

Welcome to Year 3



Rowan Class

The Year 3 Team

Teacher: Mrs. Wiltshire

Teaching Assistant: Mrs. Vass

PPA cover : tbc

Expectations - Lower Key Stage 2

- School values – Learning Powers -
Perseverance, resourcefulness, reflectiveness,
co-operation and curiosity
- Team work & respect
- Social skills
- Manners
- Develop independence and organisational skills
- Self-esteem and pride
- Confidence
- Doing their best
- Presentation
- Routine (being ready to learn)
- **Enjoyment!**

Curriculum Overview

- Core subjects – English, Maths and Science
- Continuous subjects – Computing, Music, P.E, P.D. (personal development)
- Blocked subjects – Geography, History, R.E, Art, D.T.
- Visitors – learning through real experiences.
- Outline of the skills covered will be available on class pages.
- Writing non-negotiables.
- Consistent application across all learning areas = a successful learner.
- **Creative, fun, active learning.**

Year 2 Non-negotiables revision

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
 - commas in lists
 - apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.

Year 3 Non-negotiables

Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
 - plurals
 - pronouns and how used
 - collective nouns
 - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.

Maths

Terrific Times Tables:

Home learning: It is expected that your child practises at home ready for the test every Friday. (2, 5 and 10 x tables initially, then 3, 4 and 8 times tables)

Year 3 Curriculum: Please see 'The Year 3 Maths Learner', on the Year 3 page, on the school website, for greater detail.

Objectives include:

- Read, write, compare and order numbers up to 1000.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (also revise 2, 5 and 10 x tables from Year 2)
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

•NUMBER FLUENCY

English

Reading

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence.

Handwriting

Increase the legibility, consistency and quality of their cursive joined handwriting - clear ascenders and descenders, consistent size and height.

Oracy

We have a whole school focus on Oracy. Research shows that children's spoken language skills are one of the strongest predictors of their future life chances.

Please keep an eye on the school website, Facebook, Twitter and Instagram for ways to support your child with their Oracy.

Continuous Cursive Handwriting

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



Every Minute Counts

Child 'A' reads
1 minute each day

**180 minutes in a
school year**

8,000 words



Child 'B' reads
5 minutes each
day

**900 minutes in a
school year**

282,000 words



Child 'C' reads
20 minutes each
day

**3,600 minutes in a
school year**

1,800,000 words



Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

‘Common Exception Words’ (tricky words) list for Year 1 and 2

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Once children are secure with Year 1 and Year 2 Common Exception words, we will move onto the Common Exception words for year 3 and 4.

‘Common Exception Words’ (tricky words) list for Year 3 and Year 4.

Writing

Teaching sequence

Read and analyse texts to demonstrate expectations of writing.

Shared, modelled and guided writing.

'Magpie' – share/use powerful vocabulary.

Planning/drafting/redrafting.

Working Wall & spelling aids (SPaG)

Create and display of 'Success Criteria' ('Top Tips')

Time to proof read, edit and improve.

Time to respond to teacher feedback (often verbal) and complete 'Next Steps' - purple polishing

Physical Education

- ▶ Twice a week
- ▶ Daily Mile

Physical Education is an essential part of the curriculum and necessary for a healthy life style.

- P.E. kit – in school every day (indoor and outdoor)
- Micropore tape needed over earrings for P.E.

Home Learning

- ▶ All children are expected to read their school books daily, **including the holidays**.
- ▶ Regular practice of number bonds and times tables (2/5/10/3/4/8) to help accelerate progress in Maths.
- ▶ Regular practice of class spelling tasks and words & using joined cursive handwriting.
- ▶ ‘Take Your Pick’ menu – pick ONE TASK EACH WEEK and return Home Learning book on Mondays. Home Learning books sent home on Tuesdays with spelling task.
- ▶ Life experiences to develop speech, language and communication.
- ▶ <https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list>

Behaviour for learning

- ▶ The three rights of the Sauncey Wood community
- ▶ **Positive behaviour is key.**
- ▶ Classroom expectations
- ▶ Please support the school's approach to limiting screen time (especially before bed time – leave devices downstairs) and supervising children appropriately when they are using technology (in-line with the guidance we provide for families).
- ▶ 'Behaviour for Achievement' policy
 - ▶ **Curiosity**
 - ▶ I ask questions when I don't know the answer
 - ▶ I listen to people I disagree with
 - ▶ I'm not afraid to say 'I don't know'
 - ▶ **Responsibility**
 - ▶ I take good care of everyone's belongings
 - ▶ I work hard and take ownership of my learning
 - ▶ I look after my classmates
 - ▶ **Compassion**
 - ▶ I share with my classmates
 - ▶ When I speak, I say nice things
 - ▶ If someone needs help, I will help them
- ▶ Home/School Agreement

Rewards

House points, Learning Power Certificates, verbal praise, star of the week.

