



Miss Earle (Year group leader)

Class 12: Miss Flynn (Class teacher)

Class 13: Mr Kirby (Class teacher)

Class 14: Miss Ingram (Class teacher)

Learning Support Assistants:

Miss Elward (HLTA computing)

Miss Fellows



School uniform

- Tie (please name it!)
- Green, white or black hair accessories
- Black shoes



PE kit

- Indoor (Monday) and outdoor (Friday)
- If you haven't already, you could purchase one of our lovely green MP t-shirts!
- White t-shirt or green MP t-shirt, black shorts, black tracksuit for the colder weather and a change of shoes (pumps/trainers)



Our expectations

Spellings

- There will be a test each week and new spellings will be sent home weekly.

Homework

- Set on Friday
- Due in on Wednesday

Pick up and drop off

- In Year 3, we expect children to walk into and out of school independently. Please drop off and pick up your child from the upper school gate, or KS1 playground if there are younger siblings, and not by the classroom door.

What will children need to bring into school?

- Packed lunch (unless they have hot dinners)
- A healthy snack for break time - only fruit or vegetables are allowed
- A named water bottle
- Indoor and outdoor PE kit - named and in a bag; ideally in a drawstring or zipped bag to keep things inside.
- Once children are back in school, they will be given a reading book and reading record, which should be brought into school each day.
- All stationery will be provided by the school, so children should not bring in a pencil case or any stationery

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year




SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year




SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year




SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same



A fun activity unique to Year 3!

Each week, children will have the opportunity to earn beads for their chain, which will be up on display in the reading corner.

To do this, children must read at home with an adult and their diaries must be signed.

How to earn the beads:

