



# WELCOME TO YEAR 3

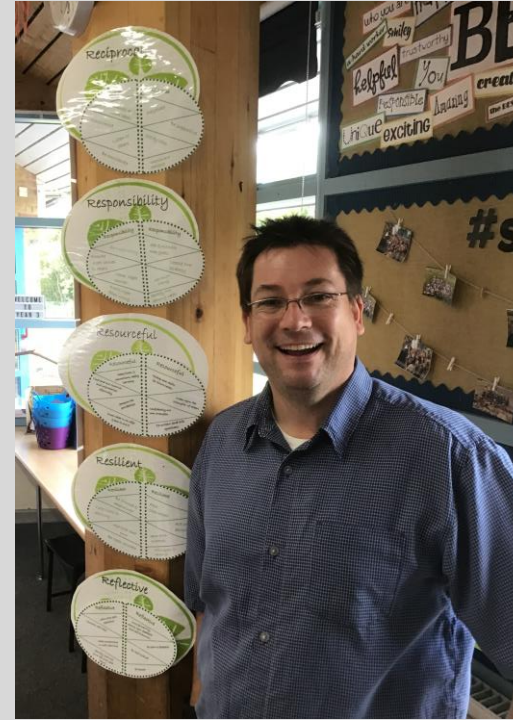
Information PowerPoint  
Autumn 2022

# Meet the Year 3 Team



**Mr Saunders**  
Class Teacher/  
Assistant Head

**Miss Ellis**  
Class Teacher



**Mr Guppy**  
HLTA

**Mr Dennis**  
1:1 TA



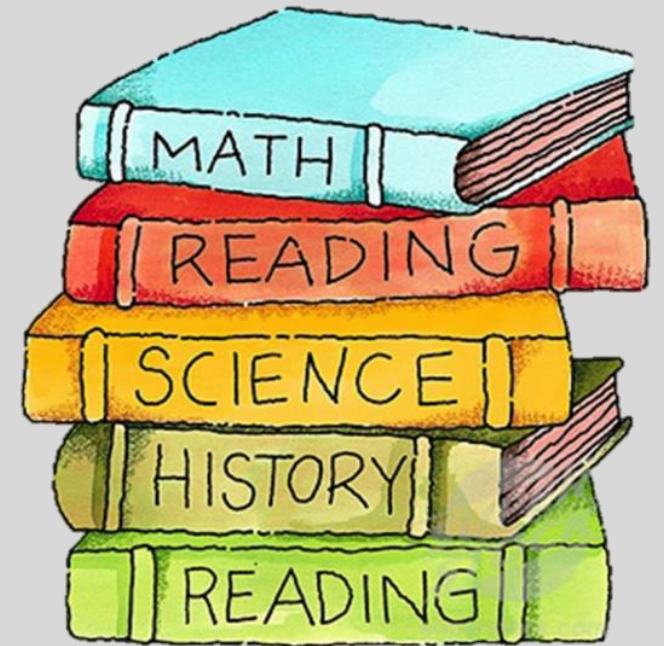


# Our Classroom



# Year 3 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50am	Registration
8:50-9:05am	Times Tables
9:05-9:40am	Guided Reading
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-12noon	Maths
12-1pm	Lunchtime
1-1:25pm	Phonics
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



# Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Animals, including humans	Forces and magnets	Plants		Light	Rocks
<b>History</b>	Stone Age to Iron Age	Ancient Egypt			Journeys- Shackleton and the Titanic	
<b>Geography</b>			Cities of the UK	Rivers and the Water Cycle		Coastal Areas
<b>Art and Design</b>	Drawing- Cave paintings			Painting- Paint Application		Printing- Collagraph
<b>Design and Technology</b>		Mechanisms- levers and linkages	Food		Textiles	
<b>PE</b>	Fundamentals Gymnastics	Dance Tag Rugby	Ball Skills Y3/4 Football	Ball Skills Y3/4 Handball	Athletics Fitness	Tennis Cricket
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Safety</b>	Stranger Danger	Fire Safety Body Safety	Stranger Danger	Road Safety Body Safety	Sun Safety Water/Beach Safety	Body Safety
<b>RE</b>	Hindu Beliefs- Hinduism	Incarnation- Christianity	People of God- Christianity	Salvation- Christianity	Kingdom of God- Christianity	Pilgrimage to the River Ganges- Hinduism
<b>Computing</b>	Computer Systems and Networks		Programming	Data Handling		Creating Media
<b>Music</b>	Developing Notation Skills	Enjoying Improvisation	Composing using your imagination	Sharing Musical Experiences	Learning more about musical styles	Recognising Different Sounds
<b>French (MFL)</b>	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits	Je Peux...



# Home Learning

Hopefully, you will have received a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email me a picture of the learning or places you have been and we can continue to share what the children have been up to.

## Home Learning Ideas Autumn 1: Bonkers About Bones









For our first topic we will be travelling back in time to prehistoric Britain to learn about life during the Stone Age, Bronze Age and Iron Age. Topic Home Learning is encouraged so that your child can share with you some of the skills learnt in school. It can also help your child to become more involved in the topic and become more independent with their thinking. If you would like some ideas please use the list below, but these are merely suggestions and it would be great to see what the children think of themselves. We can't wait to see what the children produce this half term...

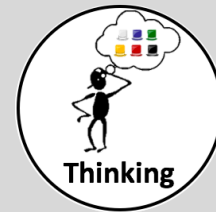
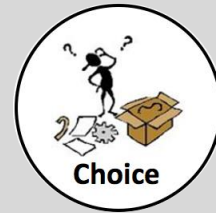
### Home Learning Ideas

- Ancient people carved the world that they saw around them into the walls of caves. They started with a natural feature in the rock face and carved around it, using the shapes they saw to inspire them. Can you create a piece of art learning that shows the rest of the class what the world is like for you?
- Research Stonehenge and make a model
- Create an information leaflet about the Stone Age (you can present this information in any way you would like- PowerPoint, leaflet, poster, book)
- Write a diary entry as though you were alive in this era- can you describe a scary encounter with a mammoth or a battle with another tribe?
- Make a bow and arrow- think about what materials you might need to use
- Go on a wild food walk- what can you find around you which may have been good if you were a hunter gatherer? (Remember: never eat anything you pick before checking with an adult)
- Make jewellery out of little stones, little branches, pinecones, etc.
- Can you find and make a Stone Age bread recipe?
- Find out what people would have worn in the time period- can you design a similar outfit for your favourite soft toy!

# English- Reading

The children will read as a class every day. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<b>Vocabulary</b> Find and explain the meaning of words in context 	<b>Infer</b> Make and justify inferences using evidence from the text 	<b>Predict</b> Predict will happen based on the details given and implied 	<b>Explain</b> Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns 	<b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction 	<b>Summarise</b> Summarise the main ideas from more than one paragraph 
<ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, mood and setting?</li> <li>What word tells you that .....?</li> <li>Which key word tells you about the character/setting/mood?</li> <li>Find one word in the text that means?</li> <li>Find and highlight the word that is closest in meaning to.....?</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a group of words that show that.....</li> <li>How do these words make the reader feel?</li> <li>How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....?</li> <li>How can you tell that...?</li> <li>What impression do you get of ..... from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was .....</li> </ul>	<ul style="list-style-type: none"> <li>From the cover what do you think this book is going to be about?</li> <li>What is happening now? What happened before this?</li> <li>What do you think is going to happen after?</li> <li>What does this paragraph suggest will happen next?</li> <li>What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think ....will happen? Yes, no or</li> </ul>	<ul style="list-style-type: none"> <li>Why is the text arranged in this way?</li> <li>What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases that show this.</li> <li>What is the author's point of view?</li> <li>What affect does .... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the</li> </ul>	<ul style="list-style-type: none"> <li>How would you describe this story/text?</li> <li>What genre is it? How do you know?</li> <li>How did.....?</li> <li>How often.....?</li> <li>Who had.....?</li> <li>Who is...?</li> <li>Who did...?</li> <li>What happened to...?</li> <li>What does ..... do?</li> <li>How..... is .....?</li> <li>What can you learn from ..... in this section?</li> <li>Give one example of....</li> <li>The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened in the story?</li> <li>What happened after.....?</li> <li>What was the first thing that happened in the story?</li> <li>In what order do these chapter headings come in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>



