learn about their location, and geographical and human features. We will also learn about climate zones and develop an understanding of different weather conditions and how they are caused.

In **Computing** we will be consolidating and improving upon our existing skills. We will be learning to create animations using the Scratch application.

In **Design and Technology** we will begin our learning of how pneumatic systems work and can be used within objects to create movement. We will develop processes and techniques to create a model with a moving part.

During Term 2, our **Art and Design** topic of printing will involve us exploring block prints and patterns from different cultures around the world. We will use patterns and the work of various artists to design and carve our own pattern onto lino tiles that will be printed onto fabric. I cannot wait to see the finished products!

In **Music**, we will be developing our understanding of pitch, along with beginning to learn about other musical elements such as tempo, dynamics and timbre. We will explore the work of the composer Saint-Saens in the Carnival of the Animals.

In **PSHE/SMSC** will be looking at 'Relationships' and the importance of perseverance, how to work to the best of our abilities and how to overcome the barriers to learning we all face from time to time. Their 'Learning to Learn' project will be part of their homework this term, where they will be setting themselves small goals to work towards.

Now we are in the juniors, we will begin our fun and interactive **French** learning, following the Tout le Monde programme. During Term 1 and 2 we will be focusing on Level 1, Modules 1 and 2, which includes learning about greetings, counting to 20, parts of the body and responding to questions.

In **Religious Education** we will be focussing on 'What does it mean to be a Christian in Britain today?'. We will find out what Christians do to show their faith in how they help their local community. Explore what Christians do to show their faith within their church communities and also find out about some ways in which Christians make a difference in the worldwide community.

At present, **Physical Education** will be on Wednesdays and Fridays include an outdoor session, so please ensure that your child has a suitable kit for when it is cold - tracksuit bottoms and sweatshirt, ideally navy or grey. Come rain or shine we do go outside so please ensure during these colder terms that your child has appropriate outdoor clothing. A pair of shorts will also be needed for indoor PE of dance or gym.

PE KIT WILL GO HOME ON FRIDAY AND NEEDS TO BE BACK IN SCHOOL MONDAY.

Homework

Day Given	Activity	Due in
Every Day	<ul style="list-style-type: none">Read for at least 15 minutes to an adult and have their Reading Record Book signed.	Everyday
Monday	<ul style="list-style-type: none">A short maths task reviewing concepts or A Foundation Subject / Literacy based task or Extra reading	Following Monday
Monday	<ul style="list-style-type: none">Children to complete their spelling investigation work and practise their individual spellings	Following Monday

Reading, handwriting and spelling still remain a huge priority in Year 3. The children **must** read daily, and I will hear everyone at least once a week. Please ensure you do the same as the children love reading to someone else. If extra reading is given as homework this will include time to ask questions about the text and discuss what they have read in more depth.

The children are given a piece of homework on a Monday which is due in on the following Monday, to consolidate their previous weeks learning and revise previously learnt topics.

PSHE will form the other piece of homework, this term, where they will need to complete a diary about the progress towards their goal. I expect the children to tackle the homework with 100% effort and with a 'have a go' attitude. I will award house points for a good standard of work, if it has been completed and handed in on time. Please encourage the children, as part of their learning in organisation and self-reliance, to inform me of problems with homework, and I will happily spend time with them again.

Rewards

Good work and behaviour will result in house points, star of the week, star of the day, class golden time, table points and weekly certificates in Achiever's Assembly. I believe in having a positive approach with the children and will praise them regularly and wherever I can.

Time to discuss any issues

Please email me (p.burns@cobham.kent.sch.uk) if you have any queries regarding your child, but I would also encourage the children to come and speak to me themselves. This might be to relieve a worry before going home, or after having discussed it with you. I think it is important for the children to start to think for themselves and work out how to solve problems independently if they can. Obviously, any larger issues should be dealt with me directly and if needed we can arrange a face-to-face meeting.

In conclusion, I look forward to a great year, meeting and working with you, to strive and achieve the potential of your child.

Kind regards,
Mr Burns