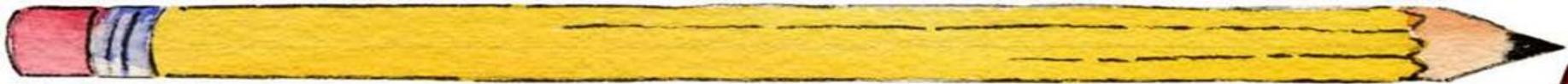




Welcome to
Class 3!

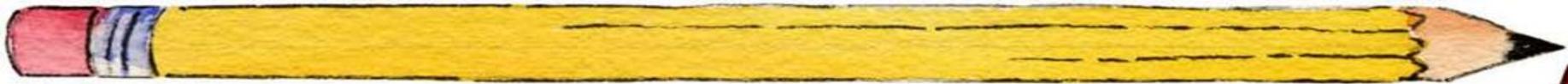


The Year 3 team:



Monday and Tuesday - Mrs Readings
Wednesday, Thursday and Friday - Mrs Hale
Monday – Friday - Mrs Pettifer





Creative Curriculum

In Year 3 we have developed an exciting programme of study where we follow a creative approach to teaching.

We have tried to link up our subjects in order to link learning and make it more meaningful.

In order to bring learning to life we have also arranged creative and exciting 'WOW' days. We have organised them so that for only 1 'WOW' day a term will a contribution towards costs be asked of parents.



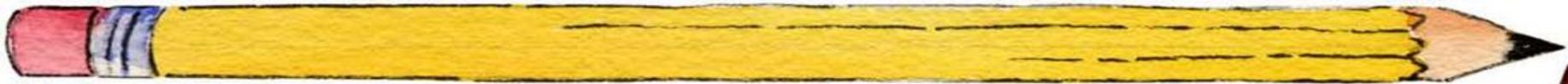


Autumn 1 – Stone Age

A trip to the Chiltern Open Air Museum

This event will cover some of our topic objectives and be an exciting opportunity for the children to experience life first-hand as a hunter gatherer in Stone Age times in a truly fantastic setting. The class will also become archaeologists for part of the day and discover artifacts using real archaeological equipment and techniques. There will also be time for the children to explore some of the amazing buildings located on site including: a round house, Victorian school house and toll house.





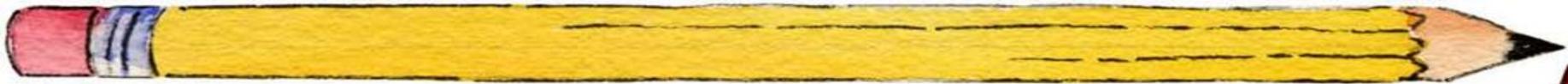
Autumn 2 – Fire, Ice and Water

A quest role play investigation

The children will have to solve puzzles and complete tasks in order for them to complete their quest, complementing our English text for this half term - *The Ice Palace*.

Our heroes will need to work together to battle mythical beasts and make a daring rescue. This is an exciting day based in school where children are encouraged to dress up. There will also be an opportunity for children to make their own quest myth map and artefact.





Spring 1 – The Romans!



A Roman day at school with a visiting Roman.

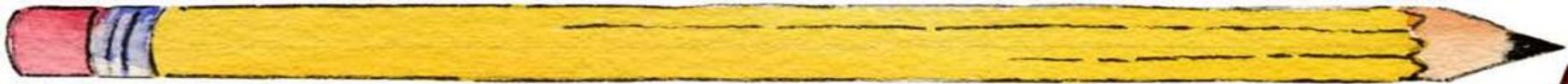
An exciting opportunity for the children to see Roman artefacts and learn about life in Roman Britain (including their love of garum and the resistance).

Children will get to experience first hand what life was like in these times and take part in a gladiator re-enactment.

Children are encouraged to dress up and make their own costumes to wear for the day.

This wow day is also linked to our Roman home learning project.





Spring 2– Country file

Eco Farm day

This is a day where the children love to really get their hands dirty. They will be designing and creating their own little eco farm as well as using what we have learnt in Science to create a fully functioning vegetable plot to take home and tend.



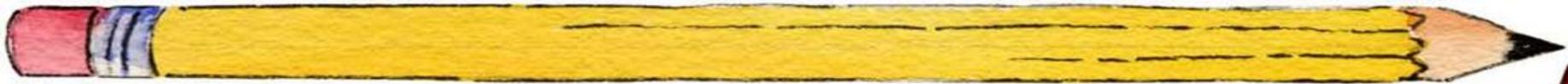


Summer 1– Tales from the Bard

The Young Shakespeare Company
workshop (*A Midsummer's Night Dream*).

As a fabulous introduction to our Shakespeare text for this half term, Year 3 will have a half-day workshop on *A Midsummer's Night Dream*. It will be lots of fun as well as a really helpful way of opening the door into the world of Shakespeare's plays.