# Reading at Home- Books

Children will bring home a **Learn to Read** book that is colour banded. The read-a-thon money raised last year was spent on lots of brand new books.

## **Colour bands for Years 3 and 4**

### **our now:**

Brown 8

Brown 9

Brown 10

Brown 11

Grey 12

Grey 13

Grey 14

Dark Blue 15

Dark Blue 16

Dark Red 17



### **Love to Read Book**

A book chosen by your child from the library to share together at home.



# Reading at Home- Reading Records



## Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from perhaps your library book or even your own books but this is the one we really want to see logged.

Reading with and encouraging your child to read is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

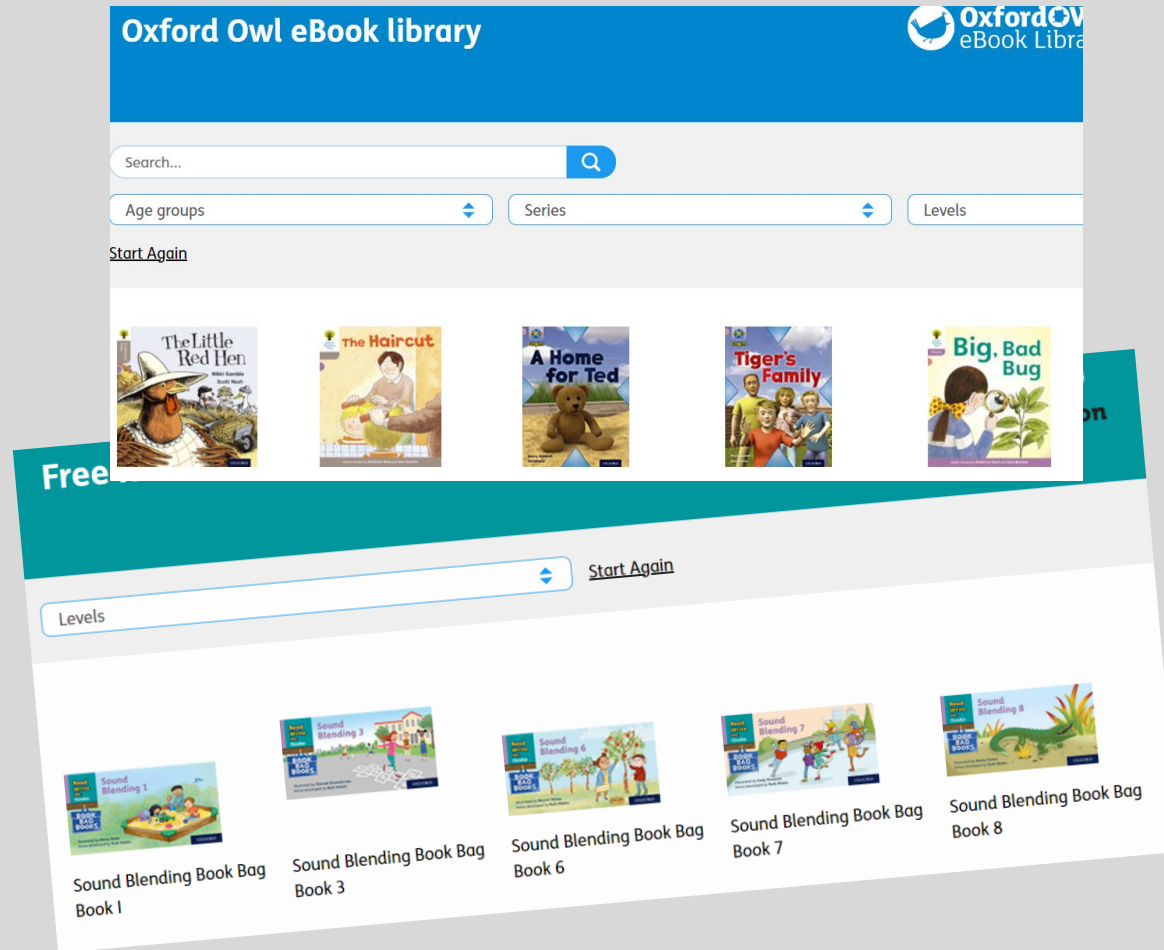
## Examples:

