

# Welcome to Year 3

MRS TIMMS (OAK): SENDCO, DDSL, INCLUSION/SMSC GROUP LEAD

MRS SHOWAN (OAK): STEM LEAD, COMPUTING, SCITT MENTOR, BEHAVIOUR Y5/6 INSET

MISS HEAD (ELM): DT

# Meet the team!

## **Trainee teacher**

Mrs Weber

## **Year 3 support**

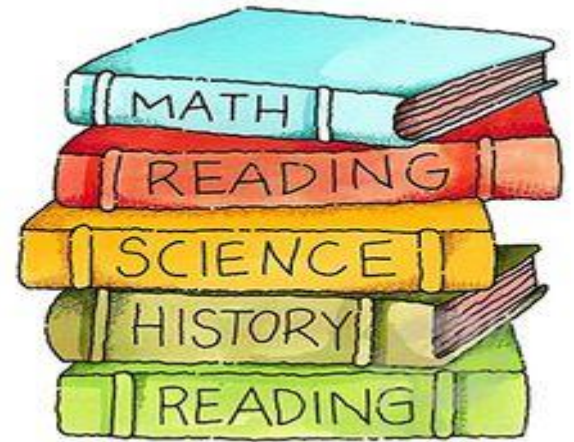
Mrs McInness

Mr Rousell

Miss Boardman

Mrs Fox (RWI support)

# Teaching



- ▶ **Oak class** will be taught by **Mrs Timms** on Monday and Tuesday. **Mrs Showan** will be teaching on Wednesday morning, Thursday and Friday. **Miss Boardman** will be teaching on a Wednesday afternoon.
- ▶ **Elm class** will be taught by **Miss Head**. **Miss Boardman** will be teaching on a Tuesday morning.

# Equipment

- ▶ Children will need one **named pencil case** containing **essential school items** such as:
  - ❑ Pencils
  - ❑ Ruler
  - ❑ Rubber
  - ❑ Whiteboard pen, whiteboard & whiteboard rubber
  - ❑ Glue stick
  - ❑ Scissors
  - ❑ Colouring pencils – please avoid Sharpies, highlighters and gel pens
- ▶ Children can buy **stationery items** from the **school stationery shop**.





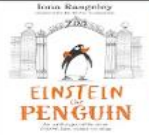



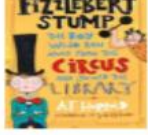







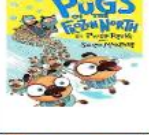





## Core homework

Every evening, all children will be expected to:

- ▶ **Read (preferably to an adult)** for 10-15 minutes each day. This should be recorded in planners.
- ▶ **Practise their times tables or arithmetic skills.**
- ▶ Practise **spellings.**

# Recommended reading list

Adventure Stories					
	The 13-Storey Treehouse By Andy Griffiths and Terry Denton		The Abominables by Eva Ibbotson		Einstein the Penguin By Iona Rangeley and David Tazzyman
	Elen's Island By Eloise Williams		An Alien in the Jam Factory By Chrissie Sains and Jenny Taylor		The Bookshop Girl By Sylvia Bishop
	Fizzlebert Stump: The Boy who Ran Away from the Circus and Joined the Library By A.F. Harrold		The Hundred-Mile an-Hour Dog By Jeremy Strong		Iguana Boy Saves the World with a Triple Cheese Pizza By James Bishop
	Me and Mister P By Maria Farrer		Nim's Island By Wendy Orr		Thimble Monkey Superstar By Jon Blake
	Leonora Bolt: Secret Inventor By Lucy Brandt		Ocean Meets Sky By Terry and Eric Fan (Picture book)		Pugs of the Frozen North By Philip Reeve and Sarah McIntyre
	Tilly and the Time Machine By Adrian Edmondson		The Unlikely Adventures of Mabel Jones By Will Mabbit		Mr Penguin And The Lost Treasure By Alex T. Smith

- ▶ Children should read a **wide range of materials**, including magazines, newspapers, non-fiction, fiction and poetry texts.
- ▶ A **recommended reading list** for Year 3, organised by genre, can be found on **pages 110-114** of planners.
- ▶ We now have a stock of these books in our **classroom libraries** so please encourage children to borrow books from school as needed.

