

### Maths



Please continue to work, little and often, on learning times tables. TTRS is a great way to develop your skills! 'Big Maths, Beat That' will be each Monday this term.

In Y3 we are learning to tell, write and order the time from analogue and digital clocks, to the nearest minute. We are using 12 hour clocks, and developing understanding of am & pm. We are also looking at measuring, calculating and comparing durations of time. This is a skill that needs constant revisiting, so we **really need your help at home!**



Please use an analogue clock at home to practise this skill. In school we look at the **shorter hour hand** first and the hour scale (1 - 12), to establish which two hours the time is between. Then we look at the **longer minute hand** and the minute scale (0 - 60), counting in 5's or 1's to see how many minutes past or to the hour.

Here are some links for online games to play and become fantastic at telling the time!

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

Reading the time on an analogue clock

<https://www.scootle.edu.au/ec/viewing/L9644/index.html#>

Whole variety of time related activities, analogue and digital

[https://mathsframe.co.uk/en/resources/resource/117/telling\\_the\\_time\\_in\\_words#](https://mathsframe.co.uk/en/resources/resource/117/telling_the_time_in_words#)

Reading the time in words on an analogue clock

<https://www.sheppardsoftware.com/math/time/clock-splat-game/>

Matching analogue and digital times

<https://mathsframe.co.uk/en/resources/resource/119/find-the-start-time>

Finding how long an activity takes in minutes.

<https://www.topmarks.co.uk/time/teaching-clock>

A teaching clock to practise time at home.



# SPELLING

## Spellings -

Weekly spellings to learn as per the half term sheet on our class website page. A paper copy was sent home. We have a 'Check-up' on spellings each week on the following **Monday**.

A paper copy of 'Spelling Strategies' has also been sent home, suggesting some new and fun ways to learn your spellings.



## Reading - every day for a minimum of 15 minutes.

Ask questions about the story as your child reads, or afterwards. For example:

- What is the story about?
- Why do you think they made that choice?
- Was it a good choice?
- Why did that happen?
- What do you think will happen next?
- What was your favourite part of the story? Why?

**Reminder** - Please could children remember to bring **red reading records** and their reading book to school every **TUESDAY**, even if they have not finished reading the book. This enables us to monitor reading more effectively.

## Extra Practise

If we feel there are occasions when the children may benefit from consolidating their knowledge, we may add work to this Y3 class page - please check each week. If you would prefer a paper copy, please email and let us know (we do not want to send lots of paper home unnecessarily).

## For your information

**Literacy** this term continues to be taught through our History topic on The Stone Age/ Iron Age / Bronze Age. Our writing will be factual, giving reasons and descriptions. We will organise our information into reports, looking at paragraphs as a way to group related material. We continue to edit our writing and thinking 'How can I make it better?'

Grammar taught will include:

Identifying and using direct speech

Knowing when to use 'a' or 'an'

Understanding and using adjectives, nouns and verbs

Using commas to separate items in a list.

Using the past tense correctly

In **History** we will learn how the changes in technology during the late Stone Age (Neolithic Stone Age) affected how people lived. We will then look at further changes in the Bronze and Iron Age, that affected life even further. This will be followed up by our visit to Weston Park Museum on 7th May.

We will round off our history topic by exploring how the Romans invaded and spread their ideas in Britain. This will be followed up by a class Roman Day in June.

In **Maths**, we are focusing on:

### **Applying multiplicative thinking**

In this topic, we will be:

- Continuing to multiply 2-digit numbers
- Continuing to divide 2- digit numbers
- Continuing to use bar models and arrays to represent multiplication and division
- Interpreting multiplication and division word problems using bar models
- Use knowledge of the 3 x table to derive 6x table facts
- Represent and solve one step problems involving multiplication and division
- Represent and solve multi-step problems involving multiplication and division

### **Time**

Understanding and using analogue and digital clocks:

- Read analogue clocks to the nearest minute
- Tell the time using a.m. and p.m.
- Read digital clock format
- Read and order times in words, analogue or 12-hr digital format

In **Science**, we will continue our topic about rocks and soils, complementing our history topic on the stone age.

Children will learn-

- About different types of rocks and how they are formed
- How to compare and group rocks based on appearance and properties
- About how fossils are formed
- About Mary Anning's contributions to the field of palaeontology
- How soil is formed
- How to carry out fair scientific investigations (eg. Testing the hardness of rocks and the permeability of different soils)

Our final science topic after this will be all about plants.

Children will learn-

- The names of different parts of plants and their function
- The different stages of the life cycle of a flowering plant, including pollination, seed formation and seed dispersal
- What plants need to be able to grow well
- How water is transported within plants

In **RE**, our first topic is Pentecost- serving.

Our lessons will focus on -

- The appearance of Jesus after the Resurrection.
- The Ascension, when Jesus returns to his Father.
- The first three Glorious Mysteries of the Rosary.
- Pentecost: the coming of the Holy Spirit.
- How the Church celebrates Pentecost.
- Symbols of the Holy Spirit and their meaning.
- The gifts of the Holy Spirit.

Our key questions in RE are:

- Why is Pentecost known as 'the birthday of the Church'?
- What different gifts/energies does Paul tell us God gives to different people?
- What gift/energy, do you think God has given to you?
- How do the gifts of the Holy Spirit help people to live Christian lives in serving others?