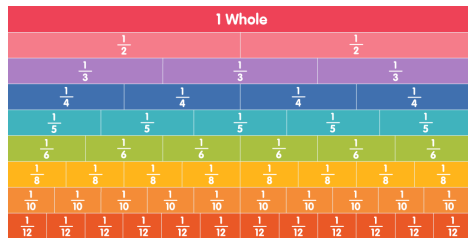


**Learning Question: Is Reigate a diverse place to live?**  
**Driver: Diversity**

**Year 3**  
**Spring 2**  
**Reigate: Local study**

**Hook for Learning**  
**Trip: Reigate high street**

In Maths, can we...?



Further Multiplication and division

Use concrete, pictorial and abstract methods to:

- recall and use multiplication and division facts for the 6, 7, 9 and 12- multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers
- times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions

- Recognise  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  fractions in both numbers and shapes
- Show equivalent fractions for the above
- Show  $\frac{1}{6}$ ,  $\frac{1}{10}$  of shapes using fraction walls or number squares
- Calculate fractions of amounts
- Solve word problems involving fractions

**Key vocabulary:** multiple, double, halve, half, times, divide, division, share, equal parts, multiply, repeated addition, two step problems, times table, fraction, half, whole, quarter, numerator, denominator

In English, can we...?

Write effective sentences across different genres using:

- Time adverbials
- Direct speech
- Precise verbs
- Onomatopoeia
- Alliteration
- Similes
- Repetition for effect
- Pun/rhyme
- Rhetorical question
- Complex sentences
- Expanded noun phrases
- Personification

We aim to sustain our writing by composing several paragraphs at a time, keeping our writing clear, coherent and consistent.

We will be basing our writing around the story 'The secret of black rock'

**Key vocabulary:** adverbs, noun, verb, adjective, alliteration, onomatopoeia, simile, repetition, punctuation

In French, can we...?

**In French can we...?**

Talk about Mardi Gras. We will be looking at some of the celebrations which take place in February across France. French alphabet, learn the sounds for the different letters. Play countdown in French. Talk about Easter in France. Look at different traditions and celebrations and learn about 'les Cloches de Paques' - the Easter Bells and 'le poisson d'avril' - the April Fish.

**Key vocabulary:**

Pâques - Easter, Mardi Gras - Shrove Tuesday, une fête - a party, un masque - a mask, une parade - a parade, un char - a float

In DT can we...?

- Use our understanding of forces to help design a moving toy
- Research, evaluate, design and refine a moving toy to a brief
- Use sustainable materials to make a moving toy

Key vocabulary: pulleys, levers, push, pull, reaction, design, evaluate, test

In RE, can we...?

Christianity: Easter

- Understand why Easter is a significant event in the Christian faith
- Learn about Maundy Thursday and the Last Supper
- Look at how the New Testament gospels tell the Easter story

**Key vocabulary:** Easter, Christian, Jesus, Disciples, Maundy Thursday, Good Friday

In PE, can we...?

- Demonstrate an understanding for cooperation within team activities.
- Develop a keen understanding for how we can adapt movement to suit the activity.
- Begin to develop and understand a wide range of vocabulary that supports how we grow as athletes.
- Actively participate in invasion games ranging from football, netball and hockey whilst coordinating as a team.
- Exercise and develop an understanding of travelling movements

**Key Vocabulary:** Acceleration, agility, balance, interdependence, coordination, teamwork, obstacles, intervals, flexibility, repetition, pace, range of throws, kick, reaction, pass, mark, tackle

In Music, can we...?

- Distinguish between melody, pitch, rhythm, and understanding that rhythmic patterns fit into the beat.
- Perform simple rhythmic patterns utilising a variety of different everyday items.
- Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures.
- Begin to take part in improvisation sessions with confidence.
- Understand getting louder and quieter in finer gradation.

- Playing/supporting peers in a set piece of music using glockenspiels

**Key vocabulary:** melody, pitch, beat, rhythm, count, cycle, pattern, repeat, ostinato, percussion, body percussion, junk percussion, beater, improvise, structure, layers, piano, forte, glockenspiels

In PSHE, can we...?

Valuing differences

- Celebrate the differences in our families, friends, local area, school, country and wider world.
- Discuss the terms racism, sexism and inequality
- Discover the British Values of Rule of Law, Diversity, Respect, Individual Liberty and democracy.

