

**Please help by:**

Discussing what your child has been learning at school. Ask them about any new learning in maths and challenge them by getting them to explain their methods for solving new problems. Share any new texts that they have discussed in writing and reading sessions and encourage them to recount any stories or information in as much detail as possible.

**Home learning:**

This will go home every Friday to be returned by Wednesday. Please encourage them to work independently but provide support where needed. The homework will always be based around the learning that we have done in school. We would also like you to encourage your children to use Mathletics, Reading Eggs and the DB platform Class Pages to help support their learning in school.

**Reading books:**

These will go home with the children's homework on a Friday. If your child finishes their book and shows great comprehension, please send it back into school and we will ensure that it gets changed. Please support your child by listening to them read and discussing what they have read. The reading records are there for you to fill in once you have read with your child. Please also encourage them to read anything else that interests them.

**PE:**

**Our P.E days are on Monday (outdoor) and Tuesday (indoor.) They will need their PE kits including pumps for indoor and trainers for outdoor.**

**Food and drink:**

Please ensure your child has a bottle of water in school every day. Children are also encouraged to bring a piece of fruit or a healthy snack for morning break.

Finally, we would to thank all parents/carers for your help and support in this first term of Year 3 .If you have any questions please ask a member of the Year 3 team.

Teachers: Ms Pascoe and Miss Boyne

## Reading

**Core skills covered** - to be able to answer questions on a text using some evidence to back up their ideas. We will be making predictions and joining in with discussions about different text types. We will be focusing on poetry during our reading sessions, looking at different layouts and practicing performances.

**How it fits with our project** – We will be reading and following instructions to follow recipes. We will look at a range of different healthy eating themed texts such as poems, stories and persuasive writing.

## Writing

**Core Skills covered-** We will begin by looking at poetry, finding rhyming couplets and discussing layout, linked with our healthy eating theme. This will be followed by creating a persuasive piece of writing encouraging healthy eating and looking after our bodies. Our narrative will be a cumulative story, also linked with our healthy eating theme. We will be finishing off by writing a set of instructions for a menu to contribute towards our final product.

**Punctuation and sentence** – using and punctuating direct speech. Tenses. Using conjunctions, adverbs and prepositions to express time and cause. Organising paragraphs around a theme and spelling rules

**How to make it interesting (Composition and effect)** In narratives, creating setting, character and plot by using descriptive language and extending sentences by using a wide range of conjunctions. In non-narrative writing we will be using simple organisational devices such as headings and subheadings to make our writing more clear for the reader.

## Maths

### Core skills for mental maths

- Add and subtract numbers mentally
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

### Written methods

- count from 0 in multiples of 100;
- recognise the place value of each digit in a three-digit number (hundreds, tens, units)
- compare, order and write numbers up to 1000
- add and subtract numbers with up to three digits
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems,
- measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- interpret and present data using bar charts, pictograms and tables

### Maths facts

- Practice number bonds to 100 and 3, 4 and 8 times tables.

### How we will use maths in our project?

Weighing ingredients for our healthy eating menu.

Measuring our muscles and jumping distances when investigating the human body.

Data collection when comparing our favourite foods and collecting data about our bodies.

## Year 3 Project –

### ‘Does Food Taste Better in the Dark?’

**We will begin the project by blindfolding the children and encouraging them to taste a range of different foods so they can start thinking about our project question**

**‘Does food taste better in the dark?’**

**The children will be learning all about healthy eating and how our bodies digest food. We will also be looking at how we see things as well as carrying out challenging scientific investigations related to the project.**

**They will use their learning to create their own ‘Dine in the dark’ experience where they will produce a healthy eating menu and prepare a meal for friends and family to come and try.**

## Other learning

**PE – Indoor; Gymnastics, with a focus on balance and linking movements to create a routine. Outdoor; Handball, with a focus on passing, catching and dribbling skills.**

**PHSCE – Equality for all. Living together harmoniously regardless of religion. Celebrating different languages. How can we eradicate poverty?**

**RE – Investigating the beliefs and practices of religions and other world views. Investigate how other religions address questions of meaning, purpose and value.**