



# **TEACHING & LEARNING YEAR 3**

# YEAR 3 TEAM

**Class: Walnut**  
**Teacher: Miss Stebbens**



**Class: Hazel**  
**Teacher: Mrs Allen**



What a super start to the Year! All classes have settled well into their new classrooms and routines and we have been enjoying getting to know your children and building relationships with them.

# DROP OFF & COLLECTION



## In the morning: 8.30 – 8:45am

Children should come into school via the lower playground gate and enter their class through the class fire door.

## At the end of the day: 3:20pm

- ▶ Please pick your child up from the class fire doors.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ **If you are not picking up your child, then please email the school office before midday to inform us. Please note, your child will not be released to another adult unless we have had prior notice.**
- ▶ **Last year, we introduced passwords for when other relatives or adults collect. If you need to update this please inform the office.**
- ▶ **If this is a regular arrangement, please send an email at the beginning of term to confirm.**

# EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but.....

If your child misses...	That equals...	Which is...	...and over 13 years of schooling that is...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1 ½ years</u>
1 day per week	40 days per year	8 weeks per year	Over <u>2 ½ years</u>
2 days a week	80 days per year	16 weeks per year	Over <u>5 years</u>
3 days a week	120 days per year	24 weeks per year	Nearly <u>8 years</u>

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! 😊

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just.....	That equals....	Which is.....	...and over 13 years of schooling that's....
10 mins per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly <u>½ a year</u>
20 mins per day	1 hr 40 mins per week	Over 2 ½ weeks per year	Nearly <u>1 year</u>
30 mins per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks a year	Over <u>2 ½ years</u>

**ATTEND TODAY**  
ACHIEVE TOMORROW



# OUR SCHOOL VALUES



## Our core values are:



Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A **core value sticker**
- A **core value certificate** – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a **Headteacher Value postcard** twice a half term.
- Achievement Assemblies** are held once a term and a child from each class will be selected to attend this assembly along with their parents/carers.
- Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- Ping Pong Jar Rewards**– the class is rewarded with a ping pong ball for good behavior. When the jar is full, the class will receive golden time of their choosing.

# School Celebrations and Rewards



- ▶ **Pupil Achievement Award** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** – awarded by any adults for showing our school values.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jars rewards** – the class is rewarded with a ping pong ball good behaviour. When the jar is full, the class will receive golden time of their choosing.

# READING EXPECTATIONS



## How often should your child be reading at home?

In Year 3, children are expected to read aloud daily for about 15 mins. Spend time sharing stories and discussing what is happening as well as any unknown vocabulary. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can. Reading aloud fluently, with clarity and expression, will help your child to develop a greater understanding of the text.

## Reading Records

Reading records should be brought into school daily. These books will be monitored on a daily basis, to ensure they are being kept up-to-date. This will allow the children to move up the Race to Read chart in their class, earning certificates.

