



ENQUIRY QUESTION

Does nature need us?

This term for our enquiry question, we will become scientists. We will explore the life cycle of a plant and identify what a plant needs to grow. We will be delving deeper into the world around us, thinking about why some living things cannot grow and what we as scientists can do to help.

LEARN TOGETHER

We will be exploring our values of the month – justice and empathy.

We will be continuing to develop our emotional resilience, using our zones of regulation and use our class strategies when we need some help.

We will explore our environmental awareness, thinking about the world we live in, the nature we are surrounded by and how our own actions can have an impact on this.

Exploring different awareness days/weeks, e.g. Earth Day, African World Heritage Day, International Day of Families and World Day for Cultural diversity.

READING

We need to bring books in for swapping every Monday and Wednesday, new books will go home on these days. It is extremely important that we do this regularly to help us with our reading.

We love challenging ourselves to answer questions about what we have just read and wonder what might happen next! We will be using our reading skills VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing). We are focusing on The Hodgeheg by Dick King-Smith.

Each week we will discuss the book in whole class reading sessions, using our VIPERS reading skills. Children will also have one guided reading session with an adult each week, where they will read a book in a small group and discuss this with an adult. The book we are reading at school is more challenging than the one we read at home.

We are reading, book sharing and story-telling, every day. When reading at home with us please help us to choose a balance between fiction storybooks and non-fiction information books.

Our class book bank this term focus on non-fiction books about plants, pollution and our planet, please ask us about them!



WRITING: Persuasive Letter

We will be starting a new way of learning how to write non-fiction this term following Jane Considine's writing pathway.

We are very excited by the different sessions we will have including experience days, sentence stacking days where we magpie lots of different ideas. These ideas will help us write our own persuasive letter about our impacts upon the environment.

We will be stacking our ideas as we go by using some powerful adjectives, expanded noun phrases and rhetorical questions.

SPaG & HANDWRITING (Spelling, Punctuation and Grammar)

We will be exploring- suffixes with the ending: '-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly', sound families and proof reading.

We will be using our different spelling strategies, see below, to help us practice our year 3 spelling words.

Grammar learning will happen in our writing sessions.

In handwriting we will be focusing on our top letter joins: Oa oo oh oi oy on or ou ov ow wh

MUSIC, ART AND PE

We going to be developing our ability to follow rhythm and pattern, making music with our bodies in music with Ian and Emma from Preludes.

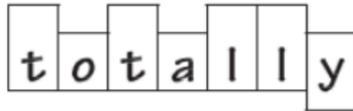
We will be exploring the use of an iPad when being an artist this term by completing an observational drawing of a photograph we've taken of an element of nature. We will be looking at famous artist that capture nature in lots of different ways and evaluate their work.

We will be focusing on ball skills in PE this term (PE is every Wednesday and Friday). We are excited to have our expert coaches teaching us in PE this term. We also have a club available to us on Thursday and Friday after school.



Term 5 2020-2021 learning overview-what are some of the things your child is learning this term?

In Year 3 we often work in a cross-curricular manner making many links across learning, but sometimes the cross-curricular subjects such as science, art, computing, history and geography are blocked off to give appropriate coverage and depth to the curriculum.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Quick write (1 minute)	Writing the words with speed and fluency. The aim is to write the word spelt correctly as many times as possible within a minute. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 
Pyramid words	This method of learning words forces you to think of each letter separately. <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> You can then reverse the process so that you end up with a diamond.
Rainbow writing	Using coloured pencils in different ways can help to make parts of the words memorable. You can write each letter in a different colour, highlighting the part that is tricky.

SEESAW, GOOGLE DRIVE, TWITTER

Please continue to check our SeeSaw, Google drive class page and twitter. It is updated as often as possible. Our google drive class page has useful links to help you support your child's learning with websites and games we often use.

If you ever need to get hold of Jess, please message her on SeeSaw or use the info@somerdaleet.org.uk and Amy will ensure that your message is passed on.

COMPUTING

We will be looking at how to design and create digital content using different programs. We will explore planning and shooting a photo/video about nature.

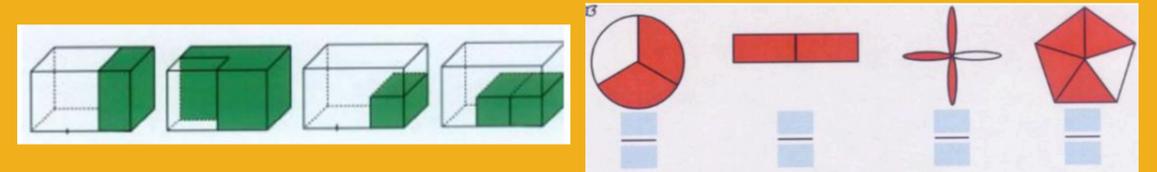
We will always be thinking about our Online Safety, help us to do this by being good internet user role models.

MATHS

Our focus this term is on fractions, we will break our learning into small steps:

- Whole and parts of a whole
- To recognise and find a half/quarter/third
- Unit and non-unit fractions
- Making a whole – order, add and subtract fractions
- Counting in tenths
- Finding fractions of a set of objects
- Equivalent fractions

This term, we will use a variation of representations to gain a deeper understanding of fractions, this means seeing fractions in lots of different ways, for example:



We will also continue to practice our times tables daily, we are focusing on learning our multiplication and division facts for the x2, x3, x4, x5, x8 and x10 times tables. We do this through games, TT Rock stars, partner work and speed recall.

PE is on Wednesday and Friday, children must come into school in their PE kit. Home reading books must be brought in on Monday and Wednesday, new books will be sent home on these days.

Sun hats need to be named.

Water bottles, no metal bottles, must be named and only filled with water.

Sun cream must be put on BEFORE the school day as we cannot have 31 bottles brought in from school and it is not possible for sun cream to reapplied during the day due to Covid safe guidelines.

As always, please speak to Jess if you have any questions.

SCIENCE, GEOGRAPHY

We will be exploring if nature needs us...

We will look closely to identify each part of a flowering plant and describe their function. We will explore the life cycle of flowering plants, from seed dispersal to what happens during pollination.

As a scientist, we will investigate the way in which water is transported within plants, using our new key words to help us explain.

We will be exploring what a plant needs for life and growth by investigating which elements a plant can grow in when we complete our own growing experiment, and we will look at environmental damage which can stop this from happening.

We will be focusing on our physical geography skills this term, to understand how these requirements for growth vary from plant to plant and locate some different plant species around the world.