GREENHILL ACADEMY
BELIEVE • ACHIEVE • SUCCEED

SPRING 2021

Year 3 Teaching and Learning Newsletter

Messages

Well done to all the children learning at home. Keep up the good work. Thank you to all the parents supporting us in this. To all the children working in school – you are doing great. Thank you.

Reminder : when accessing Home Learning please **MAKE SURE** you **WATCH** the **HELP VIDEOS** before completing each activity **daily.**

Peek at our Half Term...

Maths

What we already know	What we are going to learn	Activities you can do at home
*Count in 2s, 3s, 5s and 10s *The value of each number in a 3 digit number *How to order numbers to 1000 *How to add and subtract 3 digit numbers *Multiplication and division of 2s, 3s, 5s and 10s *To add and subtract amounts and give change	*Count in 4s and 8s *Multiplication and division of 4s and 8s *Interpret and present data in tables and graphs *Measuring perimeter and length *Fractions and decimals *Time – to the minute. *Shape – angles and turns and symmetry *Addition and subtraction of 3 digit numbers.	Complete your Purple Mash homework weekly Daily TTRockstars. Work out the cost of items when you go shopping. Work out the change. Take every opportunity to tell the time. We do teach this at school but it will help hugely if you are doing this at home too. *Ask your child what they have learnt in maths and if they can explain it to you.

Reading

What we already know	What we are going to learn	Activities you can do at home
*Use a dictionary to work out the meaning of words *How to find answers in the text, looking for key words as clues *How to infer by reading around the text *How to use the different Domains to find more information in a test.	*How to work out the meaning of unknown words *How to skim and scan the text *How to retrieve answers *How to read around the text to infer, thinking about 'it says, I say and so..' *How to find evidence in the text to back up my answer *How to use a thesaurus	*Complete your Myon homework weekly *Read their class library and schoolbook and browse on Myon for other books *Read with an adult regularly throughout the week

Writing

What we already know	What we are going to learn	Activities you can do at home
*How to use – and, because, if, when, for - in our writing. *How to use commas, full stops, question marks and capital letters *How to include similes, alliteration and adjectives to add description. *To check our writing makes sense *To know the features of different types of text.	*To make predictions about the books we are learning about. *To know the features of different types of text. *To use a range of punctuation in our writing - full stops, capital letters, commas questions marks, exclamation marks and apostrophes. *To think of interesting vocabulary to interest the reader *To use different sentence types to interest the reader *To retell stories *To write setting and character descriptions *To write a letter to an author	*Complete your writing homework weekly *Write for many different reasons – notes for your friends, stories, menus. *Practise your handwriting – you could get a handwriting pen if you join correctly and have your ascenders and descenders correct. *Read and read again. Everything you read feeds into your writing.

	*To write poetry *To write an Egyptian myth *To edit and improve our writing.	

Science

What we already know	What we are going to learn	Activities you can do at home
*Naming and comparing materials * To distinguish between an object and the material it is made from. * To explain the materials that an object is made from. * To name wood, plastic, glass, metal, water and rock. To describe the properties of everyday materials. * To compare and group objects based on the materials they are made from. * Grouping and changing materials. * To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. * To identify the use of a range of materials. * To explore how shapes can be changed by squashing, bending, twisting and stretching	* To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * To describe in simple terms how fossils are formed when things that have lived are trapped within rock * To recognise that soils are made from rocks and organic matter #Thinking scientifically * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes ix. using straightforward scientific evidence to answer questions or to support their findings #Year 3 – life cycle of plants * To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * To investigate the way in which water is transported within plants * To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. #Thinking scientifically * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements	*Investigate rocks around where you live, your garden. *Use BBC Bitesize to help develop your understand of this science topic. *Collect 5 to 10 rocks – can you group them? *When you are out and about look for where soil can be found, is there different types of soil?
# Year 1 - Plants- types, naming and labelling *To name a variety of common wild and garden plants. *To know the difference between deciduous and evergreen trees * To name the petals, stem, leaf and root of a flowering plant or tree * To name the roots, trunk, branches and leaves of a tree. # Year 2 - How plants grow		*Complete a nature walk, what kind of flowers can you spot? *You could carry out a simple plant experiment – grow two plants one in normal conditions and one in the opposite, I.e. in the dark, no water etc. Record your findings.