## Reading Vending Machine

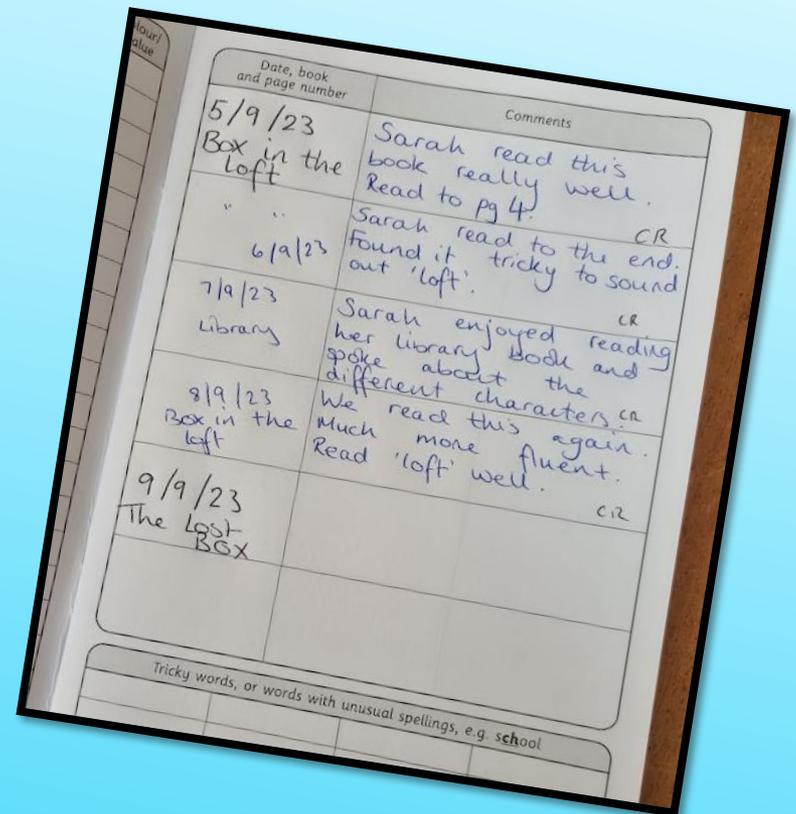
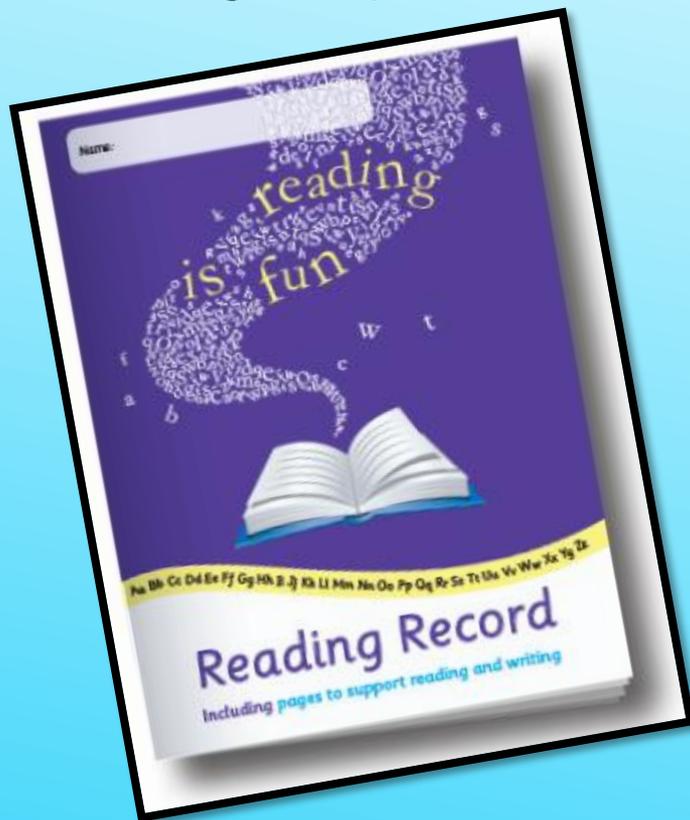
Twice a term, a child from each class will be nominated by the class teacher to enter a raffle for the chance to win a book from the school's reading vending machine. Teachers will pick children who have been working hard on their fluency, understanding, expression and resilience.



# HOW TO COMPLETE A READING RECORD



- ❑ Children are expected to record at least **five entries** a week in their reading diaries. These should be dated and page numbers recorded.
- ❑ Ideally parents/carers should comment daily. However, signing the reading diary is sufficient at least once a week.



# Homework



All children have a homework folder. Once a fortnight **(Which began on Wednesday 3<sup>rd</sup> September)** the children will bring their folders home with a new piece of homework.

There are four short activities on the sheet. The first two will be linked to reading, writing and maths. The other two will be from other areas of learning such as history or science.

The activities are based on learning that has already taken place. This helps children's retention of key knowledge across the curriculum.

Your children will have **2 weeks** to complete the homework and should, once completed, bring it back into school in their homework folder.

On the day the homework is due in, the whole class will go through the homework together discussing key learning.

