

Maths Lessons

Maths will be taught in mixed ability classes and will cover the breadth of the curriculum expectations. 'Fast maths' will also happen daily but outside of the maths lesson. This will focus on the children achieving mastery across some fundamentals, which will hopefully ensure that they make better progress overall. Fundamentals refer to addition of two 1-digit numbers and times tables with the main aim being accuracy, followed by speed.

Please help your child by asking them to recite their times tables frequently and asking quick fire questions on table facts and the associated division fact. If this is a challenge at this point then basic counting and adding of 1 and 10 to 2 digit numbers or counting in 2, 5, 10 would be highly beneficial.



Year 3 Newsletter Autumn Term 2016

Roald Dahl

Guided reading:

Guided reading sessions will take place 4 times a week, as well as five English lessons. During these sessions, children will take part in focused reading activities to develop their understanding of different text types and become immersed in a class text. They will be encouraged to ask questions about what they are reading, predicting and interpreting meaning, as well as encountering new vocabulary.

Library

Children are allowed to take home their two library books and are expected to read daily for 10 minutes, recording their independent reading as SSR (Sustained Silent Reading) in their homework diary. Despite children being encouraged to read independently for enjoyment, it is also essential at this stage that they read every night with an adult. This is to provide them with support to correct their reading errors, improve their fluent and accuracy and allow questions to be asked of them to check their comprehension of what they are reading.

Phonics:

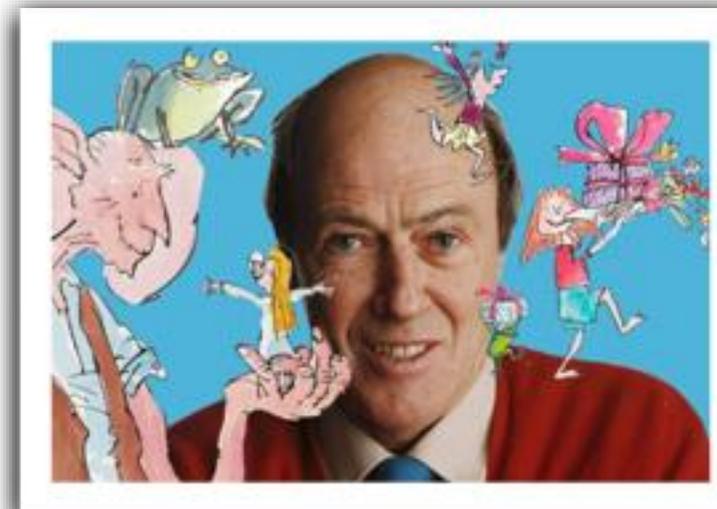
All children have been reassessed on their phonics and have been grouped according to their specific needs. Phonics takes place 4 times a week in the morning for 25 minutes before guided reading. Children will be focusing on recapping the sounds and basic spelling patterns needed for their phase and will be moved fluidly between the phases as they progress. It would be appreciated if you could practise the alphabet with your children ensuring they know the sounds and letter names as well as encouraging them to apply their phonics by segmenting and blending words when reading and spelling.

Homework:

Pupils are expected to read regularly and to record their reading as detailed above. Spellings will be learnt as part of the children phonics teaching and through fast spelling initially. Fast spelling allows the children to practise rewriting their spellings in a given time to improve accuracy and speed. These may be sent home and times to practise if children are still finding them a challenge.

Homework will be given in the form of a project each half term that is closely linked to, and enhances, what they are learning in school. Guidance will be issued to support the project and teachers are available to give advice when needed. If your child wishes to use the school computers, internet access and resources during their break times they are more than welcome. Please encourage them to ask their teacher if this is the case.

Your son or daughter will bring home a homework diary where notes to and from school can be recorded.



Please speak to your child's class teacher, in the first instance, or the year manager if you have any concerns or problems and we will do our best to solve the issue promptly.

Please read this guide carefully. It is intended to help you to assist your son or daughter with their studies and is an extension of our home-school partnership. In such a small leaflet we can only give a brief outline but we hope it will give some idea of the areas that we shall be looking at this term.

YEAR 3 STAFF

Nightingales - Miss Meikle - Year Manager

Wrens - Mrs Timmins

Sparrows - Mrs Hunt

Robins - Mrs Williams

Blackbirds - Mr Dobson



Mathematics:

The current curriculum for Maths contains a higher percentage of number work and more focus on using and applying what the children can do mathematically in investigations and problem solving scenarios. This term will mainly consist on number work from understanding the value of digits in our place value work, ordering and comparing numbers and rounding numbers, as well as understanding how to use tools to support our learning. Most children are expected to be able to partition numbers, add and subtract 1, 10 from any 2 digit number and count in multiples of 2,5, and 10 by the end of year 2 so please reinforce the with your children.

Topic Work:

This year our curriculum will be 'Topic' Based, enabling the children to make more meaningful links between their learning across different parts of the curriculum. Sometimes a topic will last all term, and others will form half or part of a term. This half term our focus has been on 'Roald Dahl'. This will involve a wide array of activities including making chocolate and designing the packaging for it. Children will also be learning about where chocolate comes from and identifying different areas on a map using an atlas. This will then be advertised by the children using persuasive language. Children will also get to write book reviews and create drawings in the style of Quentin Blake!

Games and P.E. will focus on Invasion games - netball and basketball

Core Learning - Being a good team member and how to work effectively as a team.

PHSEE curriculum, this will be mainly embedded within other lessons.

Geography/History -

Chocolate - which countries grow chocolate? How is it made? How is it packaged and distributed?

Science: Changing state linked to chocolate

ICT Importing images/presenting in pages

ART - Sketching skills in the style of Quentin Blake



Here is a brief outline indicating what your son or daughter will be learning this term in the various subject areas.

English:

Much of the English work will be directly related to their topic on Roald Dahl which will also involve work on 'Chocolate'. Daily work on handwriting and grammar will be integrated into the sessions in order to provide the children with a balance of text, sentence and word level learning. Handwriting will be a key focus in the beginning in order to encourage the children to improve their fluency, legibility and speed in writing.

Spelling

* to recap areas from the National Curriculum for Year 2 that have not been retained.

* to learn the recommended spelling patterns in the National Curriculum for Year 3

Grammar

* reinforcing non-negotiable: capital letters and full stops

* introducing the use of new punctuation: !? "" , in a list

* improve understanding of word types: nouns, verbs, adjectives, connectives

* introduce the use of a thesaurus and dictionary in order to expand and improve vocabulary