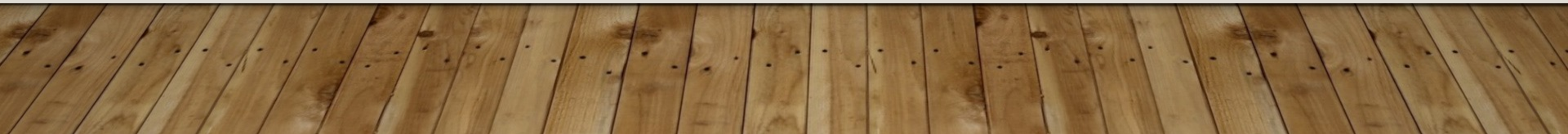


Welcome to Year 3
with Miss Bunyan and Miss
Bowles



LEARNING SUPPORT ASSISTANTS

- 3B – Mrs Georgiou
- 3L – Mrs Flack

Planning Preparation and Assessment (PPA) Cover on
Tuesday afternoons

- Mrs Davies
- Mrs Martin and Mrs Flack

UNIFORM

All children must be in correct school uniform:

- Shoes must be black, no slip on shoes and no open toed sandals.
- No jewellery is to be worn in school.
- Bags must be appropriate school bags or backpacks, no handbags or suitcase style bags.
- Hair longer than collar length must be tied up with a black, white or navy blue hairband, extremes of fashion such as shaved patterns / lines or partings, colours, very short hair on one side with longer on the other etc. are not allowed.

Winter

Summer (Term 1, 5 and 6)



PE

Our PE days are Monday and Wednesday.

Children can wear their PE kits to school on their PE days. The kit should be:

- a t-shirt (team colour)
- navy or black shorts
- trainers or plimsolls
- navy or black track suit bottoms and top (without zips, hoods or logos)



TOPICS

The topics we will be covering throughout the year are:

Terms 1 & 2 – Stone Age through to Iron Age

Term 3 – Ancient Egypt

Term 4 – Volcanoes

Terms 5 – Romans

Term 6 – Mountains

SCIENCE TOPICS

Term 1- Rocks and Soil

Term 2- Animals including humans

Term 3- Forces and Magnets

Term 4 – Light

Term 5 & 6 – Plants

HOMEWORK GRIDS, SPELLINGS AND TIMES TABLES

- Homework is given out each Monday
- Weekly spellings are included
- A spelling 'quiz' is held the following Monday
- Number bonds/times tables are tested each Thursday

LEARNING TO READ AND WRITE USING PHONICS

Phonics teaching and learning is continued on a daily basis. The sessions are called *spelling workshops* where there is a focus on spelling patterns.

READING

- Reading will be the same as last year, we will be using the 'Accelerated Reading' scheme.
- Please use other reading materials at home and feel free to record them in the diary as well as your child's AR reading book.
- Please remember to record in your child's diary when you have heard them read.



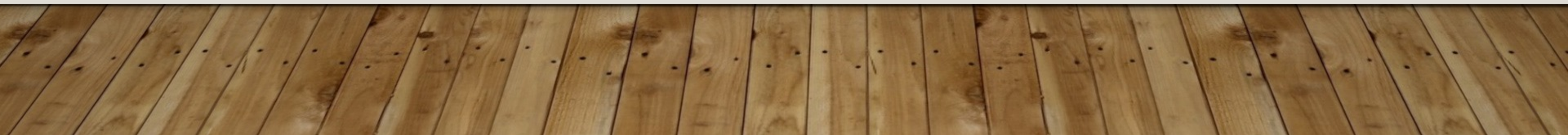
WHAT IS ACCELERATED READER?

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives pupils a reading level (ZPD number). Pupils take computerised quizzes on the books and will aim for a quiz target of at least 85%.

WHY USE ACCELERATED READER?

A study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.

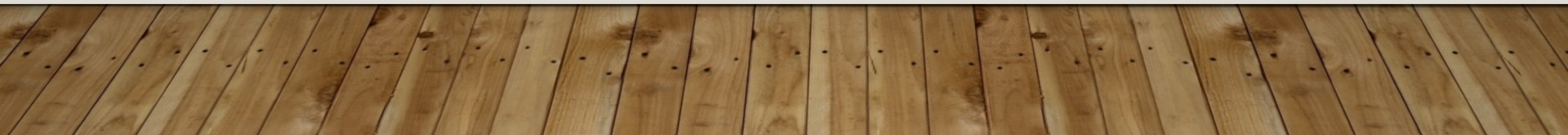
In primary school, research has shown that pupils using Accelerated Reader make significantly more progress.



