Wood End
An Academy in The Park Federation M
Address: Judge Heath Lane, Hayes, Middlesex, UB3 2PD
Tel: 0208-573-7829 E-Mail: wepaoffice@theparkfederati

YEAR 3 – SPRING Newsletter

January 2024

Thank you for the ongoing efforts during the Autumn term. By maintaining consistency in your child's education, the children keep progressing and developing their skills each and every day!

Year 3 Team

Director of Curriculum: Mrs M Johnson
Year Team Leader: Mrs M Johnson
Teachers
3MJ: Mrs Johnson 3MIJ: Mrs Johnson
3AT: Mrs Tambu 3CM: Ms Stewart
3MB: Ms Brown
HLTA: Mrs Smith Mrs Kaur

LSAs:
Mrs Virdee
Mrs Greene
Mrs Kaur

Reading at Home

Regular reading practice assists in building confidence as well as pleasure. Please do try to ensure your child reads once a day for 20-30 minutes and record this in your child's reading diaries every day. This is checked every morning in class.

Homework sent home and is based on topics the children are learning about in class. This practise helps your child to independently apply the strategies learned in school.

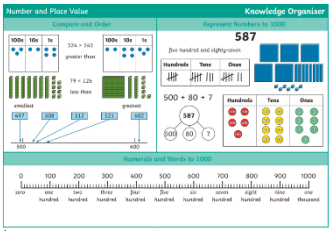
Behaviour

Children will continue to receive a stamp in their diaries for good choices and behaviour. Please monitor and discuss with your child at home.
When they collect enough stamps, they will receive a prize every half term!

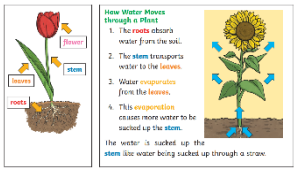
Spring Term Curriculum

English This term, we will be writing Diary entries, Persuasive Letters and Poetry with a focus on the use of expressive and figurative language to describe feelings. In addition, the children will use emotive language to persuade and engage the reader. The Year 3 children will become effectively persuasive writers by the end of the term!

Maths During Spring term, our maths lessons will continue to develop their ability to calculate different monetary amounts, and how much change will be left over from spending specific values of money. The next topic will be Place Value, Addition and Subtraction - please see Google Classroom for knowledge on this subject.



Science The focus for Science will be planting and investigating the best environment for seed growth- again see Google Classroom for further information.



History and Geography We will be learning about the Romans in history this term. Fortunately, we have arranged for Year 3 children to visit the Verulamium Museum (which is built on the site of one of the largest Roman cities in Britain) and is filled with ancient treasures and some of the finest mosaics outside of the Mediterranean.

Geography this term will focus on the fascinatingly enchanting Amazon Rainforest. Lots of interesting facts will be coming your way parents!

Attendance and Punctuality School begins at 8.45am. During this time the children's reading records are checked and the week's skills are reviewed. At 8.55 am, the register is taken and the first lesson begins. Please ensure that your child is on time every day so that learning and progress is not affected. Each class is also working towards 100% attendance each week – let's ensure we can achieve this!

Looking forward to another great year at WEPA in 2024.

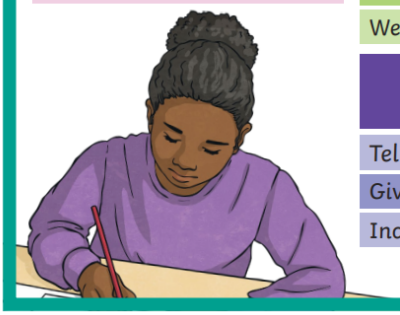
Writing to Persuade

Structure

Introduction
Grab the reader's attention and clearly state your opinion.

Main Body Paragraphs
Give reasons for your opinions and explain these in detail.

Conclusion
Remind the reader of your opinion and leave them with something to think about.



Sentence Starters

- First, lets talk about...
- Another important point worth considering...
- Astonishingly, some people don't know that...
- Yet another incredible thing about..
- Finally, and most importantly...
- Best/Worst of all...

Persuasive Language

Modal Verbs
(must, will, should)

Modal Adverbs
(definitely, absolutely, certainly)

Evaluative Language
(incredible, outstanding, awful, revolting)

Powerful Statements

- Just think about it!
- It's out of this world!
- We can't let this go on!
- We must stop this now!
- You know I'm right!

Persuasive Devices

- Tell a personal story.
- Give an expert's opinion.
- Include statistics.
- Ask rhetorical questions.
- Use repetition.