**Key vocab:** diversity, friendships, relationships, race, religion, ethnicity, differences, tolerance, racism, sexism, inequality, British Values

In Science, can we...?

- Ask relevant questions and use different types of scientific enquiry to answer them
- Set up simple practical enquiries, comparative and fair tests
- Take accurate measurements, where appropriate, using standard units
- use a range of equipment, including thermometers and data loggers
- record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identify differences, similarities or changes related to simple scientific ideas and processes
- Understand how different forces work
- Use our knowledge of forces to test materials

- Identify the type of force required to carry out an action.
- Investigate the force of friction produced by different surfaces.
- Explain that magnets produce an invisible pulling force.
- Identify magnetic materials.
- Identify different types of magnet.
- Investigate the strength of different magnets.
- Identify when magnets will repel or attract based on their poles.

**Key Vocabulary:** forces, push, pull, gravity, fair test, variable, resistance, friction, energy, theory, investigate, measure, repels, attract, contact, magnet, magnetism, results, table, poles, north, south, non-magnetic, prediction.

In Computing, can we...?

- Learn what Powerpoint is and how it is used
- Be able to manipulate images, text and video within PowerPoint
- Make our own Powerpoints which can be clearly read and used to present
- Save and edit our own work

Key vocab: powerpoint, slides, presentation, image, copy, paste, CTRL C, CTRL V, text, title, transition

In Geography, can we...?

- use selected maps, atlases, globes and digital/ computer mapping to locate countries
- Use a key accurately
- use contents/index to locate page quickly and accurately (ICT)
- use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK
- draw maps more accurately
- use fieldwork to observe, measure and record including more detailed sketches and diagrams

**Key Vocabulary:** map, key, ordnance survey, compass, north, south, east, west, south east, north east, south east, north west, south west symbols, globes, countries

As home learners, can we...?

- Practise our times tables (confidently recall x10, 5 and 2 and be working on x3, x4, x6 and x11).
- Read daily at home and record this in our Planners.

**Welcome to the Year 3 Newsletter!**

Who's Who

**Lead Practitioner:** Mrs Wallace  
 3MP: Miss Pepper and Mrs Griessell  
 3EH: Mrs Holden & Ms Lewes  
 3AW: Miss Warren & Mrs Bow  
 3KH: Mr Hill & Mrs Whittaker

PE teaching/coaches: Mr Rato & Mr Wilkinson  
 French: Ms Turan

Dates to remember:

**Swimming begins on Tuesday 28th February. Please remember:**

- Swim gear
- Swim hat
- Goggles
- Towel
- Bag

**Please can Year 3 come to school in their PE kits on TUESDAYS and MONDAYS.**

Class assemblies:

**9:45am start - virtual or in person**

**3AW: 2nd March**  
**3EH: 9th March**  
**3KH: 16th March**  
**3MP: 23rd March**

Trip to Reigate:

**3SW & 3KH - Friday 4th March**  
**3PC & 3AW - Monday 7th March**

Planners

**Planners will be checked each week for at least 5 Reading entries. 5 entries = 1 sticker. 5 stickers = reading raffle ticket. Children can record reading themselves. Thank you for your support with this.**

**Home Learning:**

In Year 3, children are expected to:

- read daily, with comments written in their planners
- practise their times tables (Beginning with 2,5 and 10 and moving onto 3,4, 8, 6 and 11)



**In school notices:**

**Snacks**

In Year 3, children are no longer provided with a piece of fruit by the school. You are welcome to send your child to school with a FRUIT snack to have at breaktime if you wish. Please **do not** provide nuts of any variety as a snack or in packed lunches due to allergies.

**Toys**

In Year 3 we provide the children with a variety of fun toys to play with at break times. Therefore we kindly ask that your child not bring any toys to school as they risk getting lost, broken or are a distraction. This extends to fidget toys such as 'poppits'. Thank you.

**Water Bottles**

Please send your child to school with a named, clear water bottle every day. Hydration is proven to have a positive impact on learning.

**Communication**

Please remember to email the office with any messages for teachers. They will forward this onto the correct member of staff. The email address is [office@sandcross.school](mailto:office@sandcross.school).

**PE days**

PE days will be Mondays this term, with swimming lessons on Tuesday.

**Our topic for this half term is:**

**Reigate: Local study**

We will be incorporating the driver **Diversity** throughout our curriculum this half term.

