

Subject	What is my child learning about at school?
English	<p><b>Fiction: A Monster in the Garden</b> Your child is learning to retell the story of <i>A Monster in the Garden</i>, based upon our Reading text <i>The Queen's Nose</i>. They will engage in many drama activities to bring the story to life and will be examining how the author has created suspense through their use of 'show, don't tell', effective fronted adverbials and empty words. Following this, they will then create their own stories based on the structure of a tale of fear. Each day they will practise writing complete sentences with correct punctuation. We will be focusing on specific grammar rules, such as apostrophes for contraction and possession.</p> <p><b>Non fiction</b> This half term we will also be focusing on creating a discussion text. Children will be engaging in debates and focusing upon how to construct a logical and clear argument, including the use of paragraphs and connectives to add cohesion to their writing.</p>
	<p>Encourage your child to write sentences that are correctly punctuated, this includes the correct use of capital letters. Capital letters have three main purposes: to let the reader know a sentence is beginning, to show important words in a title, and to signal proper names and official titles.</p>
	Writing
<p>You can support your child by ensuring that they sit properly on their chair with their feet on the floor, facing the table with a pencil in their writing hand and their other hand on their work. Please ensure that your child completes their home learning in joined up writing and with a sharp pencil.</p>	
Reading	<p><b>Sounds-Write (spellings)</b></p> <ul style="list-style-type: none"> <li>• Splitting polysyllabic words into their syllables (e.g. Py/tha/go/ras)</li> <li>• Reading polysyllabic words with fluency and applying them in writing.</li> <li>• Spelling common homophones with contractions (e.g. their, they're, there) and using pre-fixes (e.g. interaction, reaction)</li> </ul> <p>We will also be reading the <i>The Queen's Nose</i> by Dick King-Smith as a whole class so that core reading skills can be developed.</p>
	<p><b>Spelling support:</b> Please support by correcting spellings while your child is doing their Home Learning. At Floreat, we are direct when giving feedback e.g. a child spells the word 'accident' with an a &gt; accidAnt, we say "In this word the sound is represented with an 'e'."</p> <p><b>Reading support:</b> Read with your child as often as possible! And, crucially, <i>re-read</i> with them. If your child has read a text out loud to you, ask them to re-read it once they have gone through the decoding stage. This will help comprehension. Finally, read it <i>to</i> them. This models intonation and expression when they re-read it for a final time. Ask your child to summarise what they are reading. Challenge them to create summaries of a section of text with fewer than ten words.</p>
Mathematics	<p>Year 3 will be building upon their understanding of fractions by moving onto unit fractions and then finding a unit fraction of a quantity. We will then learn about identifying, representing and comparing non-unit fractions. Following this, we shall learn how to add and subtract fractions with the same denominator within one whole.</p>
	<p>You can support by continuing to practise number bond fluency and drawing children's attention to making number bonds within numbers to support addition. (For example: 4 + 6) Please also practise the all of the times tables at home starting from anywhere in the middle, not just 0! Please also encourage your child to tell the time throughout the day (using both analogue and digital clocks).</p>

	<p>Please also ensure that children are confident in their 2, 4, 5, 8 and 10 times tables. If they are confident in these, please start to learn the 3, 6, 9 and 7s. These skills are so important when finding unit fractions of quantities and we would love to see as many children as possible aim to work towards their 14+ Badge this half term.</p>
Knowledge	<p><b>Wider Curriculum</b>  This half term we will be observing how different plants grow, understanding the vital things that plants need to survive. We will be sketching observations of plants using a range of different mediums to improve our art mastery. We will also learn about great artists, architects and designers in history. For our final project we will create a sculpture display of flowering and non-flowering plants and their parts.</p> <p><b>RE</b> – In RE this term, we will learn about Sikh Teachings &amp; Life, including the rules that Sikhs live by, the story of Guru Nanak and Bhai Lalo and the story of Guru Gobind Singh and the Water Carrier.  <b>Computing</b> – In Computing this term, we will once again be using Scratch to investigate Events and Actions within Programs.</p>
	<p>You could support at home by asking your children about their learning in these areas. Any additional learning from books or the internet in any of these areas would support the learning in the classroom. Why not visit your local library and see if there are any books on the above topics.</p>
Character	<p><b>Character</b> – Year 3 will be learning about <b>Cooperation, Forgiveness and Friendliness</b>, which we will link to our Floreat Wandsworth Virtues of <b>Judgement &amp; Prudence, Teamwork, Love and Kindness and Appreciation &amp; Awe</b>.</p> <p><b>PSHE</b> – This half-term, our PSHE lessons will focus around the topic “Relationships”. Within this, we will be focussing upon family roles and responsibilities, solving conflict within friendships, keeping myself safe online and being a global citizen.</p> <p><b>Music</b> – Year 3 are taught Music by the Wandsworth Music Service. Now, the children are able to take home either their violin and viola to practise. Please ensure that Violins/Violas are brought to school regularly.</p> <p><b>Spanish</b> – This half-term, Year 3 will be using <b>Language Angels</b> to learn the unit “Mi familia” (My family). During this unit, learn the following: nouns and determiners for several family members; moving from using ‘a’ with a family member to using the possessive pronoun ‘my’; answering “Do you have any brothers or sisters?”; introducing family members using “he/she is called”; using our knowledge of larger numbers to describe family members’ ages.</p>
	<p>You can support your child by discussing the world around you, stories you read and the things that you see and hear. It would be great for you to share your own experiences of when you have shown the above values.</p>
P.E.	<p>In PE this term, the children are learning about Athletics. Within this, we are focusing on Track and Field events. This is also in preparation for our Sports Day coming up in Summer Term 2. The children will be learning the techniques for running, throwing and jumping, whilst attempting to develop their individual skills. We will be participating in Javelin, High Jump, Long Jump, Running Races, Egg &amp; Spoon, Shotput, Discus.</p>
	<p>Please ensure your child comes into school wearing their full P.E. kit on their PE day (Year 3 - Thursdays).</p>

**General reminder** – Please ensure that your child has a waterproof coat in school every day so that they can play outside come rain or shine. As we know, the weather in England can change very rapidly! All blazers, coats and PE kits must be clearly named.