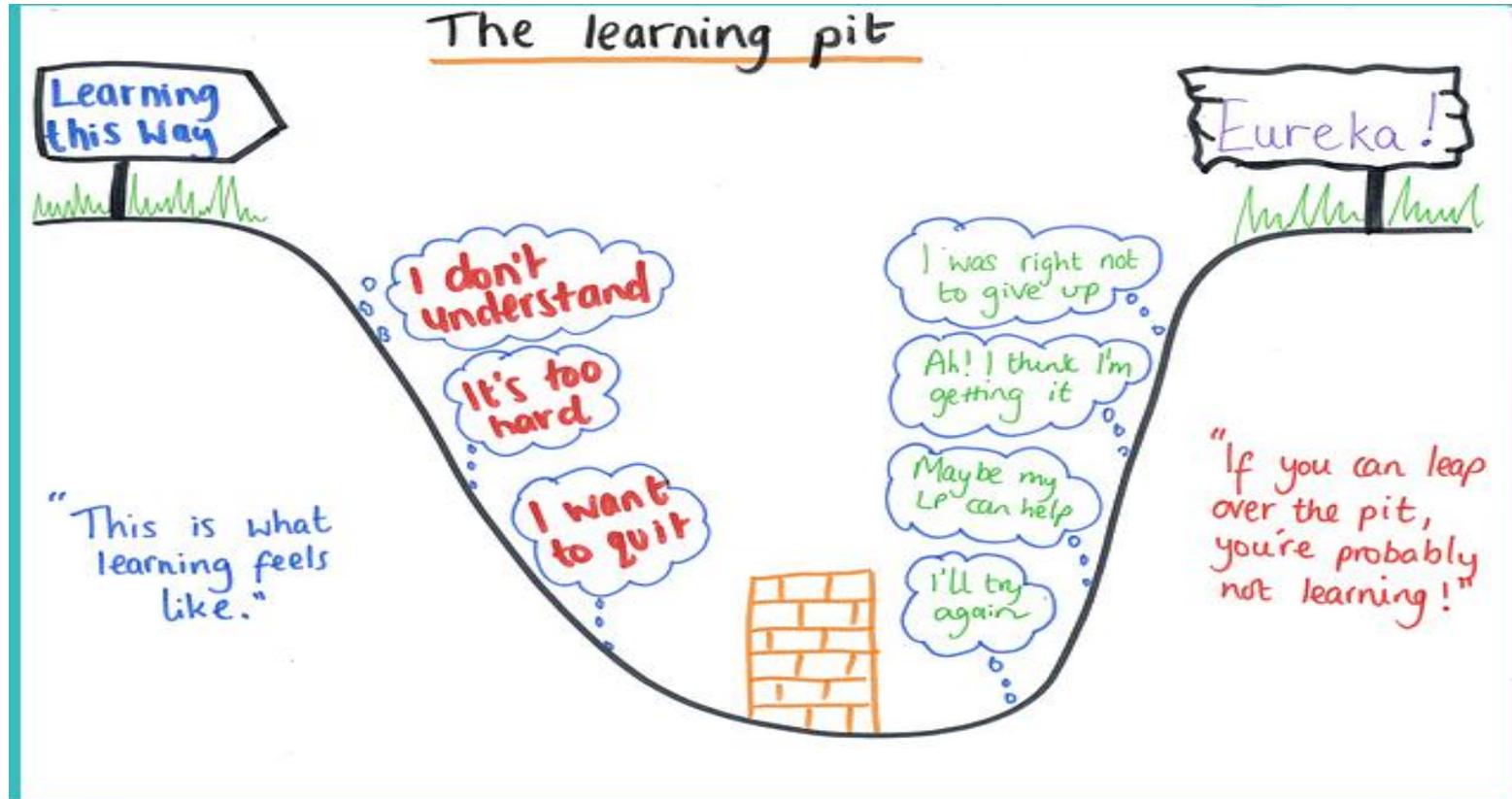
Summer 2– Dahlicious

An art day making wonderful creations for the Aylesbury Whizzfizzing Festival.

July 2017 Year 3 made some fantastic masks which many of them wore on the day. It is a lot of fun – lots of art and art skills as well as the Saturday festival to celebrate all the hard work done.



