



Welcome to Year 3

Meet the team

Class 7 Mrs Cooke, Mrs Patel and Mrs Ryding

Class 8 Miss Simmons (until Christmas), Mrs Watson and Miss Machin.



Aims of the session:



1. What does the Year 3 curriculum look like?
2. What does a typical Year 3 day look like?
3. What can I do to support my child at home?
4. House keeping and questions.



What does the Year 3 curriculum look like?

| Subject | Autumn 1 There's No Place Like Home – proud Preston | Autumn 2 Healthy humans | Spring 1 Rock and Roll | Spring 2 The Iron Man | Summer 1 What the Romans Did For Us | Summer 2 How Does Your Garden Grow? |
|--|---|--|--|--|--|--|
| Mathematics | Place Value and Mental Length and Perimeter Statistics Addition and Subtraction | Multiplication Tables x3, x4 Mental / Written Multiplication Mental/ Written Division Time 3D shape | Place Value Multiplication Fractions Division Volume and Capacity Volume, Capacity, Mass | 2D Shape Addition Subtraction Fractions Position and Direction Time | Addition and Subtraction Multiplication and Division 2D Shape Decimals place value 3D Shape | Place Value Mental Calculations Fractions Statistics Time |
| English | Folk Tales: Modern folk tales – The Lancashire Giant Biography | Fables: Aesop Poems with a Structure Persuasive Letters | Poems on a Theme Novel Stig of the Dump | Novel – Iron Man Recount: Diaries Discussion British value 4 – mutual respect | Playscripts Non-chronological Reports | Classic poetry Mystery / Adventure / Fantasy stories Explanations |
| Science | Animals including Humans – Skeleton and Movement | Animals – Health and Nutrition | Rocks and Fossil | Forces and Magnets | Light – Reflection and Shadow | Plants – Functions and Growth |
| Computing. | Computer Science – Discovery coding refresher Digital literacy – self image and identity Information Technology – computer systems and network | Digital literacy – online relationships Information Technology – creating media stop frames | Computer Science – discovery coding sequence and animation Digital literacy – online reputation and bullying | Computer Science Discovery coding conditional events Information Technology – Data information | Computer Science – Coding Lego Digital literacy – managing online information | Digital literacy – privacy and security Information Technology – creating media desktop |
| Religious Ed. | Christianity & God-How (and why) have some people served God? British values – Mutual respect and tolerance | Islam - Why is the Prophet Muhammad (pbuh) an example for Muslims? British values – Mutual respect and tolerance | Christianity & Jesus – What does it mean to be a disciple of Jesus? British values – Mutual respect and tolerance | Church- What do Christians mean by the 'Holy Spirit'? British values – Mutual respect and tolerance | Sikhism- Why are the Gurus important to Sikhs? British values – Mutual respect and tolerance | Hinduism dharma- Why is family an important part of Hindu life? British values – Mutual respect and tolerance |
| Foreign Lang. | J'apprends le Français | Les Animaux | Les Instruments | Les Glaces | Les Fruits | Les saisons |
| P.S.H.C.E | Family and relationship British Values – Mutual respect | Health and wellbeing British values – individual liberty | Safety and the changing body. British values – individual liberty | Citizenship British values Rule of law & democracy | Economic wellbeing British values –Individual liberty | <u>Transition</u> British Values – Mutual respect |
| Physical Ed. | Invasion games Basketball Swimming British Values – Mutual respect | Handball and Gymnastics British values 3 – Individual liberty & Mutual respect | Dance and striking and fielding -cricket British Values – Mutual respect | Creative games, tag and target British Values – Mutual respect | OAA & Teamwork and problem solving British Values – Mutual respect | Athletic activities British Values – Mutual respect |
| Theme Work (Art, DT, Geography, History, Music) | History: Local Area Proud Preston & Black History Week – Mutual Respect Geography: Proud Preston - The Region Where I Live (UK); OS mapwork plus fieldwork in the local area D.T: Food (A Simple Dish: The Eatwell Plate) British Values | | History: Ancient Britain – Stonehenge Geography: Volcanoes and Earthquakes Art: Sculpting Chris Mould and Wire sculptures D.T: Mechanical systems - levers and linkages British values 3 Individual liberty | | History: Roman Britain Geography: A Region in the UK - Lake District Art: Collage William Johnson D.T: Structures - Shell/frame Structures and <u>Strengthening</u> British values 3 Individual liberty | |



Home Reading in Year 3



In year 3, most children are secure in their phonics and are able to decode and read most words. Therefore, their reading books will no longer be based on a reading scheme but will be from a book band. Each child has recently been assessed and should be reading from a book band suitable for their ability.

Some children will still be receiving Phonics lessons. They will bring home a corresponding phonics level book.

Children should be taking these books home each night and returning them, along with a signed diary, each day. When reading at home, confident readers do not always need to read to an adult but we recommend at least once a week, with daily reading sessions being independent.

Less confident readers will benefit from reading to an adult who can help their child to decode words and discuss vocabulary and meaning. The greatest benefit will be to read to an adult daily.

Please sign their diary when they have read. Children whose diary is signed by an adult can change their book daily.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



We use VIPERS
questioning techniques
to help children to
understand the texts
they are reading.

Reading for Pleasure.



We do a lot of work in year 3 encouraging children's reading for pleasure. In year 3, most children will be ready to independently read books with short chapters. Some will not be ready and this is fine. It is very important that children are exposed to a wide variety of books.

Reading to your child is still very beneficial.

