

Class 3 Newsletter

Literacy

Stories by the same author

'I'll Take you to Mrs Cole' by Nigel Gray & Michael Foreman and 'Dinosaurs & All that Rubbish' by Michael Foreman

Grammar includes:

Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and punctuating direct speech

Instructions and explanations

Grammar includes:

Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding that writing can be first or third person; using and understanding grammatical terminology

Poetry - Creating images

Wind Poems by Christina Rossetti

Grammar includes:

Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology

Information texts

Grammar includes:

Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using grammatical terminology

Letters

'Dear Father Christmas' by Alan Durant

Grammar includes:

Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; using the perfect form of verbs

Poetry - Humorous poems

'The Truth about Teachers' by Paul Cookson

Grammar includes:

Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding and using adverbs, adverbials and fronted adverbials; using and understanding grammatical terminology

Maths

	Year3	Year4
Mental maths	count from 0 in multiples of 4, 8, 50 and 100 read and write numbers up to 1000 in numerals and in words	count in multiples of 6, 7, 9, 25 and 1000 read and write numbers up to 10 000 in numerals and in words count backwards through zero to include negative numbers count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
P/V	find 10 or 100 more or less than a given number	find 1000 more or less than a given number

	<p>solve number problems and practical problems involving these ideas.</p>	<p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p>
<p>Addition 1 method</p>	<p>add numbers with up to three digits, using formal written methods of columnar addition</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>
<p>Addition 2 application</p>	<p>add numbers with up to three digits, using formal written methods of columnar addition</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>
<p>Subtraction 1 Method & Subtraction 2 application</p>	<p>subtract numbers with up to three digits, using formal written methods of columnar subtraction Pupils use their understanding of place value and partitioning, and practise using columnar subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1).</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Pupils practise solving varied addition and subtraction questions</p>	<p>subtract numbers with up to 4 digits using the formal written methods of subtraction where appropriate</p> <p>Pupils continue to practise columnar addition and subtraction with increasingly large numbers to aid fluency</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>
<p>Multiplication 1</p>	<p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency.</p>	<p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p>
<p>Time1</p>	<p>Read time to the nearest 5 minutes</p>	<p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p>
<p>Division /fractions (shape)</p>	<p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>	<p>Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities</p>
<p>Division /fractions /decimals 1</p>	<p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p>	<p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p>

2D - Properties	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
2D - symmetry	identify lines of symmetry in 2-D shapes presented in different orientations	identify lines of symmetry in 2-D shapes presented in different orientations. complete a simple symmetric figure with respect to a specific line of symmetry.
2D - angles	recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify acute and obtuse angles and compare and order angles up to two right angles by size
Money	add and subtract amounts of money to give change, using both £ and p in practical contexts	estimate, compare and calculate different measures, including money in pounds and pence
Length	measure, compare, add and subtract: lengths (m/cm/mm)	convert between different units of measure

Science

Materials

We find out about the properties of the three different states of matter: solid, liquid and gas. We learn how to use thermometers and set up enquiries about matter changing from one state to another. We study the water cycle.

Sound

We look at how sounds are made when objects vibrate and that sounds travel through solids, liquids and gases. Children investigate how well sound travels through different materials and discover how instruments make sounds. Children suggest how to change the pitch and loudness.

PE

Children will have ten swimming lessons leading up to Christmas. They will also be taught hockey, handball and basketball skills by the sports coaches

RE

We will study the festival of Diwali and consider how and why the festival is celebrated.

We will also find out why Christians celebrate Christmas?

Computers

Children will learn how to write algorithms to program the computer to move Lego models

History

Ancient Egypt

Carousel

Children will take part in cooking, Design technology and music activities.

French

Learning how to greet one another and say how you feel.