



St. Lawrence Primary School

La Grande Route de St Laurent
St Lawrence
Jersey
JE3 ING

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St. Lawrence School Curriculum Letter- Year 3 Spring Term 2022

I hope you've had a wonderful Christmas break. I just want to take this opportunity to thank you for my very generous voucher. This term will be jam-packed with more exciting learning and experiences. I'm looking forward to supporting your child in achieving their potential. Outlined below shows the areas that we will be studying in Year 3 this Spring term:

Reading:

The children take part in Reading comprehension Daily speed sounds which take place at the start of each Reading lesson. We will be moving on to the popular children's novel 'Charlie & the Chocolate Factory' as our class book and we will be looking at key Reading strategies when answering comprehension questions; -

Answer it - What is the answer to the question you have been given?

Prove it - Show how you know this is the answer with pictures, diagrams, calculations or in another way.

Explain it - Write some sentences to make it clear why you came to the answer

This approach also improves the children's writing by developing their vocabulary, grammar and spelling.

Every Monday, the children will continue to be given their weekly spellings, two from the Bronze Spelling list (inside PSP folder) as well as personalised spellings, please make sure they have been learnt and sentences written by the following Monday, (Friday even better!) I would like the children to complete this with adult support, as this is when children learn spellings best.

Children are expected to read at least 5 times per week for approximately 10/15 minutes. Your child will come home with at least one reading book that should be changed weekly, so please remind your child to change books from the class or library. Please can you ensure that you do spend quality time reading with them, discussing the book they are reading and asking your child questions about what they have read. I may ask for their yellow reading diaries just to see if they are reading most nights, I'm happy for your child to keep it up to date and just have a parent's signature. Also, please feel free to make notes or ask any questions in the diary.

World Book Day is in March and I like to do a secret 'class theme'. A letter will go out closer to the date with the theme - this is optional but has proved popular with the children in the past. If you would like any help with questions to ask your children, there are some interesting ideas here: <https://lexile.com/parents-students/tools-to-support-reading-at-home/21-questions-ask-child-book/>

Writing:

In dedicated writing sessions we will be reading and writing about 'Instructional texts' and building up to planning and designing their own smoothie recipes which they will be making in groups. During the second half of the Spring term, the children will be presenting and sharing their smoothies in the style of 'The Apprentice' in front of the Year 3 parents during our shared learning afternoon. If this isn't viable with the current situation, we will do our best and share this with you via video.

During the second half of the term the children will be learning how to write persuasive writing adverts based around their smoothies and how best to promote them.

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Throughout our writing sessions the children will continue to use various forms of punctuation, focusing on using exciting vocabulary, looking at ways of making our sentence openers 'juicy' and ensuring that a piece of work flows. We will also be looking at different sentence types, and the children will be encouraged to use these throughout their work.

Maths

During the Autumn term the children learnt all about 'Number'. This term, the focus will be on Length, Mass and Volume. Each day the children will continue to have an extra 15 minutes working on their Maths fluency to help them with the 4 operations and to continue working on their times tables and number bond work.

This terms objectives:-

Measurement: Length (Chapter 5)

- To use metres and centimetres to measure objects.
- To write length in centimetres only by converting metres to centimetres.
- To convert kilometres to metres.
- To convert length from metres to kilometres and metres.
- To compare two lengths.
- To solve measurement-related word problems.
- To solve other word problems.
- To solve word problems further, involving multiplication.
- To solve word problems associated with length using division.
- To solve more challenging word problems.

Measurement: Mass (Chapter 6)

- To measure mass using weighing scales and compare the mass of objects using grams and kilograms.
- To use weighing scales to measure mass when the mass is between multiples of 100 g.
- To read values on a scale which are 1 kg or more.
- To weigh heavier items where the markers in the scales represent 200 g each.
- To solve word problems relating to mass with addition and subtraction.
- To solve word problems relating to mass using multiplication.
- To solve word problems relating to mass using division.

Measurement: Volume (Chapter 7)

- To measure volume in millilitres.
- To measure capacity in millilitres.
- To measure volume using millilitres and litres.
- To measure volume in millilitres and litres from a 'homemade' bottle with markings.
- To measure volume using millilitres and litres in comparison to 1 l.
- To measure larger capacity in litres and millilitres.
- To solve basic word problems related to volume.
- To solve more word problems.
- To solve word problems through division.
- To solve two-step word problems.

Measurement: Money (Chapter 8)

- To consolidate previous learning about denominations of both notes and coins; to use simple addition to count amounts of money.