# Reading homework

Week Beginning: 2nd September 2024

Monday	<b>Book</b> Page number/comments
Tuesday	<b>Book</b> Page number/comments
Wednesday	<b>Book</b> Page number/comments
Thursday	<b>Book</b> Page number/comments
Friday	<b>Book</b> Page number/comments
Weekend	<b>Book</b> Page number/comments

- Children are asked to record their **daily reading** in planners.
- They are asked to read for **at least 10 minutes**.
- Please try to **read with them** as often as possible.

## Reading Fluency Checklist



**Accuracy**

I read the words accurately



**Rate**

My reading rate is just right – not too fast and not too slow!



**Expression**

I read with expression –NOT like a robot!





**Punctuation**

I read in phrases and show I understand the punctuation in the text.

# Weekend reading homework

At the weekend, children are asked to complete an additional reading activity, chosen from the suggested activities on page 10 of the planner

 <p><b>I am a skimmer</b> I can find the main facts and features in a text and write them down.</p> <p><b>Skimming and scanning</b> After reading a passage, make up 3-5 questions (or ask an adult to help you) which start with: Who? What? When? Where? How?</p> <p>For example:  <ul style="list-style-type: none"> <li>→ How old is the main character?</li> <li>→ What time of day is it?</li> <li>→ Where are the characters heading to?</li> </ul> </p> <p>Now, give yourself a time limit to answer each question, finding evidence in the text.</p>	 <p><b>I am a word wizard</b> I know what most English words and structures mean in the text I read.</p> <p><b>Glossary creation</b> Find at least 3 words you are unfamiliar with from the text – if you can't find any, your book is probably not challenging enough.</p> <p>Can you predict what the word might mean from reading it in the sentence? Then, look the word up in a dictionary.</p> <p>Test yourself to see if you can remember the meaning of these words the next time you come to read.</p>	 <p><b>I am a detective</b> I can work things out based on clues in the text.</p> <p><b>Thought bubbles</b> Create a cartoon type image of a scene. Then add speech bubbles (detailing what each character is saying) and thought bubbles (detailing how each character might be feeling).</p>	<p><b>Sequence</b></p>  <p>Identify and recall the key events in the story/ chapter you have just read.</p>  <p>This could be done just using pictures.</p>
 <p><b>I am a summariser</b> I can find only the most important information in the text.</p> <p><b>Summarise in a nutshell</b> Summarise the events in the story or chapter you have just read. Think about reducing the number of words you write in your summary each time.</p> <p>For example:  <ul style="list-style-type: none"> <li>→ Summarise the chapter in 50 words.</li> <li>→ Summarise the chapter in 25 words.</li> <li>→ Summarise the chapter in 10 words.</li> </ul> </p> <p>You could even summarise events from the perspective of a character in your story.</p>	 <p><b>I am a fortune teller</b> I can use information from the text to predict what will happen next. I predict by observing what happens.</p> <p><b>Predictions</b> Before you start reading a story, predict what may happen in the book from just looking at the front cover and reading the blurb.</p> <p>Alternatively, after reading a chapter, predict what may happen next in the story.</p>	 <p><b>I am a detective</b> I can work things out based on clues in the text.</p> <p><b>Quote detective.</b> Find and copy down a quote in your book which tells you something about a character (this could be dialogue, action or description). Write down what impression this quote gives you of the character: i.e. 'He stomped down the steps, his face as red as a tomato' This tells me the character is very angry because he is stomping and his face has turned red.</p>	 <p><b>I am a reviewer</b> I think about the information in the text and find something that I like about it.</p> <p><b>Book review</b> Once you have finished reading, write a book review of the story. Consider the following questions:  <ul style="list-style-type: none"> <li>→ Who are the main characters?</li> <li>→ What happens in the story?</li> <li>→ Who would you recommend this story to?</li> <li>→ How does it compare to the last book you read?</li> <li>→ What star rating would you give it out of 5? Why?</li> </ul> </p>

Reading activities to complete at home

Reading activity number:

This activity should be completed in planners on the weekly page.