Year 3 Home Learning – Wednesday 10<sup>th</sup> July 2024

Reading/ Grammar	Maths																		
<b>Reading Comprehension</b> Complete 'The Robot Who Came to Tea' comprehension on the back of this sheet. <b>Concrete Change</b> <b>What Can I Do?</b>	<b>To add two 3 digit numbers</b> <table border="1"><tr><td>1 9 9</td><td>1 5 8</td></tr><tr><td>+ 3 9 1</td><td>+ 4 6 6</td></tr><tr><td> </td><td> </td></tr><tr><td>7 1 9</td><td>5 9 5</td></tr><tr><td>+ 1 8 2</td><td>+ 1 1 7</td></tr><tr><td> </td><td> </td></tr><tr><td>3 8 5</td><td>2 6 7</td></tr><tr><td>+ 1 3 7</td><td>+ 5 7 9</td></tr><tr><td> </td><td> </td></tr></table>	1 9 9	1 5 8	+ 3 9 1	+ 4 6 6			7 1 9	5 9 5	+ 1 8 2	+ 1 1 7			3 8 5	2 6 7	+ 1 3 7	+ 5 7 9		
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7 1 9	5 9 5																		
+ 1 8 2	+ 1 1 7																		
3 8 5	2 6 7																		
+ 1 3 7	+ 5 7 9																		
<b>RE</b> <b>Islam</b> Circle the correct answer: 1. What is the name of the holy book of Islam? The Qur'an    The Torah    The Bible 2. Where do Muslims worship? A temple    Church    Mosque 3. How many times a day should a Muslim pray? Once    5 times    As many times as they like	<b>PSHE</b> <b>Dental Hygiene</b> List 3 different ways people can look after their teeth. 1. _____ 2. _____ 3. _____																		

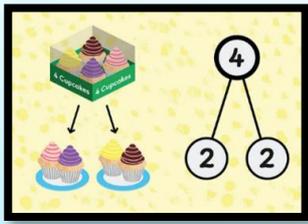
[Parent Comment](#)

# SPELLING



- **Each term, all of spelling lists for that term will be emailed to parents in advance.** These are the focus spellings for this half term. Paper copies of each list will also be given to your child each Friday.
- Your child will be tested on those spellings the following **Friday**.
- Spellings are incredibly important as they play a key role in helping your child becoming a skilled writer.
- Spellings are tested out of order to ensure children are confident with spelling the words.





# TIMES TABLES

## What are Y3 children are expected to know?

Times Tables – The national curriculum times table expectations are that **by the end of Year 4, children should recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .**

**In Year 3 we will cover  $2x$ ,  $4x$ ,  $8x$  and  $3x$ , ( $x5$  and  $x10$  previously taught in Year 2)**

Some good websites to help children practice their times tables:

<https://www.topmarks.co.uk/maths-games/hit-the-button> (also available as a free app)

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check> .





- ❑ Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.
- ❑ As a school we encourage the children to use TT Rockstars at home 3 times a week.
- ❑ Certificates are given out to children who have made good progress on TT Rock stars.
- ❑ Usernames and passwords **are already with your child.**
- ❑ Please let us know if you don't have access to the Internet.

# Homework



## Homework Summary

- Homework sheets linked to previous learning- **fortnightly**
- Regular reading to an adult – **daily**
- Spellings- **Weekly**
- Times table Rock Stars – **Recommended 3 times a week**

Year 3 Home Learning – Wednesday 10<sup>th</sup> July 2024

Reading/ Grammar	Maths												
<b>Reading Comprehension</b> Complete 'The Robot Who Came to Tea' comprehension on the back of this sheet. <b>Climate Change</b> <b>What Can I Do?</b> Think about how you read. Think about what you know. Think about what you can do. Think about what you can be. Think about what you can do for the world. Think about what you can do for the planet. Think about what you can do for the environment. Think about what you can do for the future. Think about what you can do for the world. Think about what you can do for the planet. Think about what you can do for the environment. Think about what you can do for the future.	<b>To add two 3 digit numbers</b> <table border="1"> <tr> <td>1 9 9</td> <td>1 5 8</td> </tr> <tr> <td>+ 3 9 1</td> <td>+ 4 6 6</td> </tr> <tr> <td>7 1 9</td> <td>5 9 5</td> </tr> <tr> <td>+ 1 8 2</td> <td>+ 1 1 7</td> </tr> <tr> <td>3 8 5</td> <td>2 6 7</td> </tr> <tr> <td>+ 1 3 7</td> <td>+ 5 7 9</td> </tr> </table>	1 9 9	1 5 8	+ 3 9 1	+ 4 6 6	7 1 9	5 9 5	+ 1 8 2	+ 1 1 7	3 8 5	2 6 7	+ 1 3 7	+ 5 7 9
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Parent Comment													

