

English

Make a plan, outlining key information to include in a leaflet aimed at attracting younger visitors to their city or town centre.

Use ICT to set out their leaflet, incorporating text, diagrams, maps and photographs. Experiment with page layouts, remembering to save and file work as their leaflets develop. Print out and check their finished work for meaning and use a spell check tool to review the grammar and punctuation.

Listen to a reading or recording of Andrew Fusek Peters' poem, *Last Night I Saw The City Breathing*. Then read the poem in pairs and discuss what they think the poem is about. Then plan and write their own Free Verse Poem.



Year 3
Spring 2
2019

Maths

Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition. Add two 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method. Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time. Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up.

Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and

Art & Design Technology

Create amazing light graffiti images using long-exposure photography. Collect an array of light sources (perhaps different torches or light sticks from home). Search for images of light graffiti using web-based search engines to find out about some of the many effects and images that can be created.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Look at examples of urban art and graffiti on the Berlin Wall and give their view on it. Make a black and white graffiti image then photocopy onto acetate and project onto a blank wall.

Science

Classify a range of objects as either light sources or light reflectors.

Explain that when a light source is blocked a shadow is formed.

Build an urban landscape against a white screen or wall with bricks, blocks, boxes and other reclaimed materials. Use a range of light sources, angling them to create dramatic light effects against the wall behind. Explore ways of making short and long shadows, explaining how they are created and relating the shadows to those seen at different times of the day. What materials could be added to create watery reflections?

Recognise that light from the sun is damaging for vision and the skin and how we can protect ourselves.

Investigate the importance of sunglasses for protecting eyes from the harmful rays of the Sun. Place a range of sunglasses, from poor to good quality, over light-sensitive paper. Put the paper in the sunshine for five minutes before developing and fixing the image according to the manufacturer's instructions. Find out which sunglasses protected the paper from the Sun's rays. Discover whether cheaper brands did as good a job as the expensive ones. Find out why they should never, ever look directly at the Sun.

Compare how the size, shape and sharpness of shadows can change, using equipment or models.

Set up a fair test to investigate patterns in the size of shadows. Use an object of known height, fixing it in a steady position, then move a torch or angle-poise lamp to different heights, measuring and recording the shadow's length each time. Think scientifically to answer questions such as 'Where is the torch when the shadow is exactly the same height as the object?'

How you can help at home!

Homework will be given on Fridays and expected back on Mondays.

What will you choose to do?

- Look at a striking urban landmark building such as the Gherkin or the Shard in London, or the Flat Iron building in New York. Make a collection of images you like in a scrapbook.
- Imagine you have been asked to design a new building to inspire the residents of your town or city. Design your architectural masterpiece and perhaps make a model of it!
- Photograph examples of graffiti – decide if you think it is art or vandalism.
- Sign your name graffiti-style – on paper that is! There are online 'graffiti creators' which will convert your name into graffiti-style lettering. Print your design idea and bring it to school.
- Look at structures in your nearest town or city such as bridges, towers or tunnels. Which is the oldest structure? Which is the newest?
- Go gargoyle spotting! Look up in church yards and see if you are being watched by a stone gargoyle. Take photographs and then try to recreate a 3-D replica of the strange creatures at home, using modelling materials.
- Follow the path of a river through a town. The river is often the starting point for the building of a city. Look for early bridges – maybe the name of the city includes the river.
- Upload an image of a prominent city centre building to a drawing program. Crop the picture so that only half of it remains. Use your drawing skills to recreate the other half of the picture, adding colour and tone.
- Have a magical, mystery transport tour! With an adult, take a bus ride across a city to the terminus! Find out where the numbered route starts and ends. Pick up a timetable to plan your journey times.
- With an adult, go on a walking tour of a city, taking photographs of favourite buildings and places. Describe your route, using a map, to another person so they could make the same journey.
- Take a virtual tour of cities around the world, exploring images online. Compile a list of places you would like to visit.
- What makes a great city? Is it the parks and water features, the friendly people or the clean, litter-free streets? Decide what is important to you in a city.
- Find out about animals that live in the city, such as foxes, peregrine falcons and pigeons. Make a list of animals you have spied and find out about their habitat and how they survive in an urban environment.
- Imagine you have to entertain a visitor from another country. You want to impress them with your home town. Where would you take them for a day trip? Plan an itinerary showing them the best of your local area.

Please make the time to sit with your child and help them complete their homework.

They will need to learn the group of words for spelling test on Mondays.

You will need to take your child to the local library to help them to do their research and find information for their projects.

Children are expected to read a variety of books regularly. They will need to have a dictionary to check the meaning of words they come across.

Also make some time in the weekend to take them out to local places/ around London.

Reminder!

Please remind your child to bring their P.E kit on Wednesdays and Fridays.

To bring a bottle of water and fruit for break time.

Remind them to wear their correct uniform (school hijab and appropriate school shoes).