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- To name amounts of money including coins above 100p; to regroup and rename 100p as £1 as a key strategy.
- To find multiple ways of showing an amount of money.
- To add money by adding together the pounds and pence separately.
- To add amounts of money together using different methods; to consolidate the addition of pounds and pence separately.
- To consolidate 'making a pound' as a strategy for adding amounts of money where the coins equal more than 99p.
- To learn the 'make a pound' strategy with number bond diagrams; to consolidate the strategies associated with the addition of money.
- To use multiple methods for subtracting amounts of money, including concrete materials and the column method.
- To use visual comparison to subtract amounts of money; to consolidate column subtraction where there is no regrouping of pence required.
- To use number bonds to subtract amounts of money; to develop number sense through decision making.
- To use number bonds as the primary strategy for subtracting amounts of money; to split pounds and pence simultaneously when subtracting amounts of money.
- To learn the 'counting on' strategy for calculating change; to consolidate the number bonds strategy for calculating change.
- To solve word problems involving money using bar modelling as the key strategy; to learn how to use comparative models where pupils are solving by seeing the smaller amount inside of the larger amount.
- To use part-whole bar models to represent word problems; to apply addition and subtraction strategies to solve word problems.

Measurement: Time (Chapter 9)

- To use the terms 'a.m.' and 'p.m.' correctly to identify morning or afternoon/evening.
- To learn to tell time to the minute; to understand the relationship between the minute hand and hour hand.
- To consolidate and apply a variety of vocabulary used to express the time.
- To compare analogue and digital time; to represent time using both analogue and digital methods.
- To tell time before the hour using the hour and minute hands.
- To learn to tell time using 24-hour notation; to use analogue time and 24-hour notation interchangeably.
- To tell the time on an analogue clock using Roman numerals.
- To measure time in seconds and milliseconds.
- To measure time in seconds using a stopwatch; to consolidate previous learning about seconds.
- To consolidate measuring time in seconds; to conduct a time experiment using seconds.
- To measure time in hours using an analogue clock.
- To consolidate the measurement of time in hours.
- To measure time in hours using analogue clocks and timelines; to count backwards in time by the hour.
- To measure the passage of time in minutes using an analogue clock and a timeline.
- To measure time to the minute when it crosses into the next hour; to use number bonds to calculate the passage of time.
- To measure time in minutes, counting backwards to determine the starting point; to use number bonds and timelines to calculate the passage of time.
- To determine how many seconds are in a minute; to use multiplication to calculate the number of seconds in a number of minutes.
- To convert seconds into minutes using number bonds.
- To calculate the number of days in a month; to learn which months have 31, 30 and 28/29 days.
- To find the duration of days for different activities.

Science

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In science this term we will be studying 'Light & Dark.' This will involve investigational work and the children will continue to develop their scientific enquiry skills. They will learn about light sources including the sun and they will investigate what shadows are and why they are formed.

French

The children will be learning the numbers 11-20, knowing if someone has brothers or sisters and where they live. They will be learning the months of the year and how to say what day it is.

Music

The children will be working together in an ensemble and performing to each other, discussing and improving their work together.

PSHE

The children will be learning about types of bullying in their work about keeping safe and managing risk. They will be thinking about recognizing bullying and how it makes people feel and what they should do if they witness bullying.

RE

The children will be learning about the Jewish celebration, Hanukkah. We will be visiting the synagogue to start this unit of learning. Our trip is arranged for 13th January.

Geography and Design Technology topic

This term we will be learning all about food! Discovering where food comes from, how it's supplied, transported, and also make tasty treats. I'm hoping to arrange a visit to a local supermarket is planned. I will send out an additional letter, letting you know about the home/school project expectations that the children will be creating at home.

Art

Much of our art this term will be linked to our exciting topic 'Scrumdiddlyumptious.' During this topic the children will be studying different types of fruit and vegetables and looking carefully at detail such as colour, pattern and form.

P.E.

Our P.E sessions this term will again be every **Tuesday** and **Friday**. **Tuesday** will be taking part in O.A.A. (Outdoor Adventurous Activities) Children will develop their problem-solving skills whilst working in small teams and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.

On **Fridays** the children will be learning to play Tag Rugby. During the second half of the term we will be doing Circuit Training & Basketball. Please can you ensure that your child comes into school on those days wearing the correct school P.E. kit and suitable trainers. Please also strongly encourage your child to wear their fit bit each day as it does promote an active mind. At the end of the day, I reward the child with the highest step count so please support this.

ICT/Computing

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In ICT/Computing the children will be introduced to 'Espresso'. These lessons will involve:-

- Understanding what a program is.
- Using variables and procedures.
- Using inputs and outputs

Alongside this we will be looking at Internet safety and typing up neat work.

Please feel free to come and see me at any time if you have any questions or concerns regarding your child. We are a partnership and by working closely together we can ensure that your child will be receiving the best possible support to move their learning forward. Alternately, if you would like to contact me via email -

c.fancourt@stlawrence.sch.je

Yours sincerely,

Mr Fancourt

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