

Were the Romans really rotten?

Spring 2



Year 3

What a busy, but extremely enjoyable, half term we have ahead! We have lots of wonderful learning activities planned for this half term, including our favourite, World Book Week. We will be focussing on the story 'Here We Are' by Oliver Jeffers. This story is about the importance of taking care of the planet and everything on it. The children will be taking part in different activities which will help them explore the ideas from the book.

We have worked closely with Mr Haywood to ensure that our learning can be linked closely to the outdoors. The children love learning outside whatever the weather, so it is important that all children have strong suitable footwear and clearly named warm clothing.

**3P outdoor learning - Wednesday 21st February,
Thursday 21st March**

3S outdoor learning - Tuesday 5th March

The children have thoroughly enjoyed the introduction to the Romans through our topic 'There's no place like Rome' and are eager to carry our learning journey, building on what they learnt last half term. They will explore the expansion of the empire; the building of Roman Britain and the impact the Romans have had on how we live today.

As always, if you have any questions or queries about Year 3 please feel free to contact us.

Kind regards
The Year 3 Team.

Dates to remember

19th February: School opens

22nd February: Rescheduled Y3 assembly 2.40pm

4th March- World Book Week

15th March- Spring reports out

20th March- Parents evening face to face 3.30-8.00pm

21st March- Parents evening face to face 2.00-5.30pm

Homework

Maths 'Learn by Hearts' will be sent out on a biweekly rota. The children will practise these skills in class and be tested on Fridays. Children will also be sent home with a list of spellings for each week at the start of term. These will be tested every Thursday. Reading books need to be brought into school daily and it is the children's responsibility to change these. Book bags will be checked on a Thursday and raffle tickets awarded.

PE days

Children will need to come to school in their PE kits on **Tuesdays and Thursdays if they are in 3S and Mondays and Thursday if they are in 3P**. This MUST be the Sandal PE kit, consisting of their house PE t-shirt, black shorts or joggers and a black hoodie. Please ensure all items of clothing are clearly named. Trainers must also be worn and long hair tied back.

Personal Development

Our whole school themes this term is 'Relationships' and the British value that we will be focussing on is 'Individual Liberty'. Our Root of learning is 'Thinking for ourselves'.

PSHE: Our PSHE theme for this half term is 'relationships'. During the half term, the children will be learning about the skills needed to build strong relationships, understanding the importance of taking turns and being a good listener. They will be taught how to express any concerns or worries they may have, as well as developing empathy for others.



PE: Our focus sports this half term is hockey and communication and tactics. The children will explore how to apply the principles of attack and defence, with a particular focus on passing, moving and dribbling. In our second unit, they will explore what makes an effective team through different problem solving challenges.

Our World

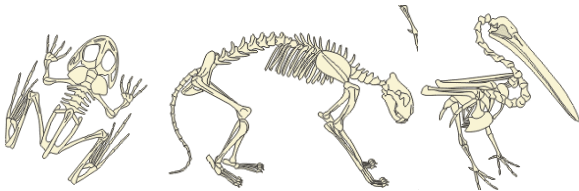
History: We are continuing to learn about the Romans, building on our knowledge from last half term. We will be exploring the spread of the Roman Empire, the impact the Romans had on Britain and the way we live today.



RE: The children will be exploring **Christianity** and our key question, “What do Christians believe about a good life?”

STEM

Science: We continue the theme this term of ‘Animals including Humans’ with more of a focus on animals. This will involve recapping on the family they belong to, characteristics, similarities and differences of each animal group. We will learn more about their diets and about their skeletal structure.



Computing: The focus for computing this half term is touch typing and emails. The children will be learning how to type correctly on a keyboard and use those skills to compose an email.

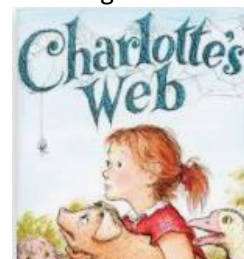
Maths: At the start of the half term, we will consolidate our learning on multiplication and division, including the “bus stop” method and then introduce the grid method for multiplication. After that we will then move onto fractions.

Design Technology: This half term the children will be making and evaluating their own sandwich. Using their understanding of the Eatwell Plate from science, the children will be designing their own healthy sandwich and developing food preparation skills.

Language and Communication

Speaking: Throughout the curriculum, speaking will be encouraged through role play, debates and sharing news with the class. The children will also be exploring performance poetry, learning and creating their own limericks and having opportunities to perform to their peers.

