



## Spring Term 1 – Year 3: Outline of Our Work

### Numeracy

*We will be developing these skills and concepts:*

- Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.
- Understand place-value in 3-digit numbers
- Separate 3-digit numbers into hundreds, tens, and ones
- Add two 3-digit numbers using vertical written addition (expanded)
- Add 2- and 3- digit numbers using vertical written addition (expanded)
- Add two 2-digit numbers mentally
- Add 2-digit to 3-digit numbers mentally using place value and rounding
- Add two 3-digit numbers using expanded written method (answers under 1000)
- Begin to move tens and hundreds moving towards formal written addition
- Add two 3-digit numbers using expanded column addition
- Investigate patterns in numbers when adding them
- Choose to solve addition using a mental method or expanded column addition (written method)
- Investigate patterns when adding numbers, estimate the answer to a calculation and begin to use a systematic approach, including using inverse operations, to check answers
- Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to)
- Tell time events in minutes and seconds
- Find a time after a given interval (not crossing the hour)
- Calculate time intervals and solve word problems involving time
- Tell and write the time to the nearest minute from an analogue clock, including using Roman Numerals from I to XII, or a digital clock
- Calculate time intervals and compare durations of events
- Know the number of seconds in a minute
- Order 3-digit numbers and find numbers between
- Solve subtractions of 3-digit - 3-digit numbers using counting up (Frog)
- Use counting up and counting back as strategies to perform mental subtractions
- Choose to solve a given subtraction by counting up or counting back
- Double and halve numbers up to 100 by partitioning
- Solve word problems involving doubling and halving
- Multiply numbers between 10 and 25 by 1-digit numbers using the grid method
- Divide multiples of 10 by 1-digit numbers using known tables facts
- See the relation between multiplication and division
- Multiply numbers between 10 and 25 by 3, 4 and 5
- Begin to use the grid method to multiply 2-digit numbers from 10 to 25 by 1-digit numbers

### How you can help

- Practise quick fire mental calculations of two and three 1-digit and 2-digit numbers.
- Use mathematical vocabulary whenever possible.
- Refrain from using phrases such as 'add or take off a zero' when multiplying or dividing by 10, instead support the techniques they are learning in class by explaining that it is 10 times bigger or smaller.
- Practice times tables
- Talk about fractions with your child whenever the opportunity arises, for example when cooking or serving food.

## Language and Literacy

*We will be developing these skills and concepts:*

### Vocabulary Focus:

- Using a dictionary
- Using a thesaurus
- Alphabetical order

### Punctuation Focus:

- Capital letters, question marks and exclamation marks
- Commas in lists
- Punctuating direct speech

### Grammar Focus

- Prepositions
- Verbs: future tense
- Adjectives: comparatives and superlatives

### Spelling Focus

- Soft g words
- -sion word endings
- -er and -est word endings

### Creative Writing

*We will be developing these skills and concepts:*

- Writing simple reports
- Writing a contents page
- Writing story beginnings

### Reading/Comprehension

- Interpreting information in a diagram and text
- Understanding the function of a content page
- Analysing character in fiction

### How you can help

- Encourage your child to use a dictionary to look up words they don't know and discuss content (n. for noun, adj. for adjectives, adv. for adverbs, etc.)
- Look for books on topics that you know your child is interested in and discuss the contents page together
- Enjoy reading stories together and consider how it can be read aloud, using volume, pace, tone, etc to make it more entertaining.
- Read the beginning of a well-known story with your child and discuss how the author tried to hook the reader.

## Science

**The topic we are currently covering is** Rocks and Soils.

We will be developing these skills and concepts

- Children will learn how igneous, sedimentary and metamorphic rocks are formed.
- They will classify rocks into those which are man-made and those that are natural.
- They shall explore how rocks are used and observe, compare and contrast different characteristics and properties of rocks.
- Pupils will be encouraged to recognise that certain materials originate from rocks.
- We will study the fossilisation process and soil formation.
- Children will test their knowledge and understanding of different types of rock by making predictions, testing materials, learning to conduct fair tests and developing recording skills.

### How you can help

- Help your child notice where materials derived from rocks are used in everyday life.
- Through discussion you can help them understand why these materials are more appropriate than others.

## Geography

**The topic we are currently covering is** Climatic Zones

We will be developing these skills and concepts

- Pupils will learn about the three different climatic zones: Polar, Temperate and Tropical.
- We will become familiar with the geographical vocabulary that describes weather conditions around the world.
- pupils will be encouraged to ask questions about where people go on holiday and why they choose particular parts of the world to visit.

### How you can help

- Discussing the weather and how it affects what you do as a family.
- You can help your child by looking at atlases and maps together and by discussing the merits or disadvantages of various holiday destinations.
- Point out the places you have visited on the map.

## Computing (ICT)

*We will be using E-mail and Text with Graphics to develop the following skills:*

- That e-mail can be used to send messages over distances and to read and reply to e-mail.
- That e-mails are sent to an address.
- Alter font '**colour**' to emphasise effect. Alter font '**type**' and '**size**' to emphasise effect.
- Alter font 'type', 'size', 'alignment' and 'colour' to emphasise effect.
- Will be able to insert a picture, resize it, will be able to create text boxes and edit them appropriately
- Will know the names of various ways of communicating.
- Will know what communication means.
- Will be able to open an email and download attached pictures.
- Will be able to create and rename a blank document, will be able to save their work/share with the teacher.
- Will know that email, Skype, Facetime, Facebook etc. are fairly new technologies when compared to other ways of communicating (letter, semaphore, morse, telephone, fax...).

### How you can help

Talk to your child about e-mail and how it is used in the home and in wider society. Is e-mail for social, business, both? How would e-mails look different if we were to e-mail a friend or someone we did not know (formal or informal emails) i.e. a friend or Miss Power. Discuss the positive and negative affects of social media, including age restrictions and how we can stay safe online.

### Homework serves to reinforce the learning which takes place in school.

- Homework activities set for your child may not always correspond to the order of the skills listed above.
- Homework sheets must be signed by parents each week; this signals to teachers that an effective dialogue has taken place between each child and their parent.

## Half Termly Project

Year 3's half termly project is to design a holiday brochure for a holiday agency.

Choose one of the following countries to complete a holiday brochure on. Is it a Polar, Temperate or Tropical Zone?

1. Canada
2. Denmark
3. Japan
4. Italy
5. Mexico
6. Bahamas

Research your holiday destination and design your brochure on the leaflet that is given to you. Make sure your brochure covers as many points outlined below:

- **Climate and overall weather conditions.**
- **Which climatic zone does your holiday destination situated in and how might the weather affect the customer's choice in destination?**
- **Brief summary of the setting, with highlights of important places.**
- **Location, including a map showing major cities.**
- **Recreation and Outdoor Activities.**
- **Entertainment.**
- **Food and animals that the country is known for.**
- **Pictures / drawings.**

**Finished projects should be handed in Monday, 4th March 2019.**

We would like to remind you that class teachers are regularly uploading photos of activities taking place in your child's class. Please use the following path on the ENT website to access these photos.

Path: [ent.iil.ch](http://ent.iil.ch) > Profil > Photo Library

Please visit our website, Facebook and Instagram pages.

Review us on google [goo.gl/LsU9Tk](https://goo.gl/LsU9Tk)

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