Safety Online

See e-safety page of our school website.

Staying safe at home is parents' responsibility.

Please monitor what your child does online.

Stay Safe Online
Remember the 5 SMART rules when using the Internet and mobile phones.

S SAFE: Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

M MEET: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A ACCEPTING: Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE: Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows.

T TELL: Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Find out more at Childnet's website ...
www.kidsmart.org.uk

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Childnet International KidsSMART

Routines

- Attendance – children should be in school daily, unless they are unwell
- All children need to bring in their reading record and book daily
- Water bottle (sent home Fridays)
- Key Stage 2 children may bring in a fruit or vegetable snack, no cereal bars, crisps, chocolate or biscuits etc.
- **WE ARE A NUT FREE SCHOOL**
- Regular access to school library
- Hair tied back for school

Key Messages

- ▶ High expectations lead to progress.
- ▶ Developing a 'growth mindset' by encouraging good mistakes. Encouraging good behaviour for learning (perseverance, managing distractions, motivation, positivity) needs to be a team effort.
- ▶ Uniform – labelled
- ▶ Supporting children to be organised and independent and ready for learning
- ▶ Respectful communication with all staff

Science

Forces and Magnets



Background information

- Friction is the resistance of motion when one object rubs against another. Anytime two objects rub against each other, they cause friction.
- The ends of all magnets are known as poles; North and South poles
- No matter what a magnet looks like, it will always have 2 different poles. Just like the earth.
- When you put different poles together (north and south), the magnets will attract.
- If you put the same poles together (south and south or north and north), the magnets will repel.
- Magnetism is a force. Just like a push or a pull, it can move objects. However, magnets do not need to touch an object to move it (as long as it is magnetic). It can move it from a distance.
- The stronger the magnet, the stronger the pushing or pulling force.

Knowledge and Understanding

In this unit pupils will learn...

- To compare how things move on different surfaces
- To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- To observe how magnets, attract or repel each other and attract some materials and not others
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Enquiry skills and Key concepts

- Use evidence to think and work scientifically
- Describe what is observed through first hand experiences
- Plan and carry out experiments and own enquiries
 - Present findings in creative ways
- Gather evidence to answer scientific lines of enquiry

Key Vocabulary:

Repel- When a magnetic pole repels another magnetic pole, it gives out a force that pushes the other pole away. You can also say that two magnetic poles repel each other or that they repel.

Attract- If one object attracts another object, it causes the second object to move towards it.

Pull- A pull is a strong physical force which causes things to move in a particular direction.

Push- When you push something, you use force to make it move away from you or away from its previous position.

Force- Force is the power or strength which something has

Friction- Friction is a force between two surfaces that are sliding across each other.

Knowledge Organisers

English

We will begin by revising and consolidating previous English work and skills from Year 2. We will focus on narrative, non-fiction and poetry genres. The children will also be completing reading, handwriting and spelling activities. We will study a range of traditional tales, fables, play scripts, instructions and poetry.

Science

We will be investigating 'Forces and Magnets'. The children develop their exploration and working scientifically skills by planning and carrying out experiments.

'Animals including Humans' – children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. They identify that humans and some other animals have skeletons and muscles for support, protection & movement.

Computing

We will begin by focusing on word processing. We will experiment with different font sizes and effects and develop basic editing and drafting skills. We will also practise entering text with more than two fingers. E-safety will also be a huge focus over the course of the year.

PE

Gymnastics - In this unit, children focus on improving the quality of their movement, tension and extension.

They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.

Personal Development (PD)

We will begin Year 3 with a huge focus on well-being and nurture. We will reinforce how to stay safe and healthy and link this to hand hygiene.

Our other main focus is that of cooperation and class rules. The children will learn about setting personal goals, how to face new challenges positively and understand how our actions can affect other people. We will also be creating a class charter linked to the whole school expectations.