Year 3 Spellings  
Autumn 1 2024

At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

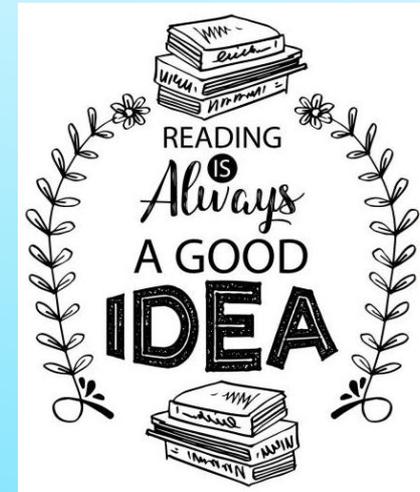
Below are the year group spellings for the first half term, which will be given out on a Friday and tested the following Friday. Please note, if your child has personalised spellings, they will be given out separately on a weekly basis.

The children will have spelling inputs throughout the week to develop their understanding of the spelling patterns/ rules and learn to apply them to different contexts. In order to help your child to learn these spellings at home, please try using the strategies that we use in class, such as:

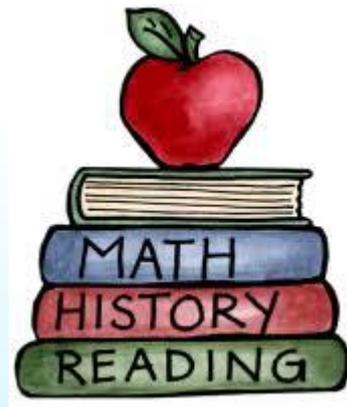
- Look, cover, write, check
- reading and writing in a context, e.g. The rocket blasted off to space.
- if you would like further ideas of strategies to use for your child, please speak to their teacher.

Handed Out	Spelling List	Test Date
06.9.24	Words where the digraph 'ou' makes an /ow/ sound. mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	13.9.24
13.9.24	Words where the digraph 'ou' makes an /u/ sound. touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	20.9.24
20.9.24	Words where 'y' makes an /i/ sound. mystery, gymnastic, lyrics, gym, symbol, myth, synonym, Egypt, pyramid, system	27.9.24
27.9.24	Words ending in '-sure': treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	4.10.24
4.10.24	Words ending in '-ture': adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	11.10.24
11.10.24	Challenge Words Words with irregular spelling patterns. actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	18.10.24
18.10.24	Children will have a mixture of the words above to see if they can retrieve the correct spellings of these words.	24.10.24

Keep practising!



# HELP AT HOME...



- ❑ Reading regularly and share books with your child– including asking questions
- ❑ Times Tables – mixed
- ❑ Practise spellings (and meanings) in context
- ❑ Practising cursive script