HOW DOES AR WORK?

1. Pupils will be assessed at the beginning of the year on their reading understanding **and** fluency. This will give them a ZPD number.
2. Pupils will pick a book to take home based on their ZPD number. **Please continue to read with your child as normal and fill in their reading log.**
3. When they finish the book, pupils will take a short quiz in school.
4. Your child's teacher will monitor your child's quiz performance and adjust their ZPD number if necessary.
5. Children will be assessed using the AR STAR assessment up to 5 times throughout the year, which will help to inform their ZPD number.

Please note – AR books are categorised **completely differently** from our previous book band scheme. AR takes into account understanding as well as fluency, therefore please do not be alarmed if your child brings home a book with a lower band than they were on previously!



FINE MOTOR SKILLS AND HANDWRITING

IN YEAR 3

In Year 3, children will develop their fine motor skills through a range of activities.

We will also teach and support your children to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Curly Caterpillars

c a d e s g f q o

Ladder Letters

l i u t y j

One-Armed Robots

n m h k b p r

Zig-zag Monsters

z n w x

More complex letters from the 4 families:

f j y

Digits 0 - 9

0 1 2 3 4 5 6 7 8 9

In Year 3, children will continue the foundations laid in Year 2 and be taught to join their letters using the correct diagonal and horizontal strokes more consistently and understand which letters are best left unjoined.

Children should join their handwriting during independent writing.

SPELLING IN YEAR 3

CHILDREN ARE TAUGHT TO CONSOLIDATE AND CONTINUE THEIR PHONIC UNDERSTANDING THROUGH SPELLING WORKSHOP LESSONS (INCLUDING ETYMOLOGY, ROOT WORDS, PREFIXES, SUFFIXES AND SYLLABLES).

YOUR CHILDREN WILL ALSO BE WORKING ON THE FOLLOWING SPELLING PATTERNS AND RULES THIS YEAR INCLUDING:

- ADDING SUFFIXES -ER, -ING TO VERBS, FOR EXAMPLE: 'BEGINNER' AND 'BEGINNING'
 - WORDS CONTAINING 'Y' WHERE IT SOUNDS LIKE 'I', SUCH AS 'MYTH' AND 'GYM'
 - WORDS CONTAINING 'OU' WHERE IT SOUNDS LIKE 'U' SUCH AS 'YOUNG' AND 'TOUCH'
 - WORDS CONTAINING PREFIXES (GROUPS OF LETTERS ADDED TO THE START OF A WORD) SUCH AS MIS-, DIS-, IM-, IL-, IR-, RE-, SUB-, INTER-, SUPER-, ANTI-, AUTO-
 - WORDS CONTAINING SUFFIXES (GROUPS OF LETTERS ADDED TO THE END OF EACH WORD) SUCH AS -ATION, -LY
 - WORDS ENDING -SURE AND -TURE (SUCH AS 'MEASURE' AND 'CREATURE')
 - WORDS ENDING -SION, -TION, -SSION, -CIAN (SUCH AS 'CONFUSION', 'REJECTION', 'PERMISSION' AND 'MUSICIAN')
 - WORDS ENDING -OUS (SUCH AS 'DANGEROUS' AND 'COURAGEOUS')
 - WORDS CONTAINING CH WHERE IT SOUNDS LIKE 'SH' OR 'K' (SUCH AS 'CHEF' AND 'SCHEME')
 - WORDS ENDING -GUE AND -QUE (SUCH AS 'LEAGUE' AND 'ANTIQUE')
 - HOMOPHONES (PAIRS OF WORDS THAT SOUND THE SAME BUT ARE SPELLED DIFFERENTLY, FOR EXAMPLE: 'MEDDLE' AND 'MEDAL')
-

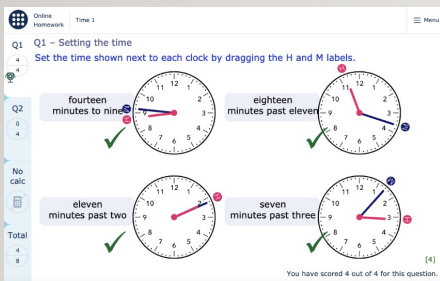


MATHS

We plan lots of practical maths activities to promote problem solving and mathematical thinking. We follow the White Rose scheme of learning.

What is MyMaths?

MyMaths is a whole-school interactive resource for use both in the classroom and at home. It is used to increase mathematical fluency and consolidate learning. Predominantly, we will be using MyMaths as an online homework platform.