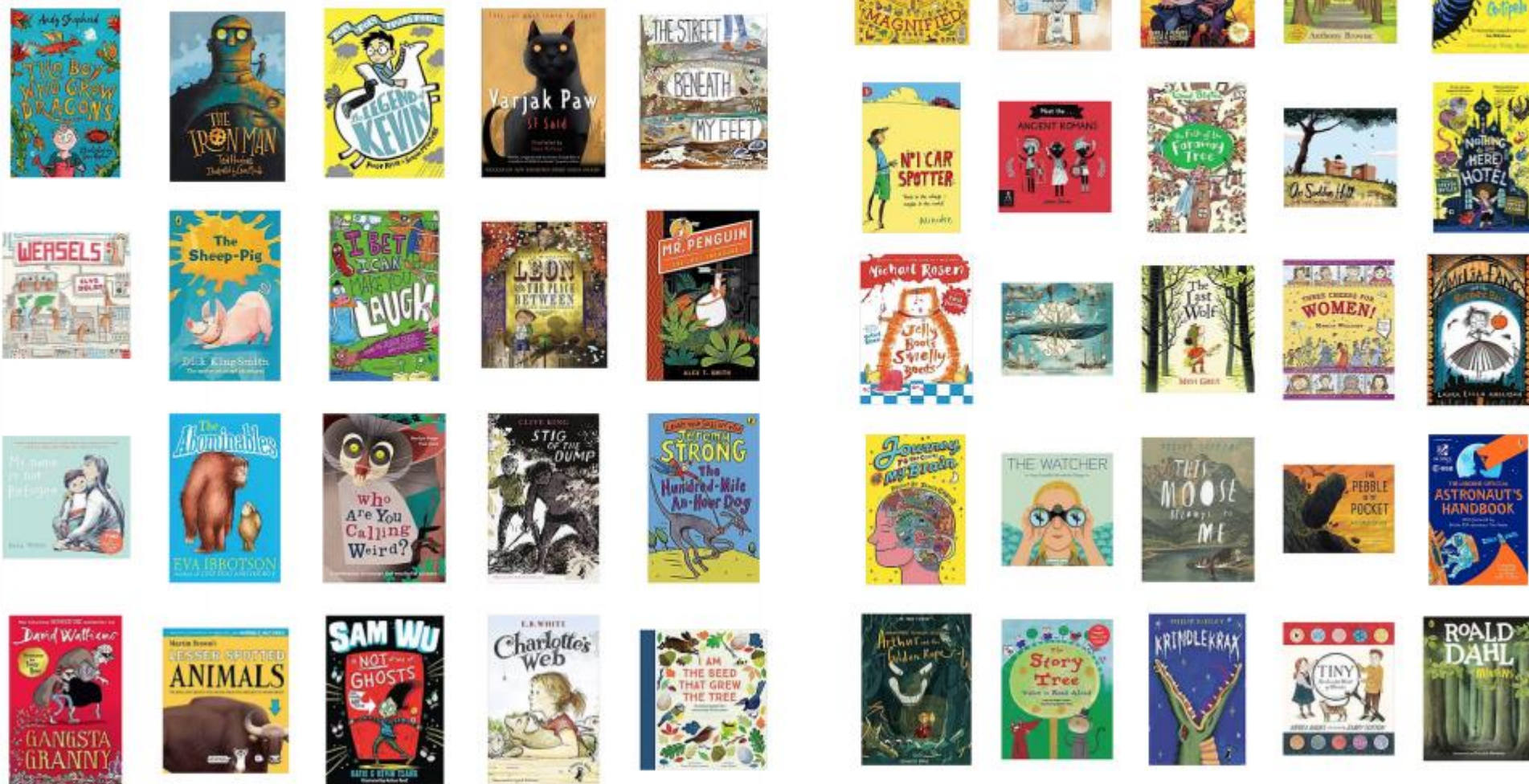
Read once - one bead

Read twice - two beads

Read three or more times - 3 beads.

Earn 30 beads and get yourself a star reader badge!

50 Recommended Reads for... Year 3



For more primary school book lists, visit booksfortopics.com

Ways a Parent Can Help with **SPELLING**

1 Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2 Have your child spell the words out loud while you are in the car or in line at a store

3 Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4 If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5 Have your child write the words in alphabetical order or in order from shortest to longest

6 Play "Hangman" with your child using the spelling words

Make crossword puzzles and word searches with the spelling words for your child to solve

7 Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8 Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

Spelling Shed

We will use spelling shed regularly and it's a fantastic way to help children learn their spellings, so please keep the login and password safe!

Year 3 expectations in English

Topic: Punctuation and Grammar			Year: 3	Strand: English Curriculum													
Adverbs Modify verbs, adverbs, adjectives and clauses Then Next Yesterday Soon Lately Frequently Later Now Yesterday , we went to the zoo.		Conjunctions Link words and phrases together. When Because Before While So Until Yet If I don't like pizza because of the cheese.	Prepositions Describe time, location and place. Before After During Above Below Besides Due to With We will leave after lunch.	Vocabulary													
				Adjective A word that adds more information about a noun.													
				Adverb A word that adds more information about verbs, adjectives or other adverbs													
				Command Tell you to do something. Often urgent and short. Get in the car.													
				Exclamation Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!													
				Paragraph Connected sentence about one idea or theme.													
				Past tense Verb form used describe things that happened in the past.													
				Present tense Verb form used to describe things happening right now.													
				Question Sentences that ask something or show doubts. Is that your car? Usually end with question mark.													
				Speech marks Punctuation used to show what has been spoken or said.													
				Statement Sentence that claims something as truth. My car is blue. Ends with full stop.													
Paragraphs																	
<ul style="list-style-type: none"> Ti - stands for Time, so start a new paragraph for a different time period. P - stands for Place, so start a new paragraph for each new place. To - stands for Topic, so start a new paragraph for each new topic, idea or subject. P - stands for Person, so start a new paragraph for each new person or change of speaker in a dialogue 																	
In non-fiction a paragraph represents a group of sentences with a common theme.																	
The Tenses The tense of the verb shows if something is happening in the present, past or future. The diagram shown below will be used in the tense descriptions:																	
Speech																	
Direct speech. Opens with speech marks which are placed around what is being said. "I don't like the zoo," said Alfred.																	
Commas in a list Headings are written at the beginning of a piece of writing and explain what it is about. Sub-headings divide a piece of writing up into smaller sections. The sub heading guides the reader and tells them what the paragraph will be about.																	
What you should know be able to do by the end of year 3																	
<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs or prepositions Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech 																	
<table border="1"> <thead> <tr> <th>Tense</th> <th>diagram</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>1. Simple present</td> <td>←xxxxx→</td> <td>Mahmoud studies every day.</td> </tr> <tr> <td>2. Simple past</td> <td>←x↑→</td> <td>Mahmoud studied last night.</td> </tr> <tr> <td>3. Simple future</td> <td>←↑x→</td> <td>Mahmoud will study tomorrow.</td> </tr> </tbody> </table>						Tense	diagram	Examples	1. Simple present	←xxxxx→	Mahmoud studies every day.	2. Simple past	←x↑→	Mahmoud studied last night.	3. Simple future	←↑x→	Mahmoud will study tomorrow.
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Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of “real” life: money, computers, music, art, construction, cooking...