\*A signature and tick three times stating you have simply read the book is great!

\*Children can record the title, date and number of pages they have read at each read and you can just sign.

\*We encourage the children to change their books weekly to ensure they read a variety of texts although we understand children reading lengthy titles will need longer to finish a book.

# Reading at Home- eBook Library



Access a wide  
range of ebooks on  
the Oxford Owl  
website too!

Login  
(oxfordowl.co.uk)

Username: Yr3Hen  
Password: frog

# English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from Year 2 before moving on to the Year 3 curriculum. Here are the Year 3 punctuation and grammar objectives that we will focus on this year:

## **Vocabulary, grammar and punctuation**

- ***(KPI) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, before, after***
- ***(KPI) Begin to use the present perfect form of verbs in contrast to the past tense***
- ***(KPI) Use conjunctions, adverbs and prepositions to express time and cause (See examples in appendix 1)***
- ***(KPI) Begin to use inverted commas to punctuate direct speech***
- ***Use the full range of Key Stage 1 punctuation mostly accurately ( ! ? , in a list )***
- ***Use apostrophes for omitted letters and to mark singular possession in nouns, begin to understand the use of a possessive apostrophe with plural nouns***
- ***(KPI) Uses the form 'a' or 'an' according to whether the next word begins with a vowel***

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.



# English- Writing LTP



Year 3					
Autumn 1			Autumn 2		
	Children look at the organisational devices of instructions through looking at the text. They create their own set of fictional instructions for how to wash another animal		Using 'Stone Age Boy', children create their own change story, where a character falls into a different <u>time period</u> . Focus on conjunctions, <u>adverbs</u> and prepositions		Children look at characterisation by discovering the character Mr Penguin. They write their own chapters where he searches the pyramids, focusing on dialogue
	Defeating the dragon style extract- Iron Man vs great beast, dialogue focus		Poetry- free verse poem based on 'The Coming of the Iron Man' by Brenda Williams		Descriptive explanation texts about the journey of their own jar of water, linking to the water cycle/rivers
	Children write setting descriptions of what April can see when she arrives on Bear Island, using the senses		Non-chronological report about people who have been leaders and changed the world- model Shackleton		Children invent and write about the next puzzle of the escape room, written in the first person
	Suspense and tension focus, where Varjak senses something while exploring the city and runs away				Children write biographies in the style of an interview about famous Egyptian individuals, using Cleopatra as a model
Spring 1			Spring 2		
Summer 1			Summer 2		
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Class Novels: The Wild Way Home (Aut 1), Mr Penguin and the Tomb of Doom (Aut 2), The Iron Man (Spr 1), Varjak Paw (Spr 2), The Last Bear (Sum 1), Escape Room (Sum 2)

# English- Spelling Logs

## Spelling Logs

The words sent home in the spelling logs give the children a chance to practice the phoneme or spelling rule that we have been focusing on during the week in our phonics sessions. Please ensure the spelling logs come into school on a **Friday** in the bookbags so the new spellings can be stuck in. Please don't feel like you must practice the words in the book- if the children would prefer to practice them in a different way then that is fine. We would just ask that you comment in the spelling log so we can see what they have done



