

Year 3: Spring 1 Information Leaflet



Saltburn
Primary
School

English:

- Write a biography
- Write a diary entry of a Roman soldier
- Write an additional chapter for a known story
- Create a poem

- **Grammar:**
- Reviewing word classes, fronted adverbials, possessive apostrophes, contractions and speech punctuation.

Music :

- I can name some composers and genres of music from different eras.
- I can begin to recognise some orchestral instruments in a piece of music.

P.S.C.H.E: Dreams and Goals

- My dreams and goals
- Overcoming disappointment
- Creating new dreams
- Achieving goals

Food Technology :

- Making, and eating Roman honey cake

History Discovery Unit: Roman Empire

- What, when and where was the Roman Empire?
- When did the Romans invade Britain?
- How was the Roman Empire governed?
- Who was Julius Caesar? What is he known for?
- Who was Claudius? What is he known for?
- Who was Hadrian? Why was Hadrian's wall built?
- Who was Boudicca? Why did she rebel?
- What did the surrendering tribes have to do to keep peace with the Romans?
- When and why did 'Roman Britain' End?
- How was the life of Roman boy/girls different to today?
- What was life like as a Roman soldier?
- What powers over nature do Christians believe Jesus had?
- What do Jesus' miracles tell us about who he was?
- Could Jesus' power make people frightened of him? Why?
- Did the Roman invasion have any negative short term or long-term impacts on Britain? What were they?
- Did the Roman invasion have any positive short term or long-term impacts on Britain? What were they?

Science Discovery Unit: Let It Shine

- Recognise that dark is the absence of light, and shadows are formed when light is blocked by an opaque object.
- Investigate the effect on shadows when the position/distance of the light source is changed.
- Investigate how light is reflected.
- Outline ways in which we can reduce the risk of sunlight on our health

Maths:

- Learn times tables – x2, x3, x4, x5, x6, x8, x9, x10 and x11 and corresponding division facts.
- Write and calculate mathematical statements for multiplication and division, (multiplication grids and bus stop method)
- Use multiplication and division to solve positive integer scaling problems and correspondence problems.
- Count up and down in tenths; recognise that tenths arise from dividing a quantity by 10.
- Find and write fractions of a discreet number of objects.
- Recognise and use unit and non-unit fractions as numbers.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.

Art: Frida Kahlo

- Self portraits
- Exploring Mexican art and culture

Roman Art

- Mosaics
- Colour mixing

Computing:

- Desktop publishing
- E-Safety

P.E:

- Tennis
- Gymnastics

Spellings – Words in red are common exception words.

Test date	Friday 7 th January	Friday 14 th January	Friday 21 st January	Friday 28 st January	Friday 4 th February	Friday 11 th February	Friday 18 th February
	<p>Adding ‘-ation’ suffix.</p> <p>The ‘-ation’ suffix is added to verbs to form nouns. The rules already learnt still apply e.g. dropping the ‘e’ etc. Also, if the root ends in ‘-ate’, the ‘-ation’ replaces this.</p> <p>adoration sensation preparation admiration organisation continuation vacation operation concentration dedication centre century certain circle complete</p>	<p>Adding ‘-ly’ suffix.</p> <p>Added to an adjective to form an adverb. The suffix ‘ly’ is added straight on to most root words.</p> <p>If the root words ends in a ‘-y’ (and is more than one syllable), change the ‘y’ to an ‘i’ and add the suffix.</p> <p>sadly loudly completely usually finally comically eventually lazily happily angrily consider continue decide describe different</p>	<p>Adding ‘-ly’ suffix.</p> <p>Added to an adjective to form an adverb. If the root words ends with ‘-ic’, ‘-ally’ is added rather than just ‘-ly’.</p> <p>basically frantically dramatically magically ethically politically chaotically illogically genetically angelically difficult disappear early earth eight</p>	<p>Possessive apostrophe with plural words</p> <p>The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. irregular plural – children = children’s).</p> <p>As a general rule, look at what comes before the apostrophe. This must indicate what/who is doing the possessing (Examples: The girls’ team = the team of the girls. The girl’s pen = the pen of the girl.)</p> <p>girls’ boys’ babies’ teachers’ children’s men’s mice’s people’s sheep’s women’s</p> <p>eighth enough exercise experience experiment</p>	<p>Homophones</p> <p>Words that sound the same but have different meanings and spellings.</p> <p>ball/bawl break/brake fair/fayre great/grate grown/groan</p> <p>extreme famous favourite February forward</p>	<p>Near-homophones</p> <p>Words that sound very similar but have different spellings and meanings.</p> <p>accept/except affect/effect there/they’re/ their where/were/w ear/we’re</p> <p>forwards fruit grammar group guard</p>	<p>Adding ‘-ing’ & ‘-en’ suffixes</p> <p>If the last syllable of a verb is stressed, we must double the final consonant before adding the ‘-ing’ or ‘-en’ suffix.</p> <p>forget → forgetting/forgotten forbid → forbidding/forbidden prefer → preferring begin → beginning mistake → mistaking/mistaken forgive → forgiving/forgiven</p> <p>guide heard heart height history</p>

Notes: All of the words being assessed this half term are the words which Year 4 children are expected to be able to read and spell accurately and apply to their written work. Children will be tested on 10 words that follow the spelling rule (not all words will be listed in weekly spellings but will follow the rule), 5 tricky words and a mixture of revisit words from previous weeks to aid retention. If your child receives different spellings to these, rest-assured that they have been tailored to your child based on need, and we will be working hard to support them.

Times Tables

Week beg Monday 3 rd January	Week beg Monday 10 th January	Week beg Monday 17 th January	Week beg Monday 24 th January	Week beg Monday 31 st January	Week beg Monday 7 th February	Week beg Monday 14 th February	Half Term Break!
Review Know your 2x, 5x and 10x tables in any order and corresponding division facts.	Know your 3x tables in any order and corresponding division facts.	Know your 3x tables in any order and corresponding division facts.	Know your 3x tables in any order and corresponding division facts.	Know your 4x tables in any order and corresponding division facts.	Know your 4x tables in any order and corresponding division facts.	Know your 4x tables in any order and corresponding division facts.	

How can I help my child learn their tables?

The best way is to work some times tables practice into your daily routine. With regular practice, your child will get used to recalling the multiplication and corresponding division facts. In year 3 we learn fact families. Every fact family has two multiplication facts and two division facts that contain the same three numbers. For example:

$3 \times 4 = 12$ and $4 \times 3 = 12$. The numbers can be swapped around and the answer remains the same.

$12 \div 4 = 3$ and $12 \div 3 = 4$. The division facts of the fact family always start with the largest number which stays the same and the remaining numbers can be swapped around. Once the children can get used to writing these 'fact families' they find it really easy to work out both the multiplication and division facts.

1. Use times table wall charts

Wall charts show all the answers for a particular times table. You could download our free [times table wall charts \[PDF\]](#) and stick them up somewhere they'll be seen often. For instance, you could put them over the sink so that your child will see them when they're brushing their teeth. You'll be amazed how quickly they learn when they see these number facts every day!

2. Learn the tricks for difficult times tables

There are clever tricks for remembering several of the times tables. For instance, watch Andrew Jeffrey's method for tackling the seven times table: [Seven times table trick | Oxford Owl - Bing video](#)

3. Practise on the computer

Help your child become comfortable reading and answering questions on a screen by making sure they access Times Tables Rock Stars regularly.

[Times Tables Rock Stars \(trockstars.com\)](#)

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3. Play times tables games

Games and challenges are a great way to support learning, and a few minutes a day will make all the difference.

Why not play snap with some [times tables flashcards](#), matching the sums to the answers as fast as you can? Or you could surprise your child by asking times tables questions at random times during the day and seeing how quickly they can respond (this works particularly well as a competition between siblings or friends).

Using games keeps practice short and sweet, and makes the process much less of a chore for you and your child. We have 'Challenge a Superhero to a Dual' times table activity packs available for your child to take home and use.

4. Make it real

If your child can't see any point in learning their times tables, try showing them how this knowledge is useful in everyday life. Instead of just rote learning their times tables, try to create opportunities for your child to use multiplication in problem solving.

For example, ask them to scale up a recipe or calculate whether they have enough money to buy more of their favourite things (such as sweets or football cards). This will help your child see the value of their learning.

5. Practise on the computer

Help your child become comfortable reading and answering questions on a screen by making sure they access Times Tables Rock Stars regularly.

Reading:






Children will be reading books within a book level range. This is determined by a 'Star Reading' assessment each half term. We have a wealth of books within school at each book level, ready to be loaned to children. All children are required to read for at least 10 minutes per day at home regardless of which reading level they are currently reading at. They will also read each day in school, so it really is a case of us working together.

Regular reading with an adult increases a child's vocabulary by 500 words per year. It helps children to develop confidence and fluency in a skill that will serve them well for the rest of their lives, opening doors and broadening opportunities. We cannot emphasise enough how valuable this reading time is!

Topic Project Activity Grid

Project - We would like the children to choose one of the ideas listed below and over the half term work on this project. On **Monday 7th February** we would like the children to bring in photographs or the actual project that they

have been working on. Part of that day will be dedicated to the children showcasing and explaining what they did and what they have learnt. Please circle the project you have decided to complete.

<p>Create your own mosaic artwork using cut up fabric, paper or other recycled material.</p> 	<p>Choose a times table to write out using Roman Numerals.</p> 	<p>Write a fact file about life as a Roman child.</p> 
<p>Create your own model of a Roman shield.</p> 	<p>Create a poem, song or rap about Boudicca.</p> 	<p>Write a story about the Roman invasion of Britain.</p> 