# Maths activities

**Sumdog** –login details  
in planners

# Spelling homework

- Every **Friday**, children will be set **8 spelling words** to learn on **Seesaw**.
- On the Seesaw activity, they will have **different tasks** to complete **every day**
- Spelling practice should be completed in **homework books** and **uploaded to Seesaw**.
- Children will be **tested** on their spelling words **every Friday**.

# Supporting at home

- ▶ There is **No optional homework**
- ▶ **Curriculum maps** will be available on the **school website** this Friday, detailing what will be covered in each subject each term



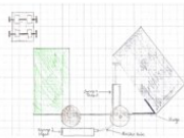

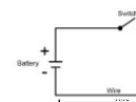


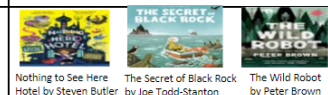
Design and Technology Curriculum

## Year 3



English Curriculum

## Year 3

			Autumn	Spring	Summer
<p><b>Autumn</b>  <b>Mechanical systems - Pneumatics</b>  <b>Project:</b> Design and build a tipper truck to transport rocks</p> <p><b>Designing</b>            Generate ideas by looking at example tipper trucks.            Annotate sketches of their ideas.</p> <p><b>Making</b>            Order the main stages of making.            Select and use appropriate tools to cut and join materials and components such as tubing, syringes and balloons.            Make strong, stiff shell structures.</p> <p><b>Evaluating</b>            Describe the purpose of their truck and explain how particular parts work.            Evaluate their tipper truck and identify strengths and areas for development in their product.</p> 	<p><b>Spring</b>  <b>Frame structures</b>  <b>Project:</b> Design and build a miniature greenhouse</p> <p><b>Designing</b>            Carry out research into existing products.            Develop a simple design specification.            Generate ideas through annotated sketches.</p> <p><b>Making</b>            Formulate a clear plan, including a list of resources to be used.            Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <p>Use finishing techniques to complete their greenhouse.</p> <p><b>Evaluating</b>            Evaluate their products against their design specification and carry out appropriate tests.            Research key events and individuals relevant to frame structures.</p> 	<p><b>Summer</b>  <b>Electrical Systems – switches</b>  <b>Project:</b> Design and construct a simple circuit</p> <p><b>Designing</b>            Develop design criteria by researching existing products.            Generate ideas through annotated sketches and diagrams of circuits.</p> <p><b>Making</b>            Order the main stages of making.            Select from and use appropriate tools to accurately measure, mark out, cut, shape, join and finish.            Select from and use materials to make construction materials to make frameworks.</p> <p><b>Evaluating</b>            Investigate and analyse a range of battery-powered products.            Evaluate their ideas and products against their own design criteria and identify areas for improvement.</p> 	<p><i>Suggested or linked texts</i></p>  <p><b>Traditional Tales: Aesop's Fables</b>            Plan and tell own version of a fable</p> <ul style="list-style-type: none"> <li>Use paragraphs for each stage of the story</li> <li>Extending sentences through use of conjunctions, adverbs and expanded noun phrases</li> <li>Build cohesion through use of pronouns and accurate tense</li> </ul> <p><b>Poetry: Magic Box by Kit Wright</b>            Write own version of the poem</p> <ul style="list-style-type: none"> <li>Use of expanded noun phrases (i.e. glistening, golden stars)</li> <li>Use of figurative language such as similes and metaphors</li> </ul> <p><b>Traditional Stories – Alternative Versions</b>            Plan and write own version of a traditional tale</p> <ul style="list-style-type: none"> <li>Use paragraphs for each stage of the story</li> <li>Extending sentences through use of conjunctions, adverbs and expanded noun phrases</li> <li>Build cohesion through use of pronouns and accurate tense</li> <li>Use of realistic and conversational dialogue</li> </ul> <p><b>Instruction texts</b>            Write own set of instructions</p> <ul style="list-style-type: none"> <li>Use organisational devices such as numbers and bullet points</li> <li>Ensure a list of ingredients: use of 'a' or 'an'</li> <li>Use of imperative verbs i.e. put, take</li> <li>Use of time connectives: To begin with, After, Next</li> <li>Use adverbials, prepositions and conjunctions, i.e. when, if, as.