The Learning dip



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

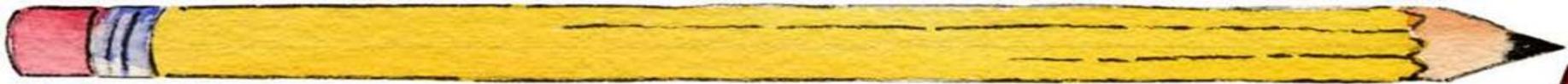
"My abilities are unchanging"

"I don't like to be challenged" "I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"



Handwriting



Letter-join 

- 
- We will continue to focus on handwriting this year.
 - As a school we have purchased the '**Letter join**' handwriting scheme.
 - 'Letter join' meets the requirements for handwriting stated in the new 2014 National Curriculum framework document.
 - Please use the website to support your child in forming their letters accurately. A letter will be sent out to all parents following this meeting.
 - Cursive writing helps children write quickly.
 - Children who write quickly generally get more words on the paper and produce better quality content.
 - Cursive writing also helps with spelling as you develop a muscle memory of the movements of each word.
- 
- 



Rewards and Sanctions

Whole class rewards

Group rewards - tables and guided reading

Individual rewards

Celebration assembly

If children need to be reminded about their behaviour they may be given:

1. A verbal warning
2. A second warning
3. 5 minutes 'Playtime payback' in classroom with the teacher.

This is in line with our Behaviour policy at Stone C of E School.





Homework

- Homework will be parent mailed out on a **Friday** and will be due back the following **Wednesday**.
 - Each week you will be emailed an **information sheet** that will explain what the children will need to do for homework that week.
 - The children will have **one homework book**.
 - Homework will **follow on** from what we have been learning about in class or revisit areas in order to consolidate learning.
 - In Year 3 they will receive an **English/Topic task** and a **Maths task** each week.
- 



Reading

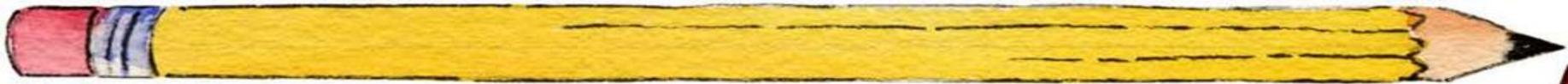
Children in Years 3 are expected to read **at least 3 times a week** to an adult as part of their homework routine.

This should be recorded in **Reading Records**.

Comprehension is just as important as fluency and we encourage you to ask your children questions about what they are reading.

In Year 3 we will continue to listen to your child read weekly in our guided reading sessions.





Reading



- Class 3 will visit our **school library** once a week on a **Thursday**.
 - In this time the teachers and teaching assistant will be supporting the children in selecting appropriate books. Each week your child will bring home a library book and should return it the following week on a Thursday to be checked into the system.
 - Reading books** are changed on a **Monday** and **Thursday**.
 - We have been lucky enough to purchase additional scheme books for Brown and Grey so children will stay on the scheme until the teacher feels that they are fluent and have a good level of understanding at this level.
 - Once they have completed the **grey scheme books** they will be considered 'Free readers' and will be expected to read a book of their own choice at home.
- 



Encouraging good reading habits

• Please continue to read aloud to your child even if they are fluent readers. Reading books that are above their usual reading level helps to develop their vocabulary and encourages discussion on more complex themes.

• Visit your local library or bookshop. Chat to the librarians or book sellers about great new books for your child to read.

Here are some super websites to guide you in helping your child to choose great literature:

• www.love4reading.com

• www.whonextguide.co.uk – simply type in your library card number to make use of this site.





Times tables and number bonds

Times tables are so important in the new curriculum, as are related division facts. For example, if a child knows that $3 \times 4 = 12$, they should also know $12 \div 4$, $12 \div 3$, 30×4 , 40×3 and so on.

The focus in year 3 is on the 3, 4 and 8 times tables, as children need to know all of their tables by the end of year 4. To help with this, we encourage you to work with your children on their times tables and number bonds at home to help further develop these important skills.

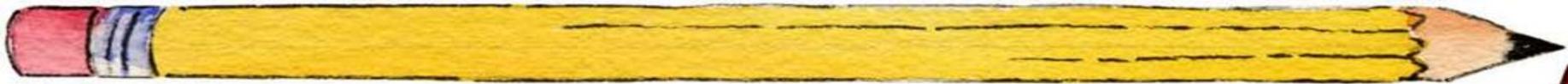




Parent volunteers

- We would love your support in **listening to children read** regularly during the school day. Please see the office staff if you are able to support us with this.
- We are hoping to **open the library at lunch times** again this year so that the children can change their books more regularly. If you have an hour to spare, once a week, please see contact the office/Mrs Stewart.
- Our Forest School sessions are in the Spring Term. Nearer the time we would love to have more volunteers to help with this.

Homework



Class 3 timetable summary

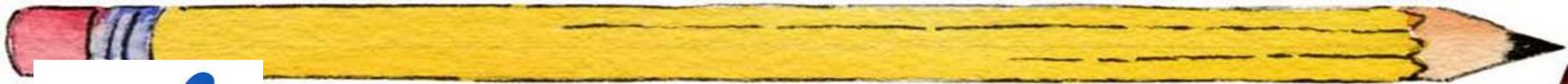
→Monday - PE

- Reading book change.

→Thursday - Outdoor Games

- Library.

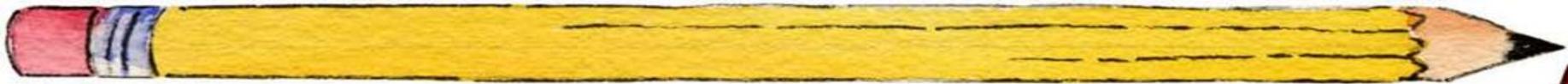




National Curriculum Targets



- 
- In order for your child to understand what their next steps are, they will be given a target sheet which will be stuck into the back of their English/Topic and Maths books as well as a Writing Target Card.
 - Over the next few weeks we will be getting to know your children and setting a target for them to work on. Once they have achieved this target we will then work on the next target.
 - At the October Parents' evening you will receive a copy of their **personal targets** and ways to help your child achieve them.
- 



Reading key targets

In Year 3 most pupils are expected to:

Word Reading

1. explain the meaning of common roots, prefixes and suffixes
2. work out the meaning of unknown words from their parts
3. recognise word families
4. understand the effect of vowels in words (including when to use a or an)

Reading Comprehension

1. use reference texts such as dictionaries, encyclopaedias and thesauruses
 2. retell stories and recite poems with understanding and expression
 3. recognise themes or moral messages in a text
 4. give examples from a text to support ideas
- 

Writing key targets

The pupil can write for a range of purposes and audiences:

1. In narratives showing some evidence of creating settings, characters and plot
2. Some evidence of writing in paragraphs by organising ideas with related points together. Some one sentence paragraphs.
 1. Showing some evidence of building a rich and varied vocabulary
 2. In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
 3. Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto -)
 4. Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).
 5. Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).
 6. Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play')
 7. Identifies commonly misspelt words and attempts to correct them. (See Appendix 1)
 8. use mostly correctly punctuation taught in previous year groups: Capital letters, full stop, question mark, exclamation mark, comma in a list, apostrophes for contraction e.g. it's,
 9. some correct use of inverted commas, apostrophe in words with regular plurals (e.g. girls', boys')
12. spelling most year 1, 2 and 3 words correctly*

In order to reach the 'Age Related Expectations' at the end of the year your child will need to have achieved all of the key targets.



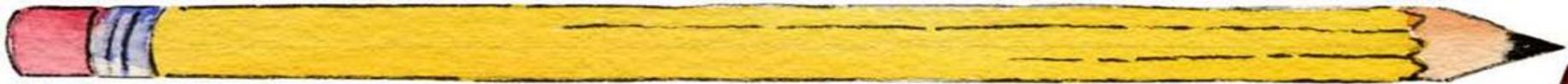
Maths key targets

Maths

1. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
2. Recognise, compare and order numbers up to 1000, solving related problems
3. Add and subtract numbers mentally including: HTU+U, HTU + Tens, HTU + hundreds
4. Use column addition and subtraction with numbers up to three digits
5. Solve problems, including some missing number problems
6. Recall and use multiplication and division facts to solve simple problems
7. Know, use and apply 3x, 4x and 8x tables (and previously taught tables)
8. Count up and down in tenths; recognising that tenths arise from dividing an object into 10 equal parts
9. Compare and order unit fractions, and fractions with the same denominators.
10. Recognise, find and write fractions of a set of objects and show some equivalent fractions
11. Add and subtract fractions with the same denominator
12. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
13. Add and subtract amounts of money to give change, using both £ and p in practical contexts
14. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks with increasing accuracy
15. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
16. Recognise and represent a variety of 2D and 3D shapes
17. Interpret data using bar charts, pictograms and tables



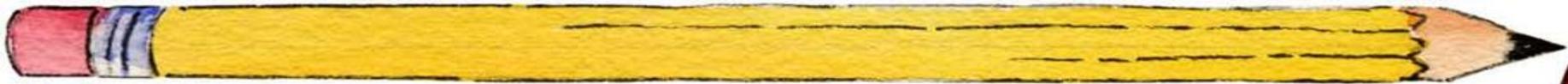
In order to reach the 'Age Related Expectations' at the end of the year your child will need to have achieved all of the key targets.



We will be sending out a copy of the key targets, for **Writing, Reading and Maths this year**, with all the information covered in this meeting in a Parentmail tomorrow so that you have a clear idea of the expectations for the core subjects and what key objectives your child will need to achieve in order to reach Age related expectations .

In your email tomorrow:

- A copy of this presentation.
 - A copy of the long term plan and curriculum overview for the first half term.
 - A copy of the Writing, Reading and Maths target sheets.
 - Year 3 Common Exception Word list.
 - Times tables handout with questions and answers to practise at home.
 - Year 3 recommended book list.
- 



Any Questions?