All around us, every day.

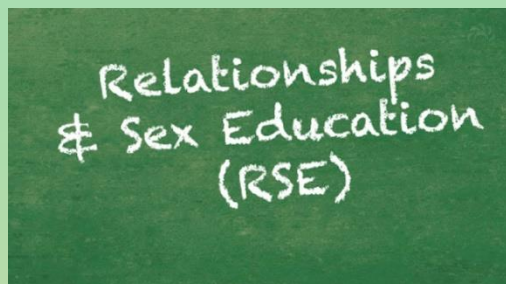
Year 3 expectations in maths

Maths – End of Year 3 Expectations	
New National Curriculum Objectives	
Number and Place Value	count from 0 in multiples of 4, 8, 50 and 100;
	find 10 or 100 more or less than a given number
	compare and order numbers up to 1 000
	identify, represent and estimate numbers using different representations
	read and write numbers up to 1 000 in numerals and in words
	tell and write the time from an analogue clock, including using Roman numerals
	recognise the place value of each digit in a three digit number (hundreds, tens, ones)
	solve number problems and practical problems involving above ideas.
Addition and Subtraction	add and subtract numbers mentally, including: a three-digit number and ones / a three-digit number and tens / a three-digit number and hundreds
	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	estimate the answer to a calculation and use inverse operations to check answers
	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication and Division	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods
	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Fractions, Decimals and Percentages	count up and down in tenths
	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
	recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.
	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
	compare and order unit fractions, and fractions with the same denominators
	recognise and show, using diagrams, equivalent fractions with small denominators
	add and subtract fractions with the same denominator within one whole. E.g one seventh + 3 sevenths = 4 sevenths.
	Solve problems that involve all of the above using fractions.
Measurement	compare durations of events, for example to calculate the time taken by particular events or tasks
	add and subtract amounts of money to give change, using both £ and p in practical contexts
	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
	measure the perimeter of simple 2-D shapes
	know the number of seconds in a minute and the number of days in each month, year and leap year
	measure, compare, add & subtract using common metric measures

Telling the time	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
Geometry Shape and Position	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
	recognise angles as a property of shape or a description of a turn
	identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
	identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Statistics	interpret and present data using bar charts, pictograms and tables
	solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Emotional and social development



