



Year 3 Spring 2 Newsletter



Coming up in Spring 2



We will answer the question:
Do rainforests matter?

Under the Canopy!

During Spring 2, we will be continuing to explore the different biomes and climates of the world, focusing on the amazing plants and animals that live in the Amazon rainforest. At the same time, the children will be investigating how plants grow and learning from their own first hand experiences. Through our art learning, we will be researching the French artist, Henri Rousseau and his wildlife landscapes. We will be taking inspiration from his works to create our own painted creations. As we move towards Easter, in our RE learning, we will be inquiring into the concept of freedom and how this might be important to Jewish people during Passover.

**Thank you for your continued support
Year 3 Team**

Our English learning this half term will focus on the rainforest. We will first be creating our own non-fiction posters about the different layers of the rainforest. Then, our learning will move on to be themed around books by the author Dick King-Smith. We will learn about the challenges the main animal characters face and how they overcome them. The children will use these books to inspire their own animal stories, set in the rainforest. We wonder what fearsome predators their characters will have to overcome.

Our Mathematics learning will first focus on adding and subtracting numbers with up to 3 digits using formal methods.

Later on in the half term, we will be moving on to fractions. We will be learning to add and subtract fractions with the same denominators and comparing and ordering different fractions with different denominators.

Our Personal and Development Learning (SCARF) unit is:



Valuing Difference

The Key learning points are:

- relationships online and knowing that sometimes people behave differently online
- secure, stable and healthy family life, and the importance of spending time together
- that families may look different to their own family life
- stereotypes and how these can be unfair, negative or destructive.
- the importance of respecting others, even when they are different from them
- the conventions of manners and courtesy
- about different types of bullying, the impact it can have and how to get help.

How you can support your child's learning at home



Supporting your child to complete their Home Learning each week is one of the best ways that you can help from home. Completing each week's Home Learning tasks will help them remember number facts and spelling rules.

We always recommend reading every day to encourage a love of reading. Your child could read aloud to an adult which provides an excellent opportunity to discuss the text and to encourage them to pause according to the punctuation (i.e. for commas and end stops). This will aid their understanding of the text. It would be great if you also discussed any interesting or unfamiliar words. Your child could write book reviews of some of their favourite books.

You could help your child with maths by helping them to practise multiplication and division facts for the 4 and 8 times tables. If they are struggling with this, help your child by showing them the doubling tricks.

- To help with the 4 times tables, simply double the 2 times tables.
- To help with the 8 times tables, simply double the 2 times table and then double again.

Year 3 Messages

Please be aware that our **indoor PE will continue on a Monday morning** and it will be gymnastics. Our **outside PE lesson will continue to be on a Friday**. They will need to wear their PE kits into school every Monday and Friday.

Thank you

Date for your Year 3 diary

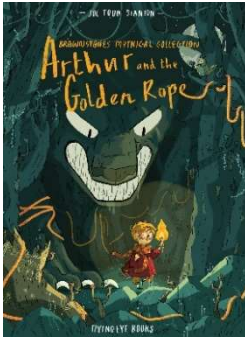
Wednesday 8th March (subject to weather) - Walk to the Queen's Inclosure woodland next to school

Find out about the wonderful learning we did in Spring 1 on the next page...

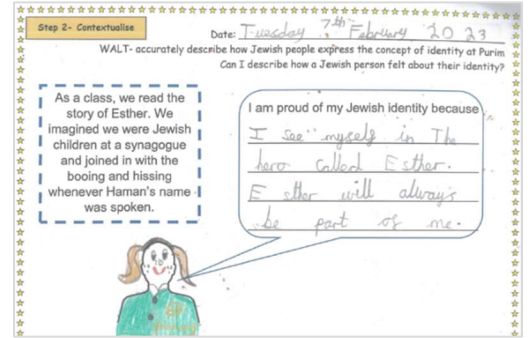
Our Learning in Spring 1

Light it up!

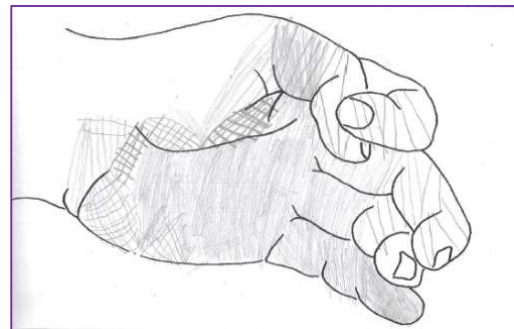
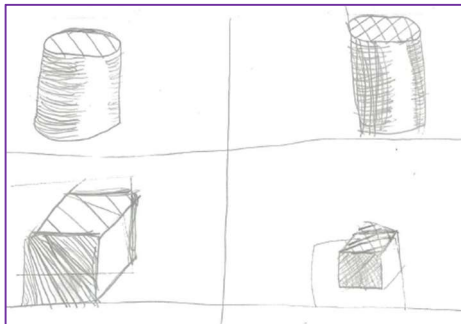
We started our Spring term by reading about some different **myths and legends** from around Scandinavia and the UK. In English, we created some intense, scary character descriptions of the devilish, fearsome wolf Fenrir from the story, 'Arthur and the Golden Rope'. The children gave each scare factor ratings on how scary their descriptions were. The end descriptions were spine-chilling.



In R.E, we explored the **Jewish festival of Purim** and learnt the Jewish story of Esther. We inquired about how we show our own identity and how others can perceive this by drawing and annotating each other's self-portraits.



In our **Art** learning this half term, we have taken inspiration from Leonardo Da Vinci and his technique for **adding shade, tone and depth** to his drawings using hatching and cross-hatching. The children enjoyed adding depth to 3D shapes as well as drawing their hands so it appears that they are 3D and coming out of the page.



In **science**, the children really enjoyed experimenting with **light and shadow**. They investigated how to change the size of a shadow, what materials are transparent, translucent or opaque, and the importance of protecting your eyes from the sun. This inspired their designs for a pair of sunglasses!

WALT understand that transparent materials let light through them and opaque materials don't let light through
 Can I identify if a material is opaque, translucent or transparent according to how well I can see through them?

Question
 What materials are opaque, translucent or transparent?

Opaque	Translucent	Transparent
magazine book rubber pen pair Freddie coat scissors earmuffs measuring worn ear digger box	ruler card code card piece of paper window Torch number track plastic clock	glasses window
An object is opaque when you can't see through.	An object is translucent when some light is allowed.	An object is transparent when all light passes through.

