



Grange Primary School  
 Suffolk Road, Plaistow  
 London, E13 0HE  
 Tel: 020 7476 5146  
 Fax: 020 73451849  
[info@grange.newham.sch.uk](mailto:info@grange.newham.sch.uk)

**Mrs. Dellis Smith**  
 Headteacher  
 B.Ed. (Hons), NPQH

Dear Parents,

**Year 3 Curriculum Newsletter**  
**Spring 2**

Welcome to a new term at Grange Primary School. We have lots of exciting learning ready for your children this term!

English – Narrative, Instructions, Research and publish an Information text.	Maths – Place value; Number- multiplication and division including problem solving, fractions; Time; Mass and volume
<p>This half term, we will be looking at Anthony Browne’s picture book Zoo – an engaging satirical spotlight on the purpose of zoos and the relationship between animals and people.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• <b>Short diary entries</b> from the perspective of both Mum and Dad regarding their recount of specific parts of their day</li> <li>• <b>A letter of complaint</b> from Dad to the zoo to complain about his disastrous visit with his family</li> <li>• <b>A fact file</b> based on one of the animals from Zoo</li> <li>• <b>An extended narrative</b> – pupils will plan, draft and publish a story based on the orang-utan’s dreams of a life of freedom</li> <li>• <b>A piece based on the text My Dad</b> – pupils will select the father from either Zoo or Gorilla as the focus of a piece based on My Dad</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Organising ideas using paragraphs</li> <li>• Using and understanding apostrophes</li> <li>• Revising Poetic devices</li> <li>• Connectives to link ideas</li> <li>• Adverbials and fronted adverbials</li> <li>• Using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’ and ‘although’</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• To consolidate knowledge of phonics to read unfamiliar words.</li> <li>• To read daily to improve fluency</li> <li>• To make predictions</li> <li>• To summarise the key points in a text.</li> <li>• To use a dictionary and context to explore meaning of words.</li> <li>• To make inferences using evidence from the text to justify their point of view.</li> <li>• Predict what might happen from details stated or implied</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</li> <li>• Find unit fractions of quantities using known division facts (multiplication tables fluency).</li> <li>• Reason about the location of any fraction within one in the linear number system.</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li>• Compare and order unit fractions, and fractions with the same denominators.</li> <li>• Solve problems that involve all of the above.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m. /p.m., morning, afternoon, noon and midnight.</li> <li>• Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> <li>• Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</li> </ul>

<p style="text-align: center;"><b>Science – Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>• To be able to compare different types of rocks.</li> <li>• To be able to group rocks based on their properties.</li> <li>• To identify and explain how fossils are formed.</li> <li>• I can explain May Anning’s contribution to paleontology.</li> <li>• To explain how soil is formed</li> <li>• To make systematic observation and record my findings.</li> </ul>	<p style="text-align: center;"><b>Computing – We are Vloggers</b></p> <ul style="list-style-type: none"> <li>• Research a topic online using web-based sources to teach to others.</li> <li>• To run ‘run the task’ using the core steps including software and tools. (2 weeks)</li> <li>• To plan the presentation.</li> <li>• To source the contents.</li> <li>• Creating original content; refining and rehearsing</li> <li>• Recording and sharing using different sources.</li> </ul>
<p style="text-align: center;"><b>RE – How and why do Hindus celebrate Holi?</b></p> <ul style="list-style-type: none"> <li>• Who do we think ‘goodies’ &amp; ‘baddies’ are?</li> <li>• What happens at the Hindu festival at Holi?</li> <li>• What other story is told at Holi?</li> <li>• How does Holi show what Hindu people believe about God? (2 weeks)</li> <li>• Can we create a story or a piece of art inspired from the story of Holi and explain what this means/teaches people about Holi?</li> </ul>	<p style="text-align: center;"><b>PSHE – Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• To tell you about some of my hopes and dreams</li> <li>• To understand that sometimes hopes and dreams do not come trues and this can hurt</li> <li>• To know that reflecting on positive and happy experiences can me to counteract disappointment</li> <li>• To know how to make a new plan and set new goals even if I have been disappointed</li> <li>• To know how to work out the steps to take to achieve a goal and do this successfully as part of a group</li> <li>• To identify the contributions made by myself and others to the group’ achievement</li> </ul>
<p style="text-align: center;"><b>Geography Topic – Investigating India</b></p> <ul style="list-style-type: none"> <li>• To explore India and where it is in the world.</li> <li>• To explore the mountain ranges found in India.</li> <li>• To explore some of the major rivers in India.</li> <li>• To explore the human and physical features of cities in India.</li> </ul> <p>To explore India’s culture and its influence on other countries. To be able to compare India to the United Kingdom.</p>	<p style="text-align: center;"><b>Art/DT</b></p> <p>In art, we will learning looking at Sandwich Snacks</p> <ul style="list-style-type: none"> <li>• To learn that food can be divided into different groups and that sandwich can form part of a healthy diet.</li> <li>• To taste a variety of different breads and sandwiches and examine flavours and textures.</li> <li>• To design and plan a sandwich for a particular purpose.</li> <li>• To be able to create a healthy sandwich.</li> <li>• To be able to evaluate a finished product.</li> </ul>
<p><b>Important Information – PE days, Educational Visits, Homework</b></p>	
<p><u>PE</u></p> <ul style="list-style-type: none"> <li>• Our P.E days are Tuesday &amp; Thursday – Please ensure your child has the correct, PE kit, with their names, including plimsolls or trainers, place in a drawstring bag</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• English and maths home learning goes home on a Tuesday and is due back the following Monday.</li> <li>• Spellings are given out with homework. Please help your child practice their spellings in preparation for their spelling tests on Friday.</li> <li>• Mathletics and Times Table Rock Stars work will be available, as will books on Bug Club. Please encourage your child to use these resources.</li> <li>• Please listen to your child read for approximately 20 minutes a day and sign their reading record. Reading records must be brought to school daily</li> </ul> <p><u>Educational Visits</u></p> <ul style="list-style-type: none"> <li>• Visits to be confirmed</li> </ul>	

Many thanks,

Mrs. Mohiuddin