# NUMBER FORMATION

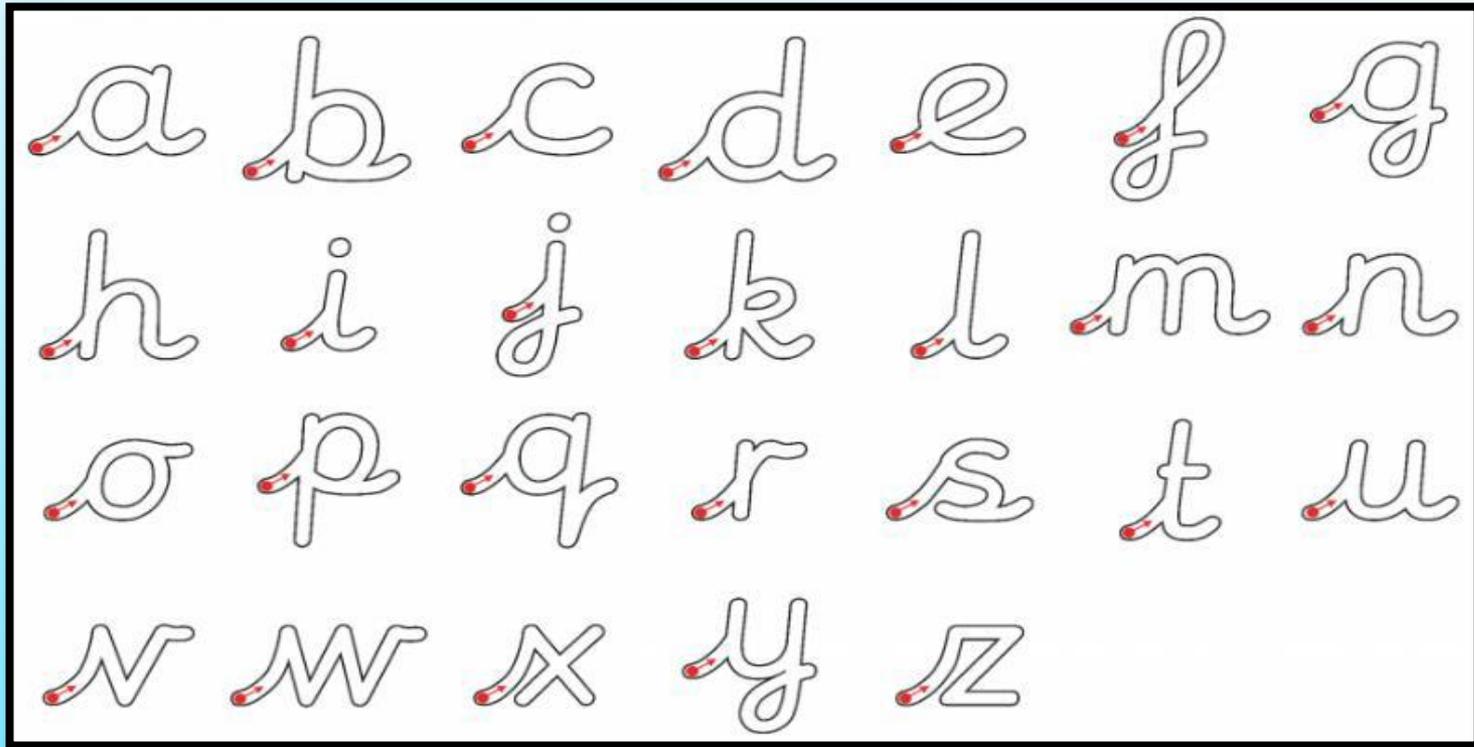


0 1 2 3 4

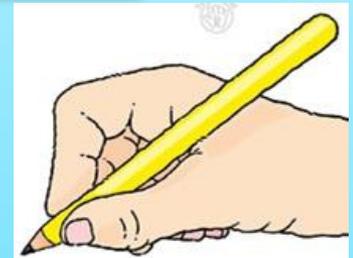
5 6 7 8 9

*Please reinforce and continue the school approach in homework and in any work completed at home.*