Year 3 Autumn Term 2022



General Information

Home Learning needs to be completed and returned to school on Mondays. The Home Learning books will be given back on Tuesdays. It is essential for children to read daily. PLEASE make sure your child is reading every day and that they remember to bring their reading book into school, so that they can change it independently.

Children are also able to take books from the school library. Please encourage children to read for pleasure or read their library book to them. Year 3 children are also not too old for bedtime stories!

Children may bring in a healthy snack for playtimes. Please make sure your child has a water bottle in school daily - staying hydrated is so important.

P.E. will be on Mondays and Fridays, however Indoor and outdoor P.E. kits will need to be in school throughout the week.

French

We start with greetings, numbers 1-20 and age. In the second half of the autumn term, we will also learn the months and how to say numbers 20-31 in French.

Maths

We will begin by revising and consolidating previous Maths work from Year 2. The children will be working with numbers to 1000 within the following topics: number, money, shape, space and measure and data handling. The children will explore these topics through mental maths, practical and written work.

Geography & History

In Geography, we investigate The UK - the different counties, cities and towns, beaches, rivers and seas.

In History, we will introduce the idea of prehistoric times – from the Stone Age, through the Bronze Age and Iron Age to develop their awareness of chronology. We will then study the Iron Age Celts in more depth.

Art & DT

Art will focus on the life and work of William Morris. We will be creating our own William Morris inspired art work, using printing blocks that we will create ourselves. In DT – we will taste test, design and make our own fruit smoothies.

Music

Our learning is focused around one song: 'Let Your Spirit Fly' - an R&B song especially written for children.

After half term, the children will learn to play the glockenspiel.

Religious Education

Children will learn about aspects of Christianity and Islam. They will explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning in these religions.

The children will start to describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the joy of celebrations.

YEAR 3 Timetable Autumn Term 2022

	Monday	Tuesday JW Gate duty	Wednesday	Thursday	Friday - AV
8.45-9.10	Daily readers	Daily readers	Daily readers	Daily readers	Daily readers
9.00-9.15	Assembly - Head	Handwriting/Spelling	Handwriting/Spelling	Handwriting/Spelling	Library
9.25-9.45	English	English	English	English	English
10.15 - 10.30	Break JW - Break duty	Break	Break	Break	Break
10.45-11.40	Maths	Maths	Maths	Maths	Terrific Times Ta Maths
11.40-12.10	Whole class reading & activities	Whole class reading & activities	Whole class reading & activities	Whole class reading & activities	Whole class reading & activities
12.10- 12.40	Lunch	Lunch	Lunch	Lunch	Lunch
1.00-1.10	Register	Register	Register	Register	Register
2.10 - 2.15	Computing PPA	History/Geography DAILY MILE	Science DAILY MILE	Art/D&T DAILY MILE	P.E. 1.10-2.00
2.15 - 2.45	R.E.	P.E.	Science	Music	P.D.
2.45 - 3.15	PPA Story	Story	French	Story	2.45- Whole School Celebration assembly

Over the summer holidays...

- Please keep up with **reading** - every day if possible. Visit the local library and take part in the summer reading challenge!
- Practise rapid recall of 2, 5 and 10 times tables. Hit the Button or TT Rock Stars is good for this! Also recap number bonds to 10 and 20 and doubles/halves.
- If you would like to practise/recap spellings with your child for Year 1 and 2, please take a sheet home!
- Perhaps your child could keep a holiday diary to keep up their writing skills? Write about where you have been and what you have done. These can be shared with the class in September.
- Encourage curiosity about your child's interests or the world around them. The children are awarded certificates for being curious!
- Have fun as a family and develop oracy skills through regular conversations, discussions and also games such as 'Taboo' or 'Articulate'.

For September...

Please could you supply your child with a simple, plain (small!) pencil case filled with pencils, a rubber, a ruler, some colouring pencils and a glue stick. No need to buy compass or protractor!

Please could these items be replaced as and when they run out.

Diary Dates

- ▶ Parents consultation evenings - tbc
- ▶ Celebration Assemblies: Most Fridays – in person and on Zoom

If you need us...

Please get in touch by:

- Talking to a member of staff at the gate before or after school, or passing on a message.
- Phone the school office.
- Email me jwiltshire@saunceywood.herts.sch.uk or through the office at admin@saunceywood.herts.sch.uk
- Ask to make an appointment.
- Write a note or write in reading record.

Any Questions?

- ▶ We are very much looking forward to a successful and fun year with your children!