* To describe how seeds and bulbs grow into plants. * To describe what plants need in order to grow and stay healthy (water, light & suitable temperature) * To describe the impact of changing these	using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings	

Topic

What we already know	**What we are going to learn**	**Activities you can do at home**
Year 2 History * To use words and phrases like: before, after, past, present, then and now. * To ask and answer questions To understand how to find out about the past * To remember information about a famous person from the past. * To remember things they did at different stages. * To identify where events come on a simple time line. Year 2 Geography * To find where I live on a map of the United Kingdom * To name the capital cities of England, Wales, Scotland and Ireland. * To use compass directions and directional language * To describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean. * To identify human and physical features Year 1 – Africa Year 2 – equator	* To do own research, developing research skills - Use stories, pictures, books and people to find information about the past * Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features CC * To use an atlas by using the index to find places. To describe events from the past using dates when things happened. * To use a timeline within a specific period of history to set out the order that things may have happened * To use my mathematical knowledge to work out how long ago events happened. * To use research skills to find answers to specific historical questions * Use stories, pictures, books and people to find information about the past - children doing own research * I know and can talk about stories from the past and pick out different ways that they are shown sharing things that were the same and things that were different * To use sources of information in different ways to help me to answer questions about the past Use an increasing range of common words and phrases relating to the passing of time * To use the correct geographical words to describe a place. * Name countries in the northern hemisphere. * Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc Nile. * To recall facts about what happened in the past, important events, people and changes of the period I am studying * To give 3 reasons for important events and reasons for the changes Spring 1 * Know where Egypt is on the map. * Know when in time Ancient' Egypt was * To know about the Nile flooding yearly and why that was important. * Know key characters from the past – Queens, Tutankhamun	* Look at maps together of the local area and the world. Try to locate different countries and cities. * Can you find Egypt on the map? Research The River Nile – what interesting facts can you find out? * Create a fact file about Tutankhamun. * Who was Howard Carter and why was he important?

	* How to research using IPads and books. Spring 2 * To know who Howard Carter was and what he did and date. * To know some of the process of mummification. * To know some Egyptian Gods * To know the significance of the Rosetta stone	

Computing

What we already know	**What we are going to learn**	**Activities you can do at home**
* Understand what algorithms are (a set of systematic instructions for carrying out a function), how they are used as programs on digital devices, and that programs work by following these precise instructions. * Create and debug (find and remove errors from) simple computer programs. * Use logical reasoning to predict the behavior of simple programs. * Use technology to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology in the wider world. * Use technology safely and respectfully, keeping their personal information private. * Know where to go for help and support if they are worried about anything they see on the internet or other online technologies.	* Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Explore websites, getting use to using different browsers. Have a go at using Microsoft Word. Have a go at using Microsoft Excel. Visit: http://www.codemonster.io/ Have a go at some coding. code monster powerful. fun. kids

Handwriting

What we already know	**What we are going to learn**	**Activities you can do at home**
*The non-negotiables of handwriting *How to position myself in the chair when writing *How to join end low diagonals *How to end low drops and high drops on joins *End low diagonals and low drop on joins e.g. joining *ch, sh, th* *End low drop on joins e,g. *ed, ng, ear* *HIgh end horizontal joins e.g. *or, oi, ow*	*Recap all joins before we move on. *To join suffixes – ed, ing, y, ies, less, ful, able, est, tion *To join Common Exception Words	*Practice your handwriting regularly

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Reminders:

Please keep your eye on the school website as well as checking the Home Learning and Class pages. Please read with your children at home as well as going on MyON and complete Purple Mash activities and TT Rockstars.

We are looking forward to this term. Remember, if you wish to speak to your child's class teacher, please ring the office to book an appointment. *Mrs Tomlinson, Mrs Corcoran and Mr Rahman*