### Henbury View First School



#### Spelling Logbook

Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning



### Henbury View First School

#### Spelling Logbook

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

# English- Spelling

## Red words

Red Words, also known as common exception words, are words that the children cannot phonetically spell. There is a copy of these words stuck in the spelling log and the reading record. The children are given time weekly to practice these words at school and please practice them at home as well in whichever way you would like to

### Red Words

Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tail	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			



# Handwriting

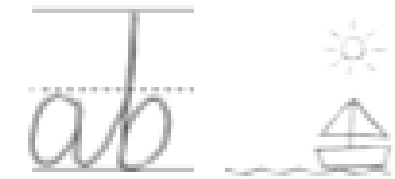
We are starting a new handwriting programme this year; RWI Handwriting. The children will learn 2 basic joins in Year 3; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

arm to boat



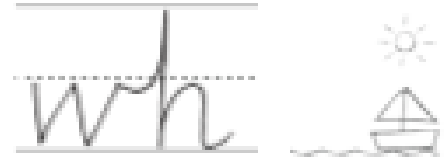
arm to sun



washing line to boat



washing line to sun



# Maths

Our maths lessons will follow the Year 3 National curriculum objectives. However, before focusing on the Year 3 objectives we will spend time revisiting the learning from Year 2, ensuring that the children are secure with this before moving on. This will be very responsive, and we will move on as and when the children are ready.

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to ‘experience’ the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



# Maths

This term, will start by looking at place value, and then move onto the 4 operations. These are key to the children's understanding of other areas of maths. Here are the key place value and operations objectives that the children need to grasp by the end of Year 3:

Any support with these objectives at home would be hugely appreciated. If you would like any advice on what to help with or how to teach certain aspects, please let us know.

## **Y3 Number and Place Value**

***(KPI) count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number***

***(KPI) recognise the place value of each digit in a three-digit number (hundreds, tens, ones)***

***(KPI) solve number problems and practical problems involving these ideas***

Compare and order numbers up to 1000

Identify, represent and estimate numbers using different representations

Read and write numbers up to 1000 in numerals and in words

## **Y3 Addition and Subtraction**

***(KPI) 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

## **Y3 Multiplication and Division**

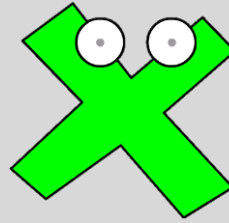
***(KPI) recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables***

***(KPI) 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



# Maths- Times Tables



Times Tables are the multiplication calculations for all numbers from  $1 \times 2$  to  $12 \times 10$ . Usually grouped by the number being multiplied. Children begin by learning the  $2x$ ,  $5x$  and  $10x$  tables, and the English curriculum requires that multiplication tables and the related division facts are known by heart by the end of Year 4. By the end of Year 3, the children should know their 10, 2, 5, 3, 4 and 8 times table, but we will not hold the children back if they are ready to progress further. From this year, there will be a new Multiplication Tables Check (MTC) which will test the children's times tables recall in the summer term of Year 4.

Year 1	Year 2	Year 3	Year 4
<i>count in multiples of twos, fives and tens</i> (copied from Number and Place Value)	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</i> (copied from Number and Place Value)	<i>count from 0 in multiples of 4, 8, 50 and 100</i> (copied from Number and Place Value)	<i>count in multiples of 6, 7, 9, 25 and 1 000</i> (copied from Number and Place Value)
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to $12 \times 12$

**Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.**

We will be teaching times tables for 15 minutes every day. The children have been assessed and grouped depending on which times table they are working on. The learning journey will start by looking at real world applications (e.g. what comes in 5's?), using concrete resources (e.g. cubes) to represent calculations and then onto looking at multiples on a counting stick.

This will help the children when they move onto becoming automatic with recalling times tables. We want to ensure the children know the times tables and are not just counting in multiples.

Any support with times tables at home would be hugely appreciated.