A screenshot of a MyMaths homework task titled 'Q1 - Bar models for groups and items'. The instruction is 'Match the bar models to the statements.' There are three bar models and three statements. The first bar model has 2 groups of 8 items each (labeled '8' under a bracket). The second bar model has 3 groups of 4 items each (labeled '4' under a bracket). The third bar model has 8 groups of 2 items each (labeled '2' under a bracket). Each bar model is connected to a statement box with a green checkmark. The statements are: '2 groups with 8 items in each group', '3 groups with 4 items in each group', and '8 groups with 2 items in each group'. A 'Total' score of 3 is shown at the bottom right, along with a 'Continue' button.

Why use MyMaths?

MyMaths offers interactive lessons and homework tasks, all of which are matched to the National Curriculum. Children's answers are marked at the click of a button, providing immediate feedback. If children choose to, they can try homework tasks again. In fact, the resource provides limitless practice. In addition, MyMaths has a wide variety of games designed to motivate pupils to consolidate their maths skills whilst enhancing their enjoyment of the subject.



NUMBER BONDS AND TIMES TABLES WEEKLY CHALLENGE

- Number fluency is fundamental to being a successful mathematician which is why the children take part in weekly maths challenges.

This year, the organisation of these challenges has been updated to best support children in preparation for the multiplication times tables check (MTC) in Year 4.

Progression has been carefully mapped across the school in line with the national curriculum:

- Year 1 - represent and use number bonds and related subtraction facts within 20 and counting in twos, fives and tens from different multiples
- Year 2 - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Year 3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Year 4 - recall multiplication and division facts for multiplication tables up to 12×12
- Year 5/6 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Y1- 3mins 10 questions 12 questions 15 questions 18 questions	Y2- 3mins 18 questions, building to 20 questions	Y3- 3mins 20 questions building to 25 questions	Y4- 3 mins 25 questions building to 30 questions	Y5- 3 mins 30 questions building to 35 questions	Y6 - 3 mins 30 questions
Bonds to 5	Bonds to 10	Bonds to 10	X2	Bonds to 100	Bonds to 100
Bonds to 6	Bonds to 20	Bonds to 20	X5	X2, x5, x10	X2, x5, x10
Bonds to 7	Bonds to 100 (multiples of 10)	Bonds to 100 (multiples of 10)	X2, x5, x10	Divide by 2,5,10	X2, x4, x8
Bonds to 8	X2 in order	Bonds to 100 (multiples of 5)	X3	X2, x4, x8	X3, x6, x12
Bonds to 9	X2 mixed up	X2	X4	Divide by 2,4,8	X7, x9, x11
Bonds to 10	X2 division	X10	X8	X3, x6, x12	Multiplication all
Mixed addition bonds to 10	X10 in order	X5	X2, x4, x8	Divide by 3,6,12	Division all
Bonds to 20	X10 mixed up	x2, x5, x10	X6 in order	X7, x9, x11	Missing numbers x
Bonds to 11	X10 division	+2, +5, +10	X6 mixed	Divide by 7,9,11	Missing numbers +
Bonds to 12	X5 in order	X3 in order	X3, x6	Multiplication all	Missing numbers x, +
Bonds to 13	X5 mixed up	X3 mixed	X9 in order	Division all	X100, x1000
Bonds to 14	X5 division	+3	X9 mixed	Missing numbers x	Decimals x100, x1000
Bonds to 15	2s and 10s x	X4 in order	X11 in order	Missing numbers +	+10, +100, + 1000
Bonds to 16	2s and 10s +	X4 mixed	X11 mixed	Missing numbers x and +	Squares, cubes
Bonds to 17	2s and 5s x	+4	X7 in order	X100	Decimals (0 with 1 d.p.) x any table
Bonds to 18	2s and 5s +	X8 in order	X7 mixed	X1000	Decimals (0 with 1 d.p.) + any table
Bonds to 19	2s, 5s and 10s x	X8 mixed	X12 in order	Decimals x100	1 digit numbers 1 d.p. x any table
Mixed addition bonds to 20	2s, 5s and 10s +	+8	X12 mixed	Whole numbers/ decimals	1 digit with 1 d.p. + any table

RE



- RE is taught using ‘They way, the truth and the life’ throughout the school. The curriculum provides opportunities to develop knowledge and understanding of other religions and beliefs. Children are encouraged to be tolerant of the opinions and values of others.
- Whole school and Key Stage assemblies will be weekly.
- Above all, children are encouraged to live out our school values of compassion, confidence, resilience, happiness, ambition, and to be reflective and respectful in their everyday lives.