Writing: Our focussed text type for this half term is non-chronological report, using our class text ‘Charlotte’s Web’ as the stimulus. The children will be writing detailed, clearly structured non-chronological reports while continuing to develop and build upon all the skills we have already been taught.



Reading: Our class text will be ‘Charlotte’s Web’ by E.B. White. They will also be covering the following skills: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise through exploring a range of different text types.

Spelling: During spelling lessons, the children will be focussing on words ending in ‘al’ and ‘le’ and ‘ly.’ In addition, we will be continuing to learn the Year 3 / 4 common exception words.

Spanish: During our Spanish lessons, we will be practising vocabulary we have already been taught learning different verbs and classroom commands.

The Arts

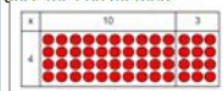
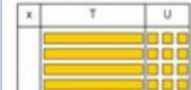

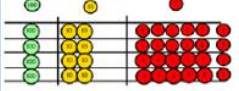

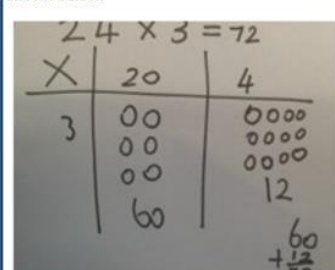
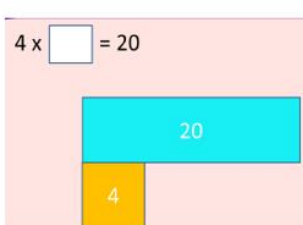
Music: We will be focussing on Jazz. Children will be introduced to Jazz music and focus on rhythm and the creation of jazz motifs. Children will also learn about call and response and learn how to be able to improvise in the jazz style of music.

Children in 3P will be learning how to play the recorder which will be sent home at the start of the half-term for them to practise. Enjoy! ☺

Common Exception Words Year 3

The children will focus on a different set of common exception words each half term. They will also be part of the weekly spelling tests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	actual learn group heard arrive circle often build extreme	eight caught heart breath busy early island earth	continue decide centre century minute consider enough history February	perhaps address guard material recent guide forward fruit famous	though notice quarter length library describe mention answer appear	actually certain height imagine increase interest important difficult

Objective & Strategy	Concrete	Pictorial	Abstract															
Grid method	<p>Show the links with arrays to first introduce the grid method</p>  <p>4 rows of 10 4 rows of 3</p> <p>Move onto base ten to move towards a more compact method.</p>  <p>4 rows of 13</p> <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>  <p>Calculations 4 x 126</p> <p>Fill each row with 126</p>  <p>Calculations 4 x 126</p> <p>Add up each column, starting with the ones making any exchanges needed</p>  <p>Then you have your answer.</p>	<p>Children can represent their work with place value counters in a way that they understand.</p> <p>They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p>  <p>Bar model are used to explore missing numbers</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table border="1" data-bbox="1037 1232 1260 1299"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>7</td> <td>210</td> <td>35</td> </tr> </table> <p>210 + 35 = 245</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table border="1" data-bbox="1037 1500 1260 1635"> <tr> <td></td> <td>10</td> <td>8</td> </tr> <tr> <td>10</td> <td>100</td> <td>80</td> </tr> <tr> <td>3</td> <td>30</td> <td>24</td> </tr> </table>	x	30	5	7	210	35		10	8	10	100	80	3	30	24
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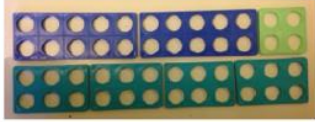


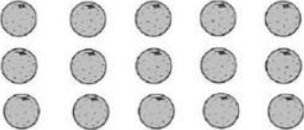
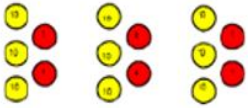
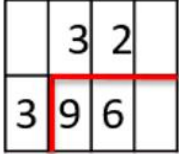


Sandal
Primary School & Nursery

Y3

MULTIPLICATION

Nurture Grow Succeed

Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p>	<p>Continue to use bar modelling to aid solving division problems.</p>  <p>20</p> <p>$20 \div 5 = ?$ $5 \times ? = 20$</p>	<p>How many groups of 6 in 24?</p> <p>$24 \div 6 = 4$</p>
Division with arrays	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> <p>$7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ $28 = 7 \times 4$ $28 = 4 \times 7$ $4 = 28 \div 7$ $7 = 28 \div 4$</p>
Divide a 2-digit by a 1-digit using the multiplication tables that they know (2,5,10, 3, 4, 8)	<p>$96 \div 3 = 32$</p> 		<p>$96 \div 3 = 32$</p> 

Nurture Grow Succeed

Year 3