



KENSINGTON AVENUE PRIMARY SCHOOL
Together Everyone Achieves More

Year 3 Newsletter Spring 1 2024

Meet the Team: Year 3



Miss Sara Noor
Class Teacher



Mr Sean Daw
Class Teacher



Mr Carl Davids
Class Teacher



Mrs Waheed
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Mrs Ammour
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Mrs Miah
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If you have any queries please
speak to your child's class
teacher or contact the office:

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KAPS Home Learning Expectations

1. **Homework** will be set on Google Classroom weekly on a Friday and should be completed and submitted by the following Tuesday. The children's logins remain the same as last year and we will be sending these out again in September. If you come across any problems with your login, please contact your class teacher. Children will receive maths and English tasks which will be a recap of the previous weeks work. This will include grammar, punctuation and spelling (GPS). They will also have a task linked to our Learning Journey topic.
2. **Spelling task** Children will be given 10 or 15 words to learn each week and they will be tested on these following Friday.
3. **Reading** Children should read at home for at least 20 minutes a day. Books may be changed as and when required and the reading records will be monitored daily to check your child is reading. Please sign their reading records daily and add a comment about the text that was read.

*Parent guides (reading, phonics, GPS and maths) for helping children with their remote learning are accessible on the school website: **Parent Information / Parent & Curriculum Workshops/ Guides***

Class Rules

We have built our own class rules around our core values:

RESPECT

RESPONSIBILITY

PERSEVERANCE

**We expect all children to adhere to these 3 core values and follow the school's TEAM principles:
*Together Everyone Achieves More.***

Here are the rules for our classrooms:

1. We will treat everybody and all of the equipment at Kensington Avenue Primary School with respect.
2. We will be quiet when other people are speaking.
3. We will be kind and helpful.
4. We will persevere. We will never give up!
5. We will be honest and take responsibility for our actions.

Rocks, Relics and Rumbles

In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will also investigate different types of rock to learn about their uses and properties. As well as this, they will investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.



Core Subjects

As mathematicians we will:

- Be solving multiplication and division problems using written methods
- Multiply and divide 2-digit numbers by 1-digit. First using place value charts, equipment and mathematical representations before moving on to formal method
- Measuring lengths in centimeters, meters and millimeters
- Finding the fraction of a number or set of objects
- recognising equivalent fractions.
- Measuring lengths in centimeters, meters and millimeters.



As scientists we will:

- Explore fossils
- Learn about fossil formation
- Explore the importance of soil
- Experimenting the absorbency of soil.

As readers and authors we will:

- Write instructions for a healthy smoothie during Healthy Us Week
- Write informal letters to a character in a book
- Write descriptive recounts
- Create our own narratives based on the events at Pompeii.

Learning Journey - Foundation Subjects

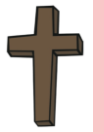
•As **computing technicians**, Children will learn how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. The children will recognise unkind behaviour online and know how to report it; offer advice to victims of cyberbullying; recognise when an email may be fake and explain how they know.

•**E-Safety** - Children understand that sometimes online content can cause us to feel upset and that there are ways to deal with this, including showing it to a trusted adult and speaking to an organisation.

•**Key vocabulary** – Attachment, Bcc (Blind carbon copy), Cc (Carbon copy), Compose, Content, Cyberbullying, Document, Domain, Download, Email, Email account, Email address, Emoji, Emotions, Fake, Font, Genuine, Hacker, Internet, Content, Device, Block and report, Privacy settings.

As **musicians**, children will be learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.

This half term our RE focus is Christianity



We will learn:

- The different descriptions of God tell us about the Christian belief in God.
- Explain why Jesus is important to Christians.
- Know who in is authority in Christian communities are and what their roles and responsibilities are.

•**As geographers we will be learning about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.** This will include:

- Tectonic plates
- Features of volcanoes
- Natural disasters
- Latitude and longitude
- Uses of rock.

Learning Journey - Foundation Subjects

Geography

As geographers this term, children will learn to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They also learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.

Design, technology and art:

As artists, we will learn about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary and complementary colours. We will also investigate how artists use colour in their artwork.

Our focus this half term in PSHE is:

- Power of words: STOP
- Social media body confidence
- Gender
- Fairtrade: working together
- Global Warming- what can we do to help?
- Celebrating women in history.

Physical Education:

As athletes, we will improve our

- Balancing skills
- Coordination
- Different ways of travelling.

As Spanish speakers, we will be learning about phonetics and fruits.

Children will be taught to:

- Name, recognise, and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns. Ask somebody if they like a particular fruit in Spanish. Say what fruits we like and dislike in Spanish.