</li> </ul>	<p><i>ROALD DAHL</i></p>  <p><b>Explanation texts</b>            Plan and write own explanation text</p> <ul style="list-style-type: none"> <li>Work organised into paragraphs using subheadings</li> <li>Use of connectives and conjunctions to extend sentences (time and causal) i.e. To begin, because, if</li> </ul> <p><b>Authors and letters</b>            Plan and write own letter to Roald Dahl museum</p> <ul style="list-style-type: none"> <li>Use the perfect form of verbs (I <b>have</b> always enjoyed reading...)</li> <li>Use paragraphs to group material</li> <li>Use of conjunctions and adverbials to extend sentences</li> </ul> <p><b>Stories with familiar settings</b>            Write own story with a familiar setting</p> <ul style="list-style-type: none"> <li>Use paragraphs for each stage of the story and extend sentences through use of conjunctions, adverbs and expanded noun phrases</li> <li>Build cohesion through use of pronouns and accurate tense</li> <li>Start to use speech marks to punctuate direct speech</li> <li>Use of apostrophes for possession</li> </ul> <p><b>Playscripts</b>            Write a playscript based on 'Einstein the Penguin'</p> <ul style="list-style-type: none"> <li>Understand how speech marks are used to punctuate direct speech</li> <li>Organise playscript with a character list and setting description</li> <li>Use of adverbs to identify how words are spoken</li> </ul>	<p><i>THE SECRET OF BLACK ROCK</i></p>  <p><b>Non-chronological report texts</b>            Plan and write own report text</p> <ul style="list-style-type: none"> <li>Use of clearly organised paragraphs and organisational devices i.e. subheadings</li> <li>Use adverbials and subordinating conjunctions</li> </ul> <p><b>Adventure and mystery stories</b>            Write own adventure/mystery story</p> <ul style="list-style-type: none"> <li>Use paragraphs and extend sentences through use of conjunctions, adverbs and expanded noun phrases</li> <li>Build cohesion through use of pronouns and accurate tense</li> <li>Use speech marks and apostrophes where needed</li> </ul> <p><b>Myths and legends</b>            Retell the story of Isis and the Seven Scorpions</p> <ul style="list-style-type: none"> <li>Use paragraphs and extend sentences through use of conjunctions, adverbs and expanded noun phrases</li> <li>Build cohesion through use of pronouns and accurate tense</li> <li>Use speech marks and apostrophes where needed</li> </ul> <p><b>Poetry: Performance poems</b>            Prepare and perform a poem to the class</p> <ul style="list-style-type: none"> <li>Speak clearly, fluently and accurately when reciting the poem</li> <li>Vary their tone of voice and use actions to keep their audience engaged.</li> </ul>

# Communication



- ▶ Please ensure your child has their **planner** in **school everyday**.
- ▶ Please **check your child's planner at least once a week** and **sign** at the bottom of the page to let us know that any messages have been read.
- ▶ If you have any **messages** for us, please let us know by writing them in your child's planner. This will be our **main form of communication** between home and school.
- ▶ We will **check and sign planners at least weekly** and children are encouraged to show us their planner during registration if it contains a note.
- ▶ Please also look at and sign the **home school agreement** which can be found in the planner.

