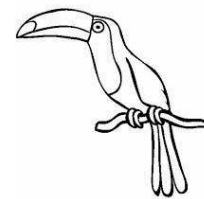


Year 3 Newsletter – Summer 1

Dear Parents and Carers,



Welcome to your child's last term in Year 3.

We are now starting our new geography based topic, Rainforests, which has both an environmental and geographical base. This half term the children will be learning about the location of the world's rainforests, as well as some of the animals and plants that can be found there.

Curriculum Overview for this half term

Subject	Main learning
Literacy	<ul style="list-style-type: none">• <i>The Gorilla who Wanted to Grow Up</i>, by Jill Tomlinson• Extended descriptive sentences• Diary entries• Setting descriptions• Predictions• Inverted commas
Spelling	<ul style="list-style-type: none">• Revision of common exception words for Year 3 as well as continuing to review those from Year 2 – please make sure you learn ALL your spellings on Edshed each week. Please explore the Edshed site to learn more.
Maths	<ul style="list-style-type: none">• Consolidation of times tables (2, 3, 4, 5, 8 and 10)• Consolidation of the four operations (addition, subtraction, multiplication and division)• Mass - measuring mass in grams and kilograms, comparing mass• Capacity - measuring capacity in millilitres and litres, comparing and adding capacities• Fractions - adding, subtracting and reasoning with fractions• Money - adding and subtracting amounts, finding change
Science	<ul style="list-style-type: none">• Rocks and Soils• Plants
Geography	<ul style="list-style-type: none">• Learning and identifying the seven continents• Understanding hemispheres, lines of latitude and longitude.• Locating the world's rainforests• Finding out about the plants and animals of the rainforest

PE kit: A reminder that when the children have PE or Games, they should come into school in their PE kits (making sure they are warm for the duration of the day).

Water Bottles and Snacks

Please ensure that your child has a named water bottle in school every day. Please remember that your child should have a **healthy snack** and conforms to the school policy of **NO NUTS**. Please remind children that they are not to share their snack.

Pencil Cases:

A reminder that children should have their own named pencil case, with the following items:

- A writing pencil (or blue ink pen if they have a pen licence - no biros please)
- A pencil sharpener
- An eraser
- A glue stick
- A ruler (showing centimetres)
- 1 x black whiteboard pen

- A small selection of colouring pencils

General:

As it starts to get hotter please ensure children come to school wearing sun-cream and have a summer hat to wear. Please make sure that all uniform is clearly labelled, we have a lot of navy blue cardigans and jumpers without owners or names!

- Please continue to sign the homework diary. We will check them every week.
- To ensure your child has completed homework to the best of their ability, please take time to go through any tasks set, with them.
- Try and read with your child at least three times a week.
- Please record any books that your child is reading at home in their Reading Record Book. A reminder that reading books should be brought in every day, these are changed when needed.
- **We would still welcome class donations of glue sticks, white board pens and tissues.**

Best wishes,

**Miss Biakowski, Mrs Byford-Guy, Ms Cunningham, Mrs Evans,
and Mrs Hornsby**

VOCABULARY

.EXPUIR

\M,at do the wo,d,.....and.....suggest about the character, setting and mood?
Which words have you that....?
\M,ich keyw<,<d tells you about **tfu**
character/oe!tirg/mood?

one word in the text Mlich means ...
Find the word that is closest in meaning to ...
find a word. - phrase "" ich shows/suggests



Find a p of "WOrda which show that...

How do these words make the reader *feel*?

oe this paragraph suggest this?
W,at impressions of ... ilo you get from the
lii opl.?
'M-lat voicitm three character n:i uee?

-- ..!thincing.....
IM>ois telling ""--Y?

PREDICT

From the cov« what do you think this-text ia going to be about?
IM>atis happe<ling now? **w.atha** before
is - - **I ...pen** efter'?'
\M,at does this -,spha suggest,.; J.ei,pen
next? re-thin this?
Do you think the choice of setting wll influence how the plot develops?
Do you think.....; I happen? Yes, no or maybe? Explain your answer using evidence from the text.

Vlny is the text arranged in this way?
Vvbat structures has the author used?
Vvbat is the purpose Of this text feetlw'e?
Is the use of ... effective?
The mood Of the chan>Cter changes th,ougl,out the text.f;nd the phrases that,i,owthm.
V\,bais the 8l.lthor'a-JtC)int of view?
Wwrt affect does..• have on the audience?
How does tt..author engage: the reeder here?
Wlch a action was the most interestin'&iwti..g per'l
How ere these sections Gnked?

.RETRIEVE

How would you describe this stOf)'itext? What genre is *it*? How do you know?
How did...? How often...? Whoia...?

\M-to had...? \M-todid..*? How ...is...?
'Miet happened to ...? Wist does... do?
\flet can you learn from... from this section?
The story is told from whose pet apectiw.i

@-NIII-ISE

een you runber these events 1-5 in the or:r. that they t..ppened?
\M,at happe<led after ...?
\M,at was the Grat thing that happened in the BtOf)?
Can _)'ammariN ina sentence the opening/middle/end of the story?
n what w.&.do theee di ng so me in the story/

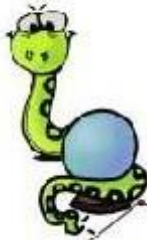
Vocabulary



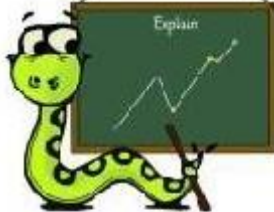
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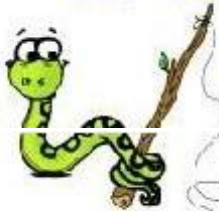
Predict



Explain



Retrieve



Summan'se