Emotional and social development

	Year 2	Year 3	Year 4
Brain development	Limbic system is still developing. The brain is now 95% adult size. They will be remembering how people treat them and the emotions associated with it. They want to always be right.	Becoming more cognitively flexible, engaging in complex thinking and planning. Neural connections in the brain are being fine-tuned through pruning. Increase the brain's processing speed and efficiency.	Information travels with greater speed through the nervous system and different parts of the brain begin to work with coordination with one another in new combinations.
Mental & Intellectual development	Development of logic, can approach a problem and consider various outcomes, learning how to organise their thoughts. They will ask more questions to gain understanding.	Longer attention spans able to manage less detailed direction. Like to share their knowledge with others. Improving writing and English skills. Can utilise increasing complex and creative strategies. Learning takes place most effectively through play experiences.	Their ability to apply logic and reason increase, as does their ability to focus attention. They are able to concentrate on tasks for longer periods of time and begin to use their own resources prior to seeking adult help or may seek out peers for assistance. Eight-year-olds demonstrate more highly-developed thinking skills as well as the ability to solve problems with create strategies.
Interpersonal development	Enjoying being with peers more, yet prefer own gender. It is either right or wrong, no grey areas. Starts to have best friends. May have difficulties getting along with other children.	More independent and are sociable. May have spells of being rebellious and aggressive. Be the role model for them when dealing with emotions.	Begin to understand the concept of masking emotions and can vary their use of copying strategies to deal with challenging situations. In peer interactions, they may start to engage in leadership, goal-setting, elaborate fantasy play and an assortment of interactive games. Having one close friend is a key developmental accomplishment at this age.
Adult support and guidance	Involve them in jobs/tasks for themselves at school and at home to increase independence. Help them develop routine and working with others. Continue to affirm their sense of belonging and increase their autonomy as they start to make choices suited to an adult life.	Encourage physical activity; children mature quicker if they engage in physical activity. Focus on strengths, abilities and talents. Help them to start to manage their emotions & be comfortable with them. Increase their ability to manage aspects of their lives, i.e. remembering things to do that make their lives easier.	They now read for pleasure with books associated to their interest. May want to rely less on adult supervision yet be aware of them sharing their needs and wants. Encourage them to find ways to solve emotional and social problems. On line activities to be restricted, none before bedtime.

Autumn term

Meet the Greeks!

- Ancient Greece - a study of Greek life and achievements and their influence on the western world.
 - Homes, clothes, jobs, education
 - Olympics, theatre, democracy, word origins
- Greek soldiers - comparisons between Sparta and Athens.
- Explore the myths and legends of ancient Greece and the mythological creatures within them.
- Science - rocks, fossils, soil
- Greek day!
- Parent event - make Greek food



Spring term

The Great British Bake off

- Where does all our food come from?
- Understand and apply the principles of a healthy diet
- Travelling across Europe, discovering national dishes and even trying some!
- Green fingers - plant and grow a variety of vegetables.
- Locating counties and cities in the UK
- Science - animal diets and skeletal and muscle functions, flowers and plants - Visit from 'The Animal Experience'
- Hopefully visit a working farm
- Parent event - The Bake Off competition

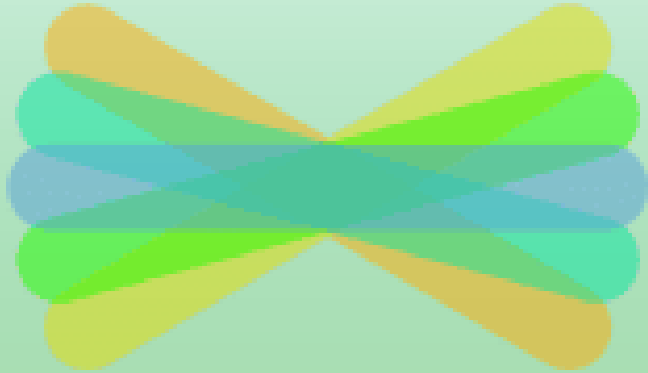


Summer term

Across the Ages

- Discover the changes in Britain from the Stone Age to the Iron Age
- Uncover how Neolithic people used to live and survive
- Build settlements
- Science - light and magnets
- If possible, we will go on a trip to Bishops Wood - an outdoor adventure learning centre where children will be immersed into life in the Stone Age.





Seesaw

Keep up to date with
your child's learning by
connecting to Seesaw.

If you are not yet
connected, let your
child's class teacher
know.