

Spring Term 2018 Curriculum Plan for Parents – Year 3L

Religious Education	<ul style="list-style-type: none"> • Through the unit of Christmas, children will reflect on the birth of Jesus Christ and who he is. They will empathise with the feelings and reactions of the shepherds at this event and will know that the crib is an important symbol of prayer and devotion, first introduced by St. Francis. • The children will prepare for the Sacrament of Reconciliation. They will explore the consequences of sin, Christ's teaching on forgiveness and the Sacrament of Reconciliation. They will participate in Class Prayer Services which will include an examination of conscience and an Act of Contrition, Mass responses and Liturgy of the Word. • The unit of Lent will help the children appreciate that during Lent Christians resolve to change and try to become more like Christ. They will be introduced to new Gospel stories about Jesus bringing change into the lives of people He encountered. • The unit is designed to help deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass.
Maths Skills	<ul style="list-style-type: none"> • Number, place value and rounding • Use partitioning to add and subtract two-digit numbers • Multiplication and division: multiplying one- digit numbers by multiples of 10 • Multiplication and division: practical and informal written methods • Measures: adding and subtracting money • Recognising and drawing right angles in 2D shapes • Addition and subtraction of two- digit numbers using columns • Multiplication and division: multiplying by multiples of 10, and dividing with remainders • Multiplication and division: multiplying and dividing larger numbers • Measuring using grams and kilograms • Fractions: representing, comparing and ordering unit and non-unit fractions of shapes and numbers • Read and interpret bar charts, using scales
English Skills	<ul style="list-style-type: none"> • Understand the terms: noun, prefix/suffix, heading and subheading and use examples in their work. • Understand the terms main clause and subordinate clause. • Plan their writing and then once they have written it, edit it to make improvements. • Use different sentence openers. • Use alliteration, adjectives and similes effectively. • Write sentences that include: conjunctions, adverbs, correctly punctuated direct speech, clauses and adverbial clauses. • Introduction to paragraphs as a way to group related material. • Genres - Humorous/Performance/Creating images poetry • Plays and dialogues. • Information texts • Adventure stories • Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Increase the legibility, consistency and quality of their handwriting.

<p>Homework</p>	<ul style="list-style-type: none"> ● Library books will be changed on a Friday but will be kept in school to read as a class daily reader. ● English homework and Maths homework will be set on a Monday and will be due in on a Friday (unless stated otherwise, where a note will be sent home). Please send back on Friday so they can be marked over the weekend. ● Spellings will be given on a Monday to learn at home and will be tested on the following Friday at school. These should be revised in the blue spelling book using the ‘look, cover, write, check’ method. ● Reading diaries and books will be sent home on Monday and need to be back in by the following Monday to ensure they can be checked and changed if necessary. Please ensure they are brought back into school as it is vital for children to read regularly. <p>Please be aware that the children’s reading books may not be changed every single week; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <ul style="list-style-type: none"> ● Who is the main character? ● What makes this plant grow? ● Why is this mark used ‘!’ ? ● What word is used to describe? ● What does the author want to you think? ● What type of book is this? ● Find the words that tell you.... ● What does this phrase mean? ● Use the context and index in books. ● Why does the author use....(a particular adjective)? ● What does the author like/dislike? ● In what time is the book set? How do you know?
<p>Topic Work</p>	<ul style="list-style-type: none"> ● Rocks continued to link with research on volcanoes and earthquakes. ● Forces and Magnets ● Stone Age to Iron Age continued ● French – Games and Songs and Celebrations ● Locate the world’s countries with a focus on countries of particular interest that support the children to research the key aspects of physical geography - Volcanoes and Earthquakes. ● Drawing and Painting inspired by famous artists. ● Algorithms and programming /Scratch/Communication
<p>How you can help your child</p>	<ul style="list-style-type: none"> ● Continue to read to your child, with your child and listen to him/her read to you. Your comments in the reading record book are welcome and will be acknowledged. ● Please return reading books when asked to ensure that we can hear your child read regularly in school. ● Please ensure that your child has a full P.E. kit that is in school every day, including named P.E. socks. In winter children can wear a tracksuit over their PE kit if they wish. ● Any water bottle your child brings into school, please ensure it has a sports cap. <p style="text-align: center;">Thank you for your support.</p>