Key Vocabulary

Science

Topic

erode	vent
impermeable	volcanic eruption
lava	
liquid	
magma	
molten	
organic matter	
ring of fire	
solid	
tectonic plate	

sedimentary	mantle
igneous	inner core
metamorphic	outer core
sandstone	fossil
limestone	sandy
granite	silty
obsidian	clay
marble	earthquake
slate	volcano
chalk	tsunami

Mathematics

multiple	group
repeated addition	array
product	
factor	chunking
operation	mental arithmetic
number sentence	pattern
division	
divisible	number line
equivalent	column method
related	bus stop method
multiplication	
number track	perimeter
even	length
odd	outside
repeated subtraction	equivalent
inverse	
share equally	

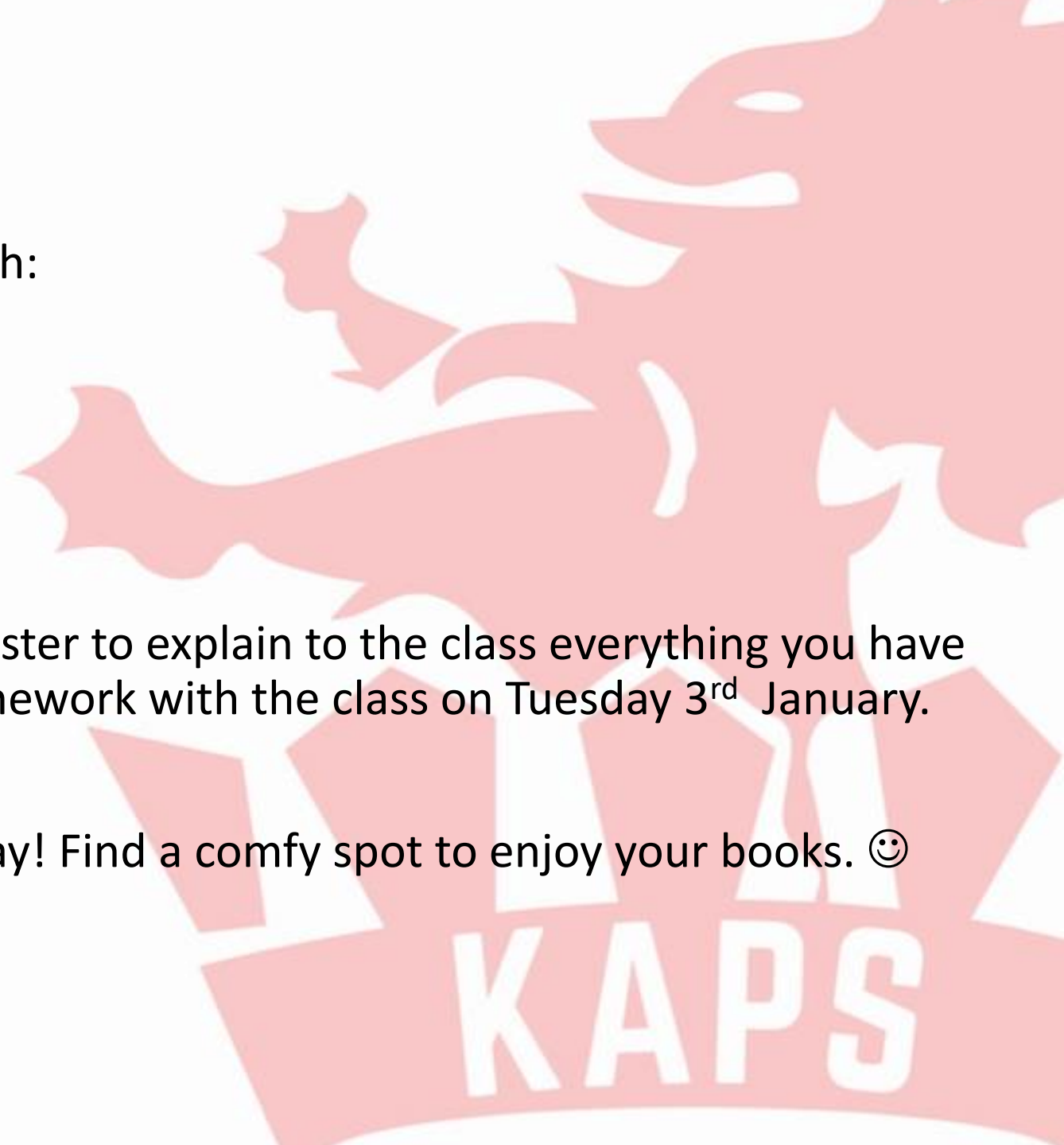
Half term project

Chose one of the following areas to research:

- Volcanoes
- Earthquakes
- Tsunamis
- Fossils

Your task is to create a presentation or a poster to explain to the class everything you have learnt. Please be reading to share your homework with the class on Tuesday 3rd January.

Please also ensure you are reading every day! Find a comfy spot to enjoy your books. 😊





Unit Objective:

To say what fruit we like and do not like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like/I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **J** sound in **naranja**.
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pe-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.