

PRIORS FIELD PRIMARY SCHOOL

Spring Term 2020 Year 3



<p>Linked Learning - to include English skills which will be based around this term's 2 themes:</p> <p>'Poles Apart' and Walk like an Egyptian'</p> <ul style="list-style-type: none"> • Reading a variety of text types including; non-fiction texts, discussion texts, traditional tales and instructions. • Spelling conventions and rules, grammar, punctuation, handwriting and comprehension. • Writing for different audiences to include; discussion texts, poetry, diary entries, instructional texts and narrative. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Multiplication and Division: recall multiplication and division facts for 3, 4 and 8 times tables. Solve problems and use formal written methods to multiply and divide. • Measurement: Money- Adding and subtracting money, giving change and converting pounds and pence. • Statistics: Pictograms, Bar charts and tables. • Measurement: Length and Perimeter- measure length, find equivalent lengths using m & cm, mm & cm, compare lengths, add and subtract lengths and calculate perimeter. • Fractions: find unit and non-unit fractions, count in tenths, find fractions of a number line, recognise tenths as decimals and find fractions of an amount. 	<p>Science</p> <ul style="list-style-type: none"> • Forces and Magnets • Light <p>Linked Learning - other skills</p> <p>History skills taught through the theme "Walk Like An Egyptian". Geography skills taught through the theme 'Poles Apart'</p> <p>History</p> <ul style="list-style-type: none"> • An in-depth study of the key features including the everyday lives of men, women and children in Ancient Egypt. • Explore what the landscape tells us about what life might have been like in Ancient Egypt. • What sources of evidence have been discovered? <p>Geographical Skills</p> <ul style="list-style-type: none"> • Locate Arctic and Antarctic, North and South Pole. • To know some of the signs of global climate change • To know some ways in which climate change may affect people, animals and the environment • To begin to form opinions about global warming • To understand how they, personally, can make a difference to global warming, through simple actions such as reducing, reusing and recycling. • To begin to understand how to use resources sustainably.
<p>Computing</p> <ul style="list-style-type: none"> • Online Safety - Digital Life - distinguish between someone who is real and someone who is not • Coding - Purple Mash • Bar Charts • Online Safety - Safety and Security and Digital Citizenship • Combining Text and Graphics - link to the Egyptians & Poles Apart topics • 2DIY - design, debug pairs game • Internet research 	<p>French</p> <ul style="list-style-type: none"> • Identify parts of the body • Describe eyes and hair • Recognise days of the week • Give a basic character description • Physical and character descriptions • Naming Body Parts • Animals and pets • Numbers 11-20 	

Art <ul style="list-style-type: none"> • Collage – Aurora Borealis • Drawing and print – Self portraits 	PE <ul style="list-style-type: none"> • Swimming • Gym: Symmetry and Asymmetry • Dance: Egyptian Dance 	RE <ul style="list-style-type: none"> • Why do people pray? • Why are festivals important?
Music <ul style="list-style-type: none"> • Performing and singing for the Year 3/4 musical production • Exploring pitch and beat 	Design Technology <ul style="list-style-type: none"> • Mechanics – use scientific knowledge to design and make a magnetic game • Materials and Textiles- Egyptian jewellery • Food for Life Recipe 	PSHE <ul style="list-style-type: none"> • Smoking • Rules and Rights • Similarities and Differences

Reading: Please read and celebrate books at home with your child as often as possible, encouraging them to talk about what they have read. In addition, reading a book to your child that is above his/her own independent competency and discussing it with reference to what is happening and how the characters feel and act will help to develop your child's comprehension skills. Please record the books read in your child's reading record, this can be completed by your child with a comment reflecting on the book read.

Art Days: Please remember that children will need to wear 'messy' clothes for Art Days, the dates are currently to be confirmed

PE: Our PE sessions will be on **Wednesday** and **Thursday (swimming)** this term, please ensure you child has a named PE kit and pumps in school.

Please could kits should include: old trainers (if possible) and warm leggings/tracksuit bottoms, top etc. when the weather is cold.

Home Learning: Please visit the home learning page on the school website to find the weekly home learning task. The children will also complete a termly presentation on a topic of the child's choice and the date for completion will be available on the school website.

Spellings: There are weekly individual spelling tests every **Friday**; please support your child to practise their spellings.

Times Tables: There are weekly individual times table tests every **Thursday**; please support your child to practise their times tables.

Drinks: Please could you provide your child with a named water bottle that is to be taken home and returned daily.

How can parents help?

* Help and encourage your child to read on a daily basis

* Help your child to practise their spellings using the look, cover, say, write, check method (please see me if you are unsure of this method)

Can you volunteer to help in the classroom? If you can help or would be interested to help on art days or a regular basis please come to see us. (You will need to have a current DBS check).

Many thanks,

Tina Crow and Helen Lloyd

Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading	Reading	Reading
			Times Tables set, tested following Thursday	Spellings set, tested following Friday
				Homework maths task set