# LETTER FORMATION



**Please consolidate and continue the school approach to letter joins and handwriting at home.**



**Please encourage your child to hold a pencil/pen correctly at home.**

# An Engaging Curriculum



<p><b>English</b></p> <ul style="list-style-type: none"><li>To develop knowledge of different word types, focusing on verbs and nouns and to practice using these to create sentences.</li><li>To explore expanded noun phrases and to create our own, within sentences.</li><li>To understand what a conjunction is and to be able to create compound and complex sentences focusing on the conjunctions: but, if, because and or.</li><li>To ask questions to develop our understanding of texts.</li></ul>	<p><b>CLASS BOOK</b> <b>Mr Penguin</b> <b>by Alex T Smith</b></p>	<p><b>Mathematics</b></p> <p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"><li>To be able to represent numbers to 100 then to 1,000.</li><li>To know the value of each digit: place value.</li><li>To be able to flexibly partition numbers to 1,000</li><li>To find 1, 10 and 100 more and less than a number.</li><li>To label and estimate using a number line to 1,000.</li></ul> <p><b>Calculations</b></p> <ul style="list-style-type: none"><li>To confidently use the multiplication and division facts for the 2x and 4x tables.</li></ul>
<p><b>Design &amp; Technology</b></p> <p><b>Electrical Poster</b></p> <ul style="list-style-type: none"><li>To understand what information design is.</li><li>To research and select information to produce a poster.</li><li>To complete a design.</li><li>To sketch multiple ideas to refine to a final version</li><li>To assemble an electrical poster (which includes a simple circuit as part of it).</li></ul>	<p><b>PSHE</b></p> <p><b>New beginnings</b></p> <ul style="list-style-type: none"><li>To appreciate how we can work together and take responsibility.</li><li>To reflect on and discuss the qualities that lead to success.</li><li>To consider my own strengths</li><li>To overcome problems using growth mind set.</li></ul>	<p><b>History</b></p> <p><b>Prehistoric Britain</b></p> <ul style="list-style-type: none"><li>To identify what was life like during the Ice Age.</li><li>To explore the tools that early humans used.</li><li>To identify what was life like in a Stone Age settlement.</li><li>To consider why bronze was used for tools and weapons.</li><li>To look at what we can learn from Skara Brae and other Stone Age sites.</li></ul>
<p><b>Science</b></p> <p><b>How Do We Grow and Move?</b></p> <ul style="list-style-type: none"><li>To know the function of muscles.</li><li>To know the function of the skeleton and the names of major bones.</li><li>To write pattern seeking conclusions</li><li>To interpret scatter graphs and look for a pattern.</li><li>Name the food groups needed for a balanced diet.</li></ul>	<p><b>Year 3</b> <b>Autumn Term 1</b> <b>2024</b> <b>Curriculum Coverage</b></p>	<p><b>Computing</b></p> <p><b>Presenting</b></p> <ul style="list-style-type: none"><li>To understand what presentation is.</li><li>To add pages/slides, text and shapes to pages.</li><li>To add media such as images, audio and videos.</li><li>To use effects and features such as animations and slide transitions.</li><li>To know how to effectively present to an audience using presentation software including timings.</li></ul>
<p><b>Music</b></p> <p><b>How Does Music Bring Us Together?</b></p> <ul style="list-style-type: none"><li>To know long and short (rhythm) and high and low (pitch) sounds can be represented with musical symbols.</li><li>To know that symbols can be written on a <b>stave</b> and named with special musical names.</li><li>To explore the notes, crotchets and minims within the music we learn.</li><li>To know that notes can fit on the lines and spaces of a stave.</li></ul>	<p><b>RE</b></p> <p><b>What do people believe about God?</b></p> <ul style="list-style-type: none"><li>To identify how different religions describe God.</li><li>To ask questions and suggest some of their own ideas about God.</li><li>To suggest why having a faith or belief in something can be hard.</li><li>To identify how and why it makes a difference in people's lives to believe in God.</li></ul>	<p><b>PE</b></p> <ul style="list-style-type: none"><li>To develop our ability to find and use space to 'keep' the ball.</li><li>Be able to throw and catch with control, using a chest and a bounce pass.</li><li>To understand how to get 'free' from an opponent.</li><li>To explore marking a player to cause them 'problems'.</li><li>To know and follow simple rules, including footwork.</li></ul>

Curriculum Coverage Sheets will be sent out to parents **every half term** to summarise the key knowledge and skills that are being taught during this time.

# School Visits



**We provide children with ongoing enrichment opportunities through trips and visitors, which relate to the topics that they learn throughout the year.**

**We are currently in the process of confirming these trips and visitors. A letter will be coming out to you shortly to confirm which trips will be taking place and the cost.**



- ❑ 1 indoor and 1 outdoor session a week:

Walnut Class will need to be in kit on **Monday and Thursday**

Hazel Class will need to be in kit on **Monday and Thursday**

Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.

- ▶ Long hair must be tied back.

*Please provide **a navy coloured tracksuit** for the colder weather when we do outdoor P.E. and ensure that all clothes are **named**.*

***Children should come to school in their PE kits on their PE day.***



## PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit

\*Children should wear their PE kits into school on the days they have PE.



# WINTER UNIFORM



- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**



# SUMMER UNIFORM



- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie (not required in Nursery)
- **Black shoes**



# WINTER OR SUMMER?



- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their autumn uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

# YOUR IMPACT ON YOUR CHILD'S LEARNING



We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

# OTHER INFORMATION



## Encourage independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and r etc.



## Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by **Thursday** so that it may be added to the PowerPoint that will be shared.

## Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.

# Thank you for coming to meet us today.



Teaching & Learning Presentations  
for Parents - September 2025