# Handwriting

- ▶ We are now using the handwriting programme 'Letter-Join' in school.
- ▶ If you would like your child to practise their handwriting **at home**, you can access using a **desktop computer** or an **iPad** or **tablet**.
- ▶ A **letter** has been sent home with more information.

## Pupil Log-in:

### Tablet log-in

User name: kh14904  
Swipe code: A capital 'L' shape starting at top left.

### PC log-in

User name: kh14904  
Account Password: home



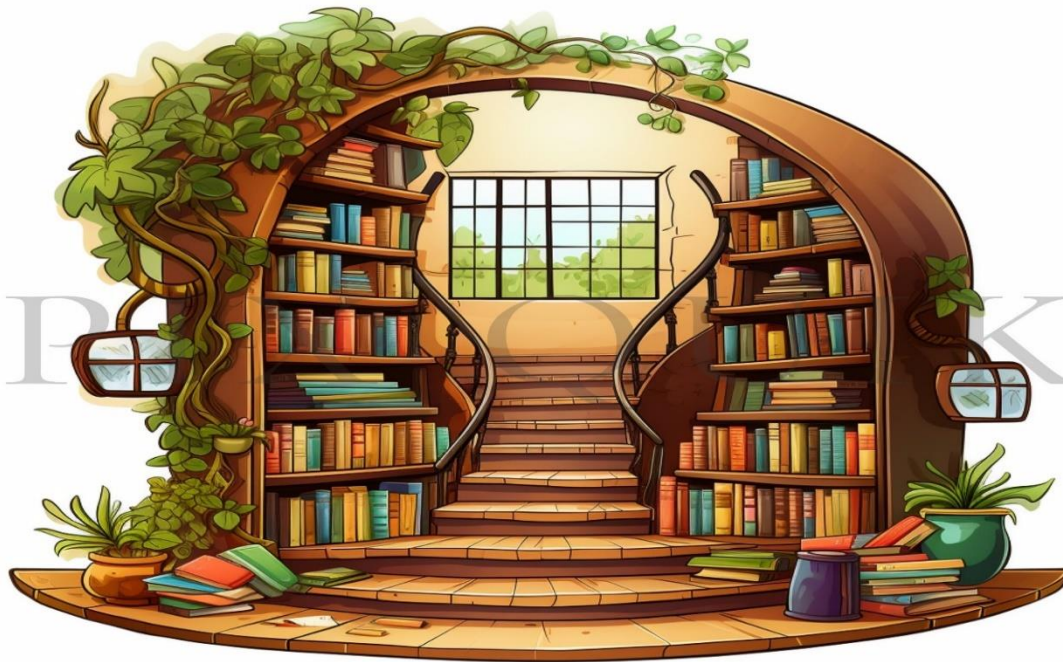
# P.E. kits



- ▶ **Oak** Class will have PE on a **Thursday**.
- ▶ **Elm** Class will have PE on a **Tuesday**.
- ▶ This half term children will be learning **football** and **gymnastics**.
- ▶ Please ensure they wear their school P.E. kit (and trainers) into school on this day.
- ▶ If they are unable to do P.E. for any reason, please let us know.

# Library

- ▶ Oak and Elm Class will visit the library every Monday.
- ▶ It will also be open at lunchtime.



# Important dates

- ▶ Tuesday 7th November: Parents evening (4-7pm)
- ▶ Thursday 12th November: Parents evening (4-7pm)
- ▶ Friday 22<sup>nd</sup> November: School trip to Science Oxford
- ▶ Week beginning 2<sup>nd</sup> December: Travelling book fair.
- ▶ Please look on the school calendar for important dates

# Contact us!

- ▶ If you have any problems or concerns, however minor, **please come and speak to us!**
- ▶ We will be outside **after school** most days, so feel free to speak to us then – ideally not on a Wednesday (staff meeting)
- ▶ Otherwise make an **appointment** to see one of us through the **school office**.





**Any  
questions?**