Remember:

- Consider your audience.
- Make your opinion clear.
- Use a strong voice.
- Give reasons for your opinion.
- Check your spelling and punctuation.

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Writing a Persuasive Text

Introduction

Dogs Make the Best Pets

Title

When it comes to pets, it is **without a doubt** that **dogs** most certainly **make the best pets**. Dogs are **loyal, affectionate** and **active** animals, making them perfect pets for children.

Strong Language

Opinion

Reasons

Firstly, everyone knows that **dogs are the most loyal of pets**. They will **sit with you** when you are sick, they love to spend time with you, **play with you** and **they will guard your house.**

Connective

Argument

Reasons

1st argument paragraph

Secondly, it is widely known that **dogs are affectionate.** Dogs **like to be hugged**, petted and rubbed by their owners. Dogs also **excitedly greet you** when you come home - no other pet will run, jump up and hug you as soon as you walk through the door!

2nd argument paragraph

Finally, dogs are active animals. They **require regular walking** which means that **children** who walk their dogs **will also get regular exercise. Dogs love to play fetch** which is also a great outdoor activity.

3rd argument paragraph

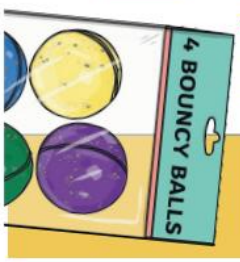
In conclusion, there is no question that **dogs make the best** pet for children. This is because of their **loyalty**, their **affectionate** nature and their **active** lifestyle. Do yourself a favour and buy a dog today!

Strong language

Restate opinion

Summarise reasons

Conclusion



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Number and Place Value — Knowledge Organiser

Key Vocabulary

- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- more
- less
- partition
- digit

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3-Digit Numbers

256

two hundred	fifty	six
200	50	6

10 and 100 More or Less

Ten Less		Ten More
120	130	140

One Hundred Less		One Hundred More
212	312	412

Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40

0	8	16	24	32	40	48	56	64	72	80

Counting in 50s and 100s

0	50	100	150	200	250	300	350	400	450	500

0	100	200	300	400	500	600	700	800	900	1000

Number and Place Value — Knowledge Organiser

Compare and Order

100s	10s	1s

324 > 243

greater than

100s	10s	1s

79 < 126

less than

smallest

greatest

497 508 512 521 602

500 600

Represent Numbers to 1000

587

five hundred and eighty-seven

Hundreds	Tens	Ones

500 + 80 + 7

587

500 80 7

Hundreds	Tens	Ones

Numerals and Words to 1000

0	100	200	300	400	500	600	700	800	900	1000
zero	one hundred	two hundred	three hundred	four hundred	five hundred	six hundred	seven hundred	eight hundred	nine hundred	one thousand

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Addition and Subtraction — Knowledge Organiser

Key Vocabulary

- add
- total
- plus
- sum
- more
- altogether
- difference
- subtract
- less
- minus
- take away
- column addition
- column subtraction
- exchange
- estimate
- inverse operation
- solve problems
- number facts
- place value

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Addition and Subtraction Methods

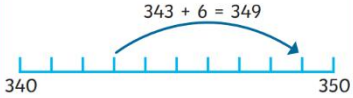
3 digit and 1 digit numbers

Not crossing 10s

268 – 4 = 264

Hundred	Ten	Ones
●●	●●●	●●●●

343 + 6 = 349



Crossing 10s (Exchanging)

324		
300	20	4
300	10	14

316 + 8 = 324

316	8

324 - 8 = 316

3-digit and 2-digit numbers

Add and subtract tens

Hundred	Ten	Ones
●●	●●●	●

451 + 3 tens = 481 (5 + 3 = 8)

451 – 4 tens = 411 (5 – 4 = 1)

Crossing 10s (Exchanging)

258 + 80 = 338

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

368	368	368
+73	+73	+73
1	41	441
1	11	11

31	3131	3131
441	441	441
-73	-73	-73
8	68	368

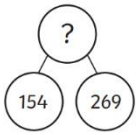
3-digit numbers

Not crossing

679 – 351 = 328

Hundred	Ten	Ones
●●●	●●●	●●●●

Crossing 10s (Exchanging)



269
+154
423
11

514	
268	?

4 10 1
5 1 4
- 2 6 8
2 4 6

Add and Subtract 100s

284 + 300 = 584

Hundred	Ten	Ones
■■	▮▮▮▮▮	▪
■■■		

Estimate

Divide number lines into smaller sections to help estimate marked numbers. Estimate by dividing the hundred into 250 and 225.