You can find advice about reading from:

<https://www.lovereadng4kids.co.uk>

<https://home.oxfordowl.co.uk/reading/reading-age-7-8-year-3>

ADDING 10 MINUTES A DAY TO A CHILD'S READING MAKES A BIG DIFFERENCE OVER THE YEAR.

A COMPARISON OF YEAR 5 CHILDREN



*Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1998)

DID YOU NOTICE?

THE MORE MINUTES CHILDREN READ PER DAY, THE MORE FLUENT THEIR READING BECOMES.
FROM 5 MINUTES TO 15 MINUTES PER NIGHT THERE IS AROUND

A 200% INCREASE IN WORD EXPOSURE OVER ONE YEAR!





Times Tables Practice.

The year 2 expectation is that all children should be able to instantly recall 2, 5 and 10 times tables.

The year 3 expectation is that all children should be able to recall 3, 4 and 8 times tables.

In year 4 the children are expected to recall all times tables up to 12 x. There is a government multiplication check in year 4.

Each week, the children have the opportunity to earn their times tables badges. They are doing this at their own level and there is no pressure.

<https://ttrockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

| Times Tables 1 to 12 | | | |
|---|---|---|--|
| Times 1 1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12 | Times 2 1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24 | Times 3 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36 | Times 4 1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48 |
| Times 5 1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60 | Times 6 1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72 | Times 7 1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84 | Times 8 1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96 |
| Times 9 1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108 | Times 10 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120 | Times 11 1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132 | Times 12 1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144 |

Spellings



Each Friday, the children will be given a set of spellings to learn from Spelling Shed.

These words will be tested the following week (Friday am)

All children are taught the Year 3 spelling rules and each list of spelling conforms to that rule, however, some children will have individual spellings for their spelling test.



PE

Our Children will get two sessions each week. The day may change each half term. Please ensure all PE kits are in school on the first day of each half term. Children are responsible for their own belongings. Please ensure their name is in their PE kits. Long hair needs to be tied back and earrings need to be taken out.

We are going swimming in **this half term!** Please ensure you return any medical or goggle forms asap. Earrings must be removed before school. Religious bracelets must be covered with an elastic wrist band. Children will need to be able to dress themselves.





What does the Year 3 day look like?

Morning sessions include: An assembly, Maths, Guided Reading, Spellings, Handwriting Practice, Grammar and English.

Break time - 11am-11.15am (they may bring some fruit)

Lunch Time - 12.30-1.30pm

Afternoon sessions include: Science, PE, French, ICT, History, Geography, RE, PSHE, ART, MUSIC, intervention groups and reading for pleasure!

Break time - Daily mile track when children are ready for a break.

Home time - 3.25pm from our classroom door



Lunches

Lunches are no longer free in KS2 but can be ordered for all small cost.

If your children requires a school lunch then they must be ordered and paid for via the App. Please help your child to choose to ensure they are happy and can remember what they have ordered.

Packed lunches - We kindly request that you ensure there are no nuts in your child's lunch. This includes Nutella or any other nut based spread or treat. Sweets and fizzy drinks are not allowed.

A separate water bottle from their class water bottle must be in their lunch box.



Snacks and water bottles

Children may bring in a piece of fruit **only** for morning break.

We respectfully ask that no nut products are brought in as we have a number of children / staff with severe allergies.

Children do get thirsty throughout the day so a water bottle is essential each day. This will then be taken each home each night to be washed and re-filled.



Forest School

Children have benefitted from exploring the outdoors during Forest School sessions this half term.

Apologies for the date change:

Class 7 - Tues 19th, Wed 20th, Tues 26th and Wed 27th.

Class 8 - Tues 3rd, Wed 4th, Tues 10th and Wed 11th.

This is to accommodate swimming.



Uniform



Our uniform policy is on the school website for your reference.

SCHOOL UNIFORMS

We encourage the wearing of school uniform to develop a sense of belonging and pride in our school and we ask parents to support us in this regard. Queen's Drive children are always well presented and we are extremely proud of this aspect of our school life. Please read our current School Uniform policy for full details.

Our uniform is as follows:-

Winter

*A school sweatshirt or cardigan with a yellow polo shirt.
Grey trousers or school skirt.*

Summer

*Yellow polo shirt.
Grey short trousers or school skirt.
Blue gingham summer dress.*

Socks/Tights

Socks should be charcoal grey in winter or white in summer. Tights should be charcoal grey in winter, and white in summer.

Shoes

Shoes should be black, sensible 'school' shoes and not trainers, boots or open-toed sandals.

Hair - no extremes of style, shoulder length must be tied back.

Jewellery - One plain stud (no crystals etc). Must be removed for PE and swimming.

How can I support my child?

1. Reading
2. Spellings
3. Times tables practice.
4. A breadth of experiences.

Read to your child and with your child...





Media Consent and medical

Media consent forms are due to be reissued soon.

Please inform the office if there are any changes to medical needs and medicines. Medicine can only be given with the correct paperwork.

If your child is absent, then please ring the office on each day they are off school.

Getting in contact



If you need to speak to us or make an appointment then please email secretary@queensdrive.lancs.sch.uk and the message will be forwarded to us.

Alternatively you can speak to us at the end of the school day when you collect your child.

Seesaw will be used for homework and not as a messaging service. Any important messages will be sent out via Parentapp. If you do not have access to it then please speak to the office.

Parents' Evening - Informal chat and book look in October. Formal parents' Evening in the summer term. Details to follow.

House keeping and Question time

1. Bring your coat, reading book, diary, bag, fruit and water bottle everyday to be kept in class.
2. Lunches - Packed lunch or school dinner for a small charge
Snacks - fruit only.
3. Please ensure ALL items of clothing are clearly labelled with uniform looking smart.

Any questions?