# PE

- Our PE sessions are scheduled for **Wednesday** and **Thursday**. Wednesday's session will be an indoor lesson and on Thursday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



# Things to Remember

## Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

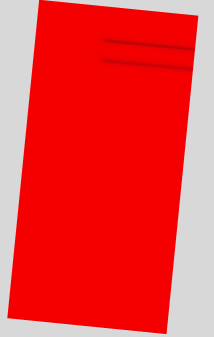
In KS2, the children can **change their choice book whenever they wish**. We will endeavor to remind the children daily to change their books if they need to.

We will be checking reading records every **Friday** to acknowledge any comments you have made



## Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in



## Home Learning

We love sharing home learning at school so please bring this in whenever you wish

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**



## Snack

In KS2, the children are no longer provided fruit at breaktime. Please send your child to school with a snack if you wish to, and we ask if this could still be a healthy choice

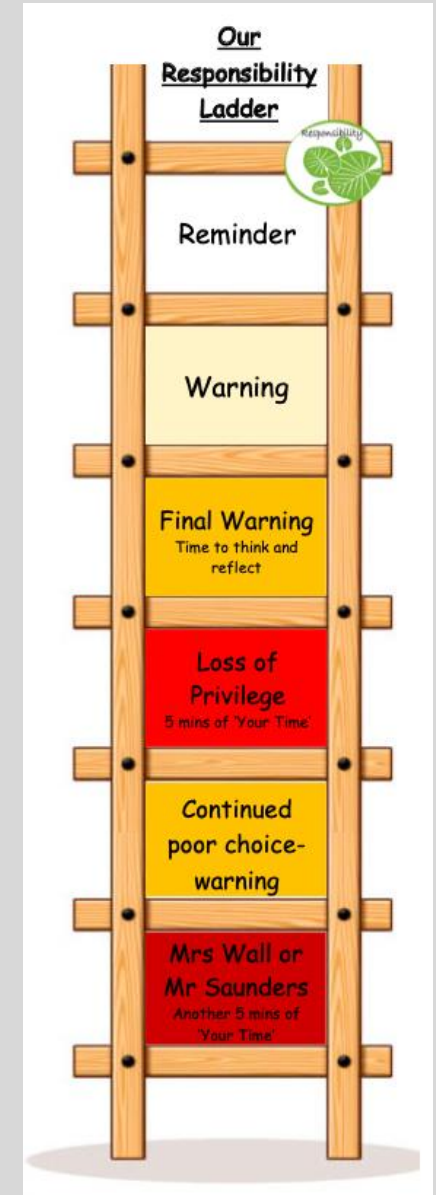




# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



# Self-Regulation

## 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE


## GROWTH MINDSET

- M** I'm motivated to learn
- I** I can achieve anything
- N** I notice and celebrate small wins
- D** I discover how I can do better
- S** I'll practice self-reflection
- E** I'll put in my best effort
- T** I trust my abilities

## STAR BREATHING



## SIZE OF THE PROBLEM

-  **Emergency**  
I AM IN DANGER OR HURT.  
I NEED IMMEDIATE HELP.
-  **Huge Problem**  
I AM ANGRY.  
I FEEL OVERWHELMED.
-  **Medium Problem**  
SOMETHING IS BOTHERING ME.  
I FEEL ANXIOUS.
-  **Small Problem**  
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**  
I CAN SOLVE THE PROBLEM QUICKLY.

## BREATHING EXERCISES



**BEE BREATHING**  
Take a deep breath and exhale through your nose while humming like a bee.



**CANDLE BREATHING**  
Take a deep breath and blow out the candle on the cupcake.



**DRAGON BREATHING**  
Take a deep breath and roar like a dragon to breathe out fire.



**BUBBLE BREATHING**  
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

# Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

<https://www.henburyview.dorset.sch.uk/page/?title=Year+3&pid=32>

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year3@henburyview.dorset.sch.uk](mailto:year3@henburyview.dorset.sch.uk)