Estimate 10s (230, 240) between 225 and 250.

Estimate 167 – 89

Use near numbers 170 – 90 = 80

Near numbers:

413	279	521	782
↓	↓	↓	↓
400	300	500	800

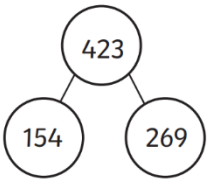
Check Answers

347 – 74 = 273 can be checked using

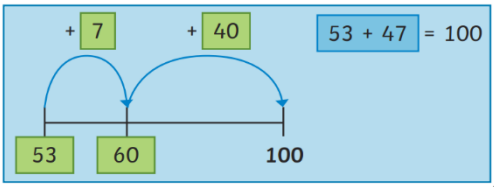
273 + 74 = 347

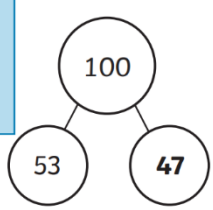
This part whole shows the inverse calculations using these three numbers.

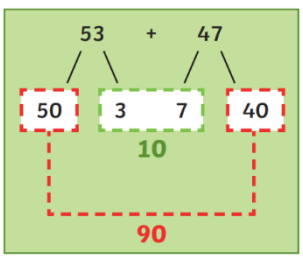
154 + 269 = 423	269 + 154 = 423
423 – 154 = 269	423 – 269 = 154

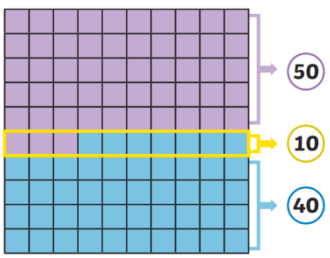


Complements to 100









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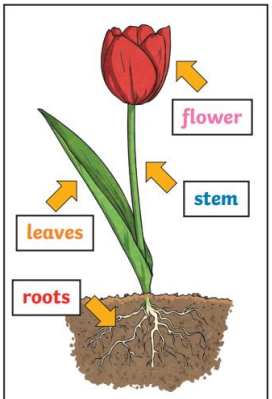
53 + 47 = 100

Plants — Year 3

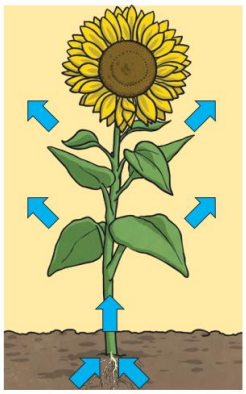
Key Vocabulary	
roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
evaporation	When a liquid turns into a gas.

To look at all the planning resources linked to the Plants unit, click here.



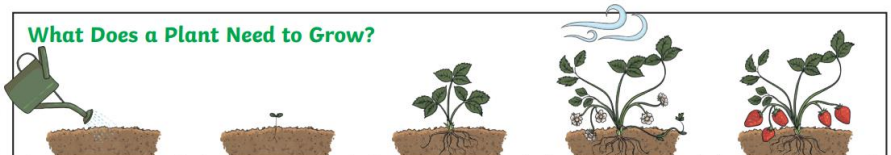
How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



The water is sucked up the **stem** like water being sucked up through a straw.

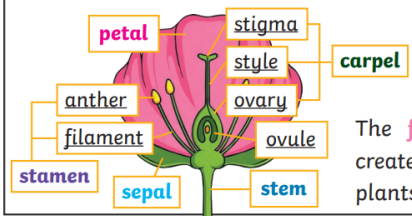
What Does a Plant Need to Grow?



Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

Plants — Year 3

Key Vocabulary	
fertilisation	When the male and female parts of the flower have mixed in order to make seeds for new plants.
petal	The brightly coloured part of the flower that attracts insects to pollinate the plant.
stamen	The male parts of the flower. The stamen is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen.
carpel (pistil)	The female parts of the flower. Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules, which are the part of the flower that gets fertilised and eventually becomes the new seed.
sepal	Leaf-like structures that protect the flower and petals before they open out.
pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
pollinator	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
germination	When a seed starts to grow.
seed dispersal	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



The flower's job is to create seeds so that new plants can be grown.

Life Cycle of a Flowering Plant

Germination — The seed starts to grow.

Growing and Flowering — The plant grows bigger and forms a flower.

Pollination — Pollen from the anther lands on the stigma and travels down the style.

Fertilisation and Seed Formation — The pollen joins with an ovule and a seed starts to form.

Seed Dispersal — The fully formed seeds are moved away from the parent plant.

Seed Dispersal

Seeds can be dispersed by: