

September  
2023

Meet the teacher

Welcome to Year 3

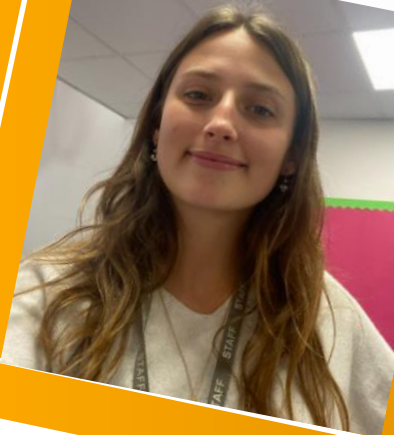


# Staff

- Teachers: Miss Tolley, Mrs Tubby and Miss Davies
- LSAs: Mrs Store & Mrs Duarte.



Leatherhead Trinity School and Nursery



# Our learning this year



# Curriculum maps

	Autumn 1
<b>Maths</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>-Representing numbers</li> <li>-100, 10s and 1s -</li> <li>Number lines to 100 and 1000 -</li> <li>Comparing numbers</li> <li>- Finding 1/10/100 more and less</li> <li>- Ordering numbers</li> <li>- Counting in 50s.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>-Add and subtract multiples of 100 -</li> <li>Adding and subtracting not crossing 10 -</li> <li>Adding and subtracting crossing 10</li> </ul>

<b>Literacy</b>	<p>Anglo Saxons Animals including Humans</p> <ul style="list-style-type: none"> <li>• Poetry – animals</li> <li>*Non-chron report- Anglo-Saxons</li> </ul>
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<b>Science</b>	<p>Anglo Saxons Animals including Humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Working scientifically</b> Observe the similarities and differences in human/animal teeth Interpret and present learning of the digestive system through models Set up tests to see the effects of different liquids on tooth decay Make predictions based on knowledge of liquids to decay teeth Record results in a table and bar graph Ask questions to find out what animals eat Evaluate learning</p>
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# Curriculum maps

<p><i>History/ Geography</i></p>	<p><b>Anglo Saxons</b> Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Skills:</b></p> <p>I use dates and historical period terms accurately.</p> <p>I can describe changes within and between periods and societies I have learned about.</p> <p>I can suggest which people and causes and consequences of change are more important</p>	<p><b>UK</b> Name and locate counties and cities of the United Kingdom, and their geographical regions.</p> <p>Identifying human and physical characteristics, And key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</p> <p>Understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p><b>Vikings</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Skills:</b> When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.</p> <p>I can describe similarities and differences in society, culture and religion in Britain at local and national levels.</p>	<p><b>Local Area</b> geography Study land-use patterns and understand how some of these aspects have changed over time.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use locational language to describe the location of points on a map.</p>	<p><b>South America (Brazil)</b> Locate the world's countries and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of South America.</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and</p>	<p><b>Early Islamic civilization.</b></p> <p>a non-European society that provides contrasts with British history – early Islamic civilization</p> <p><b>Skills:</b> I can place historical periods I have studied as well as information about my topic on a timeline.</p> <p>I can give some reasons for and results of historical events, situations and changes.</p> <p>I can suggest some reasons why there are different accounts and interpretations of the past</p>
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# Parent newsletter

## What we are learning...

**Reading:** Sir Gawain and the Green Knight by Michael Morpurgo



**Writing:** Animal poetry and a non – chronological report about the Anglo Saxons

**Maths:** Place Value & Addition and Subtraction

**Science:** Digestive system

**P.E:** Ball skills and netball

**History:** The Anglo Saxons

**Art:** Story Telling

**Music:** Playing with rhythm

**French:** Moi dans le monde

**Computing:** Coding

**R.E:** Christianity – What did God promise his people?

**PSHE:** Similarities and Differences between people

## Trips / extra activities

Butser Farm



## Year 3 and 4

### Autumn Term 1

Anglo Saxons



## Vision and values

**“All things are possible for one who believes”**

Commitment & love- learning about the changes to Britain people made during the Anglo Saxon times.

## How can you help?

**Reading** – encourage reading a variety of texts for example, Beowulf by Michael Morpurgo, The Lost Girl King by Catherine Doyle

**Visit the library** – look for books linked to the Anglo Saxons or King Arthur read other Michael Morpurgo texts

**Visit relevant museums** – British museum, Battle Abbey, Sutton Hoo

**Times table Practice** – quick recall

**Encourage use of websites** – maths.co.uk, spag.com, spelling shed.

**History** – Have discussions at home about the Anglo Saxons and their effect on Great Britain

**Useful websites** –

<https://www.purplemash.com>

## Key Vocabulary

Week 1 – riddle and obscurity

Week 2 – digestion and decay

Week 3 – pulse and plaque

Week 4 – partition and saviour

Week 5 – blessing and settlement

Week 6 – conqueror and invader

Week 7- quest and eternal

Y3	8.50 LSAs hear readers	8:55-9:10	9.10 – 9.40am	9:40am - 10:30a m	10:30- 10:45	10:50- 11.05	11.05 -12	12- 1	1-1.15	1.15- 1.25	1.25 – 1.45	1.45 – 2.30 LSAs carry out interventions	2.30 – 3.15 LSAs carry out interventions	3.20
Mon	Register	Collective worship At least 1 LSA per year group in, all teachers do sneaky peeks	Guided reading	Literacy	BREAK	Arithmetic	Maths	LUNCH	Story time/ Reading for pleasure	DAILY MILE	Spelling & Handwriting	PSHE	Art	End of day
Tues	Register	Collective worship At least 1 LSA per year group in, all teachers do sneaky peeks	Guided reading	Literacy		Arithmetic	Maths		Story time/ Reading for pleasure		Spelling & Handwriting	Indoor PE	Computing	End of day
Weds	Register	Collective worship At least 1 LSA per year group in, all teachers do sneaky peeks	Guided reading	Literacy		Arithmetic	Maths		Story time/ Reading for pleasure		Spelling & Handwriting	History	French / Music	End of day
Thurs	Register	Collective worship At least 1 LSA per year group in, all teachers do sneaky peeks	Guided reading	Literacy		Arithmetic	Maths		Reading for pleasure		Library	Science	End of day	
Fri	Register	Collective worship At least 1 LSA per year group in, all teachers do sneaky peeks	Guided reading	Literacy		Mark Home Learning	Maths		Story time/ Reading for pleasure		Spelling & Handwriting	Outdoor PE	RE	End of day

# Trips and workshops



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# Reading

- Read at least 5 times per week
- Encourage your child to read a variety of texts
- A balance between listening to them read out loud and them reading silently
- Ask your child questions about the text to ensure understanding



**Children are encouraged to change their reading books each morning if they need to.**

**We will visit the school Library on a Thursday afternoon.**

# Supporting reading at home:

Just a few minutes of reading a day can have a big impact on children of all ages.

- **Read aloud regularly.** Try to read to your child every day. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.
- **Encourage reading choice.** Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more.
- **Read together.** Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other.
- **Create a comfortable environment.** Make a calm, comfortable place for your family to relax and read independently - or together.
- **Make use of your local library.**
- **Talk about books.** This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.
- **Read signs and information boards** as you are out and about. These often contain new vocabulary to discuss. Recipes or instructions for craft projects are also great for this and also encourage us to read with accuracy.



# Supporting maths at home:

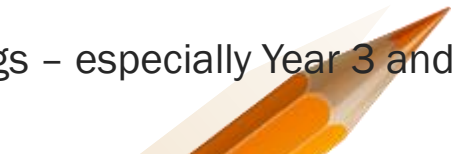
- **Incorporate mathematics into everyday routines and activities;** telling the time, using money and coins or counting and comparing quantities. A parent or puppet can make deliberate errors in counting and sharing, with the child encouraged to identify these mistakes.
- **Use maths talk every day.** For example, how many pennies are you holding? Or what shape is that object? Focus on concepts like doubling/halving and adding/subtracting. If I ate half the peas on your plate for you, how many would you have left?"
- **Ask your child to teach you** new strategies and solve problems taught in class.
- **Play maths games together.** Many games use mathematical and logical skills that your children will need in later life - plus they're fun! Games like jigsaw puzzles help children to develop logical & spatial awareness skills. Board games with dice develop children's counting skills.
- **Use fractions in daily life.** Can you find  $\frac{1}{2}$  of the sweets? What fraction of the cake has been eaten?
- **Practice times tables and maths games online.** Times table rock stars, Sumdog, Hit the Button are all useful websites.
- **Tell the time** – could your child wear an analogue watch? Point out the time on clocks in their environment.
- **If they need a challenge...** Explore websites such as NRICH (<http://nrich.maths.org/>) or Transum (<http://www.transum.org/>)





# HOME LEARNING



- ✓ Complete your Weekly Home Learning booklet each week.
  - ✓ Complete your home learning carefully and to the same standard as your learning in school.
  - ✓ Read everyday across a range of genres – fiction, non-fiction, poetry, comics, cooking recipes and instructions for games and make sure that you read for pleasure. Use your reading skills everyday.
  - ✓ Learn your times tables, division facts & general number facts such as doubling and halving.
  - ✓ Become a word collector - make it your mission to learn and understand new words.
  - ✓ Practice your spellings – especially Year 3 and Year 4 words. Visit Spelling Shed 3 times a week.
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# Weekly Home Learning

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## Autumn 1





In this booklet you will find the weekly home learning for your child for this half term.

It will be given out on Friday and should be handed in on the following Wednesday.

Please read daily  
Visit TTRS daily  
Visit Spelling Shed x3 a week

Logins are in your child's reading record.  
Many thanks.

Please practise the relevant spelling each week. Children can log into Spelling Shed or choose from this spelling menu to practise.

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q-ll-n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbacklog</p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>



## New approach to behaviour

# Behaviour



- Recognition board – all children recognised for positive behaviour
- Re-direct, remind, caution – all done privately with the child
- Time outs still take place but white slips are for recording purposes only
- All adults responsible and consistent

# Challenge for all

- Each child is challenged throughout every lesson of the day.
- Some lessons, the children will select their own level of challenge.
- In other lessons, children will be challenged by the adults with specific success criteria.
- Ways in which children are supported to meet their challenges:
- Maths - cubes, dienes, times tables charts, counters
- Literacy - word mats, widgets, dictionaries, drafting partners

Dexter and Kim are each thinking of a number.

Dexter: My number is made of 4 hundreds, 5 tens and 2 ones.

Kim: My number is made of 4 tens, 5 ones and 2 hundreds.

Tiny: Dexter and Kim are thinking of the same number!

Explain the mistake Tiny has made.

soap

under

dry

through

quickly

patiently

on top of

## How you can help

- Read to and with your child
- Ensure they have everything that they need for the school day, PE kit/swimming things/school shoes
- Homework to be brought in on a Wednesday and prompting your child to ask a school adult for help before Wednesday, if they need it
- Ensure your child is on time as we start reading and keep up interventions straight away
- Practise times tables and spellings



Thank You!

Any questions?