

Year 3 Newsletter – Spring Term 1.

Happy New Year and welcome back to term 3. This newsletter details information about this term's curriculum and what your child will be studying. It will also give you key dates for term 3 at the bottom of the newsletter.

As a reminder:

Please remember to **name your child's school jumper or cardigan** and that lower Key Stage 2 uniform is **black/grey trousers/skirt, a white polo shirt, a purple jumper/cardigan and black shoes.**

If you have any queries or concerns, please do not hesitate to speak with me at the end of the school day.

Thank you for your cooperation and support.

Miss Lowe

Spelling and Reading

Our spelling tests will continue to be on a Friday and new spellings will be sent home on a Monday. In reading we will be focusing on fluency and reading for meaning.

Our class text this term will be **The River – Valerie Bloom** and **Planet Omar – Zanib Mian.**



Writing

In English we will be writing a fiction piece based on the novel read last term – *Charlotte's Web*. We will also be writing a letter from Howard Carter recounting his discovery of Tutankhamun to Lord Carnarvon (based on history lessons taught in the previous term). The children will also write an essay based on our science topic: why is light so important?



PLEASE ENCOURAGE YOUR CHILD TO GO ONTO SPELLING SHED REGULARLY TO PRACTISE THEIR SPELLINGS.

Maths

In maths we will be learning about multiplication and division.

Pupils will have the opportunity to explore and practice facts from the 3, 4 and 8 times table throughout the unit.

The children will: represent multiplication and division contexts using a bar model, explore commutativity, apply knowledge of factors, understand the inverse relationship between multiplication and division, use the inverse to find related facts, apply knowledge of the inverse, explore the relationship between the four and eight times table, explore patterns in the multiples of 8, find ten times the size, multiply by 10, divide by 10, scale facts by 10, derive facts, multiply a 2-digit number (no regrouping), multiply a 2-digit number (with regrouping), division structures, sharing and grouping in context, divide a 2-digit number (no regrouping) and solve correspondence problems.



PLEASE ENCOURAGE YOUR CHILD TO GO ONTO TT ROCKSTARS REGULARLY TO PRACTISE THEIR TIMES TABLES to embed their learning in school. Thank you.

Science

This term, the children will learn about rocks and soil:

- Sorting rocks
- How Rocks are Formed
- Permeability
- Fossils
- Soil



Computing

In computing this term we will be working on **Programming: Sequencing sounds**. The children will learn about:

- **An introduction to Scratch**
- **Programming sprites**
- **Sequences**
- **Ordering commands**
- **Making an instrument**

Art & Design/Design & Technology

This term we will be studying 'The Art of Ancient Egypt' in art lessons. The children will start this unit with knowledge from their study of ancient Egyptian history (from last term). They will learn that the art of Ancient Egypt includes sculpture, paintings on papyrus and walls as well as buildings. Much of the art that we have from ancient Egypt is from tombs and the children learn that the artwork that remains shows us not only about what the ancient civilisation believed about the afterlife but also about how they lived, how they were ruled and the power of the pharaohs. This builds on their study of how art can tell us about the past in the unit on Paintings of Children in year 1. The children study in detail the Great Sphinx of Giza, the bust of Nefertiti and the representation of Egyptian gods and goddesses. They create their own sphinx from clay, use mixed media to make Egyptian collars and draw Egyptian gods and goddesses in profile on their own homemade papyrus



In DT, the children will: research and investigate, design, make, use and evaluate a pop-up book, which operates using linkage mechanisms

Geography/History

In geography, the children will learn about rivers in Europe, Africa, Asia, Australia, North America and South America.

In history children will learn about:

- Anglo Saxon England
- The Scots and the Picts
- Anglo Saxon Settlements
- Anglo Saxon Culture and Religion
- Who were the Vikings?
- Viking Raids and Invasion



Music – Vivaldi's Winter

In this unit the children are introduced to Vivaldi's The Four Seasons which are a group of violin concertos written around 1721.

PE

In PE we will be multi-skills and athletics.





PE days will continue to be on a Tuesday (indoor) and a Thursday (outdoor).

PSHE

In PSHE we will be covering the topic 'Dreams and Goals'. This topic includes lessons on ambitions, challenges and overcoming obstacles.



RE

This term we will be investigating the question: Christianity: Could Jesus heal people? Were these miracles or is there some other explanation?



Reminders

Children are expected to read at least x 3 weekly. Reading records should be brought into school each Friday for Dojo points to be awarded.

Weekly homework might be given out on a Friday to be handed in the following week. Dojo points will be given for weekly homework.

Homework Project



Please refer to the homework project sheet which will be sent home separately to this newsletter.

Dojo points will be awarded for homework projects – all children are expected to complete one of the projects and bring them into school by the end of the first week of term. We would love to display them on our shelves in the classroom!

We encourage every child to spend at least 30 minutes on TT Rockstars multiplication practice a week. Username and passwords are stuck into the front inside page of your child's reading record. We also encourage your child to go onto Ed Shed for Spelling practice - Minimum 2-3 sessions each week. Username and passwords are stuck into the front inside page of your child's reading record.

We have our weekly spelling and times tables check each Friday. Please encourage your child to read! They are expected to read at least x3 weekly. Reading records should be brought into school every day for Dojo points to be awarded.



Skills Builder

The Skills Builder Universal Framework provides a common language for building essential skills with children and young people.

Research shows that building essential skills supports social and emotional wellbeing, learning and academic outcomes and careers and opportunities.



Times Tables Rockstars



Spelling Shed

Rewards

The children will receive 'Dojo Points' as reward for good behaviour, work and attitude. Points can be 'spent' on prizes periodically.



Class information

Class Teacher: Ms Lowe

Teaching Assistants: Miss Dixon

Please remember to name your child's school jumper or cardigan.

We request that all children bring a named water bottle to school every day and when the weather is cooler, a warm, waterproof coat.

Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.

Dates for the diary!



Monday 5th January – Teacher Training Day 3 – School closed to pupils

Tuesday 6th January – School reopens to pupils

Friday 9th January – Issue newsletter online

Monday 12th January – Young Voices visit to BP Pulse Arena, Birmingham

Monday 19th to Thursday 22nd – Maths drops in parent sessions

Monday 9th to Friday 13th February – Children's Mental Health week

Tuesday 10th February – Safer Internet Day

Friday 13th February – School closes for half term



Grow a Reader



Join us for our Parent/ Guardian workshops.

Six individual workshops across the year.



Learn how to support your child's reading at home in a safe, supportive space.

Enjoy the flexibility to join the workshops that best support your child's learning journey.

3:20-3:45pm in the school hall

- o ~~Thursday 18th September – Building strong foundations –~~
- o ~~Thursday 13th November – Reading book top tips – - - -~~
- o Thursday 15th January – Growing vocabulary and language skills
- o Thursday 19th March – Developing accurate readers
- o Thursday 7th May – Understanding reading development
- o Thursday 2nd July – Fostering a love of reading



Further information will be provided about each session throughout the year before you register to book.



Special Educational Needs



Information for Parents

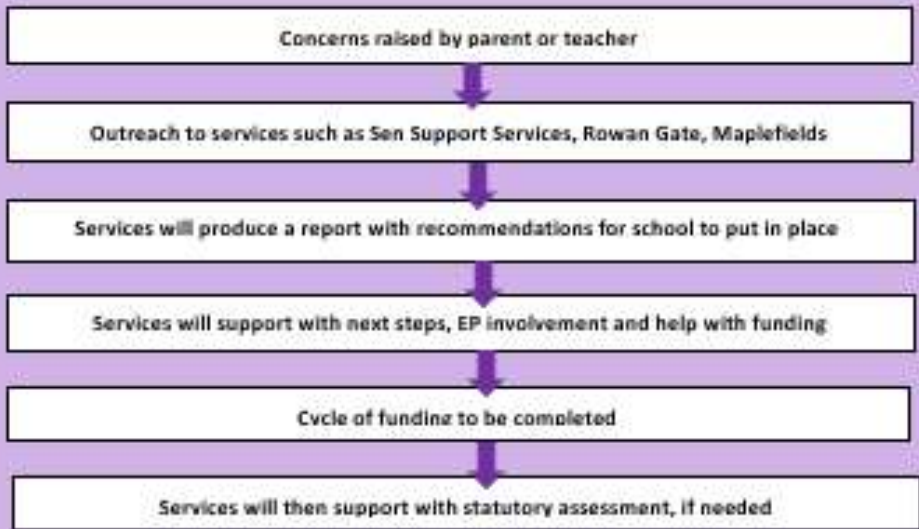
What are Special Educational Needs?

Some children have difficulties that mean they don't learn in the same way or at the same rate as other children. For example, they have a speech difficulty that makes it hard for them to be understood or express their ideas and causes problems with learning letters and sounds (phonics), that can make learning to read difficult.

These children need special support to help them to learn and to achieve.

They may need this support for a short time or for a longer period, but during this time they will be part of our Special Educational Needs (SEN) register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

Hazel Leys Academy SEND Protocol



Who do I talk to if I think my child has Special Needs?

Your child's class teacher

They will be able to listen to your concerns and discuss with you how your child is managing at school.

They will discuss your concerns with the SENDCo.



The SENDCo (Special Educational Needs & Disability Co-Ordinator)

Miss Kamel is always happy to discuss any concerns with parents.

You can arrange to see her by contacting the school office or by sending an email to:

akamel@hazelleysacademy.org

What happens if my child has Special Needs?

If your child is thought to have special needs, this will be discussed with you and the child may be placed on the SEND register. This is a list of children who need to be closely monitored and who may need additional help.

Very few children with SEN need one-to-one help in school. Most of them can make progress in class with teachers who are aware of their difficulties and know how to adapt their teaching to suit them.

Many (but not all) children on the SEN register will have some small group time each week to help them with their particular difficulty (e.g. a language group or a reading group).

Communication with parents

- Parents of children on the SEN register must be given opportunities to meet with the teacher and/or SENDCo to discuss their child's progress at least 3 times a year. This can be at parents evening or at additional meetings.
- Education, Health and Care Plans (EHCs)
These give parents a more central role in discussing and deciding what their child needs and a framework of expectations through which to support the child's needs.

What can Hazel Leys Academy offer children with Special Needs?

- A commitment to helping every child make progress and being happy at school.
- A range of interventions to help children overcome the barriers to their learning.
- Adaptions in the classroom that help children learn in a way that suits them.
- Referral to support agencies such as Speech and Language Therapists or Specialist Teaching Service.
- Regular reviews between parents. Teacher and SENDCo to discuss the children's needs and progress.