



Year 3 Areas of Learning

Please see below the skills and knowledge your child has been taught in school this year. We have provided an example of some activities you can do with your child so that they can continue to practice and embed these skills. When your child completes a challenge at home, it would be great to see it uploaded to their seesaw account so that their teacher can comment on their learning.

	Key Teaching Points	What might this look like at home?
Spelling	<p>The children have learnt the different prefixes that can be added to words and how it changes the meaning of the word. They have investigated 'un', 'dis', 'mis', 're' and 'pre'.</p> <p>The children have begun to look at suffix endings to words and the rules that go with them. They have investigated 'ly', 'ed', 'er', 'ing'.</p>	<p>When your child is reading and writing at home, ask them to identify the root word and what that means. Then investigate how the prefix changes the meaning of that words. For example, 'dislike' the root word is like and 'dis' changes the meaning to not liking something.</p> <p>When your child writes, check back through their spellings with them. If you notice a word that needs correcting, underline it and ask them to write it in 3 different ways so they can spot which spelling looks right.</p> <p>In the learning pack previously sent home, there are examples of words using prefixes and suffixes.</p>
Reading	<p>The children have spent a lot of time being retrieving and finding clues and evidence in the text. They have talked about what they know about a character and have used this to predict what might happen next.</p> <p>During their 'Book Club' reading, the children choose what activity they would like to do after reading the text. This includes book reviews, creating a quiz, designing a new front cover and labelling parts and characteristics of a character.</p>	<p>MyOn have a great range of free eBooks your child can read online. Your child has a username and password inside their reading record.</p> <p>When reading a book, ask your child what they know about the main character in the story. This could be linked to what they look like or what they have done. Your child could draw a picture of the main character and label it with evidence from the book. You could also ask your child to predict what they think will happen next and why they think this. Your child could draw and picture with a sentence explaining their prediction.</p>

		<p>When your child has finished reading a book they could choose to do one of the following activities:</p> <ul style="list-style-type: none"> • Redesign the front cover • draw an illustration for a page that does not have one • create a comic strip of the book by drawing the 5 main events of the story • Write a review of the book • If the book was non-fiction, your child could create a quiz.
<p>Writing</p>	<p>This year, the children have learnt to write setting descriptions, stories, dairies, explanation and letters to persuade</p> <p>In setting descriptions, the children used noun phrases and prepositional phrases to create amazing setting descriptions.</p> <p>In stories, the children learnt to write a retell of traditional tales. They used adjectives to describe the character and setting. The children also learnt how to punctuate speech.</p> <p>In dairies, the children learnt how to write a diary from the point of view of a character. The children learnt how to use explanation and question sentences to show the character's thoughts and feelings.</p> <p>In explanation, they wrote about how a volcano erupts using subordinate conjunctions and paragraphs with subheadings.</p> <p>In letters, the children wrote a letter of persuasion focusing on paragraph structure and conjunctions to extend and link ideas together.</p>	<p>Find a picture for your child to write a setting description about. The picture could be spooky, calming, magical, futuristic or mysterious! Try to encourage your child to use noun phrases (e.g. The misty fog, the wet grass) and prepositional phrases (e.g. beside the tree, on the wall) to describe the setting.</p> <p>Your child could write a recount of their favourite story, using speech to show what the characters are saying and adjectives to describe the characters and setting.</p> <p>Your child could choose a character from a book and write a diary entry from part of the story. E.g. You could write a diary entry as Harry Potter when he receives his letter from Hogwarts! Encourage your child to think about how the character is feeling and to use explanation and question sentences to show this. E.g. I can't believe I'm a wizard! Could this really be true?</p> <p>Your child could write a letter to a friend. Remind your child to include their address, their friend's address (just make it up if you don't know!), the date, 'Dear' and a sign off.</p>
<p>Maths</p>	<p>The children have secured their number knowledge of 3 digit numbers. They have partitioned the numbers into hundreds, tens and ones and partitioned the numbers in different ways. They have used this to compare and order 3 digit numbers.</p>	<p>The children all have access to TTRockstars. TTRockstars supports the children's quick recall of their multiplication facts.</p> <p>You could make some digit cards for your child so that they can create their own number problems. They can turn over</p>

	<p>The children have learnt skills in adding and subtracting 3 digit numbers using a column method.</p> <p>They have also learnt their 2x, 3x, 4x, 5x, 6x, 8x and 10x table and have used this to solve problems involving multiplication and division.</p>	<p>cards to create 3 digit numbers that they can add and subtract.</p> <p>You could also use the cards to make the largest and smallest 3 digit number.</p>
<p>Science</p>	<p>In the Autumn term, the children explored forces and magnets. The children tested the force of friction created by different surfaces and the strength of different types of magnets.</p> <p>During the Spring term, the class researched different parts of a plant and through an experiment were beginning to discover what plants need to survive and grow.</p>	<p>Your child could test the friction of different surfaces by rolling a toy car across different surfaces. They could roll the car from a handmade ramp (e.g. a book) and see how far it goes. The further the car goes, the less friction there is. Can you try and put your results into a table? How many different surfaces can you test? Which has the most friction? Which surface has the least friction? You could also try making a prediction before starting your experiment: Which surface do you think creates the most friction?</p> <p>If you have any magnets at home, your child could have a go at finding magnetic and non-magnetic materials around the house. Collect a tray or plate of materials and make a prediction first by sorting them into two groups: Magnetic and Non-magnetic. Then test to see if you are correct!</p> <p>Now that the weather is getting better, the plants are starting to grow. Your child could have a look at the different plants that are growing around the area. They could even plant their own seed to take care of, thinking about what it needs to survive.</p>
<p>Understanding the World History / Geography</p>	<p>In the Autumn Term, the children learnt about how England came to be the country it is today due to invasions from other parts of the world. The children learnt about the key parts of Viking life. For example, different jobs, clothing, houses and crime and punishment.</p> <p>In the Spring Term, the children looked at life in Roman Britain from the invasion to the settlement. The children investigated the important figures in the Roman period and their role in the successful and unsuccessful invasions.</p>	<p>Your child could research further about Viking life and compare how this is different to life today. Your children could create a diary entry pretending to be a person from the Viking period and describe what their day is like. This could be done as a child, a soldier or a soldier.</p> <p>Your child could put together an information pack of a Roman emperor or a key figure from the Roman period that they have learnt about. For example, Julius Ceaser or Boudicca.</p>

	<p>exploring the Roman empire, the children learnt about the eruption of Mount Vesuvius and the changes in Pompeii.</p>	<p>Your child could research different volcanic eruptions, what causes them and how they change landscapes.</p>
<p>Expressive Arts and Design Art / Music / D.T</p>	<p>In the Autumn Term, the children looked at how the Vikings and Anglo-Saxons communicated. The children researched the different runes and created their own secret message.</p> <p>In the Spring Term, the children began to create their own Roman mosaic. The children practised using a sponge cut into a square shape to create a sea-creature.</p>	<p>Your child could create their own secret message in runes for someone to break. You can find the runes on google.</p> <p>They could create a mosaic using paper cut into small pieces or could create a stamp from a sponge or potato. You can find different examples of mosaics on google.</p>