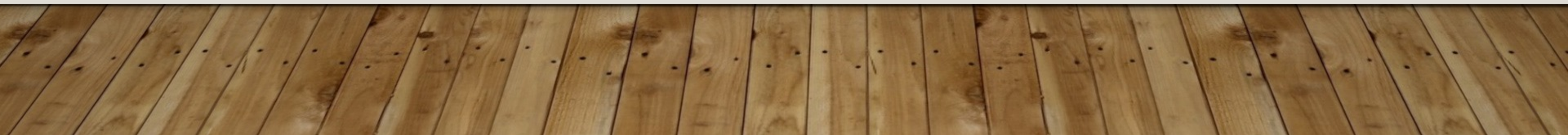
COMPUTING

Is covered in a variety of ways across the curriculum.

For example, children may be asked to use computing skills to present some research they have carried out on our Science, History or Geography topics.

Purple Mash is an award-winning website for nursery and primary school children. It enables children to explore and enhance their computing knowledge in a fun and creative way.

- all children should know their logging on information
- where possible they should be able to use this scheme of work at home
- occasionally there will be 'to do' tasks included in homework.



OUTDOOR LEARNING



OPAL

AT ST THOMAS MORE, WE HAVE ADOPTED THE OPAL PRIMARY PROGRAMME (OUTSIDE PLAY AND LEARNING) TO PROMOTE FREEDOM FOR CHILDREN TO EXPLORE PLAY IN THEIR OWN IMAGINATIVE WAYS, USING FOUND AND GATHERED RESOURCES IN THE NATURAL OUTDOOR ENVIRONMENT DURING LUNCH TIMES. OUR GROUNDS ARE FANTASTIC BUT HAVE BEEN SIGNIFICANTLY UNDERUSED DURING THE WINTER /SPRING MONTHS DUE TO THE WET FIELD AREA. AS A RESULT, WE HAVE DECIDED TO OPEN UP SPECIFIC AREAS OF THE GROUNDS DURING THE WINTER MONTHS AS LONG AS CHILDREN HAVE THE CORRECT OUTDOOR WEAR.

PLEASE ENSURE THAT YOUR CHILD HAS A PAIR OF WELLINGTON BOOTS IN SCHOOL, WHICH CAN BE KEPT HERE PERMANENTLY. SUITABLE COATS/ RAINSUITS ARE ALSO RECOMMENDED AS THE WEATHER CHANGES.

IF YOU HAVE ANY OLD WELLIES YOU WOULD BE WILLING TO DONATE, WE WOULD BE GRATEFUL FOR THEM TOO.

MRS BAXTER AND THE PLAY TEAM ARE LOOKING FORWARD TO :

- CHILDREN ACCESSING MORE AREAS OF THE SCHOOL GROUNDS DURING THE WINTER/SPRING MONTHS
- CHILDREN EXPLORING, BUILDING DENS, RUNNING, HIDING, HAVING FUN AND GETTING DIRTY
- CHILDREN INVOLVED IN ACTIVITIES OTHER THAN THOSE WITH A SPORTS FOCUS
- CHILDREN TAKING RESPONSIBILITY FOR THEMSELVES, THEIR GAMES, EACH OTHER, THE ENVIRONMENT AND THEIR RESOURCES

IF YOU WOULD LIKE MORE INFORMATION ON OPAL, PLEASE VISIT THEIR WEBSITE AT [HTTP://OUTDOORPLAYANDLEARNING.ORG.UK](http://outdoorplayandlearning.org.uk)

Muddy Puddles

We also follow The Muddy Puddle Approach, which is a type of outdoor learning that allows the children to be outside whilst still embedding and learning academic curriculum linked subjects. So, rather than only doing number work in books we will also take the learning outside.

For example, we could make number ladders from sticks and jump up the ladders counting in 10's!

The Muddy Puddle Teacher ideas are all really fun and make the children feel as if they are playing whilst learning at the same time.

You can find out more and get free resources for home at:

www.themuddypuddleteacher.co.uk



HOUSEKEEPING

- Please label ALL clothing - a permanent marker is the simplest and easiest way to refresh labels.
- Your child needs a labelled water bottle in class daily.
- School dinners need to be booked and paid for online through the Caterlink Limited website.
- If you need to send in money, place it in an envelope clearly marked with your child's name and what the money is for.
- Queries - please write any questions in the diary and we will reply.

ANY QUESTIONS?

A wooden floor with vertical planks is visible at the bottom of the slide.