

# Parent information session

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Welcome!

# Adults who will be working in Year 3

- Miss Goodwin

Class teacher



► Miss Pullan

Teaching assistant



# Everyday information

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- Indoor and outdoor shoes
- Water bottles
- Snacks – different to Year 2
- Less reliance on sheets
- Label all uniform
- School doors open at 8:40am and close at 8.45am
- Home time: doors open at 3.10pm

# (Typical) Weekly Timetable

	8.40 to 8.45am	8.45am to 9.45am	9.45am to 10.00 am		10.15 to 11.15am	11.15 to 12.05pm (50m)		12.55pm – 1.55pm	1.55pm – 2.50pm (45 m)	2.50pm to 3.10pm
Monday	Registration	Writing LO: To use speech	Assembly	Break	Maths LO: To partition numbers to 100	Reading LO: To make predictions about a character and their role	Lunch	PSHE LO: To explore conflicts with friends	PE	Teacher read
Tuesday		Spelling test  Ukelele			Writing LO: To understand activities of the Stone Age	Maths LO: To use a number line to 100		Science LO: To observe if all rocks are waterproof	History LO: To order events in the Stone Age	Vocabulary
Wednesday		Writing LO: To write a letter	Assembly		Maths LO: To use 100s	Handwriting (15m) <u>Spellings</u> (20 m) TTRS (15m)		Science LO: To test rocks and their hard and soft properties	Computing Connecting computers	Fluency
Thursday		PE	Assembly		RE  Class novel	Writing LO: To describe actions creatively		Maths Maths LO: To represent 1000	Handwriting (15m) Spellings TTRS	Comprehension
Friday		Reading LO: To summarise main events	(9.30 to 10am) Celebration Assembly		Maths LO: To partition	Spanish		Handwriting (15m) Spellings (20m) TTRS (10m)	Art LO: To explore the work of Degas	Teacher read

Four writing lessons

Four/ five maths lessons

Seven reading-based lessons including class novel time

PE twice a week: Monday and Thursday

Ukelele

A focus on handwriting, timetables and spelling

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	Stone Age to Iron Age		Ancient Egypt			
<b>Geography</b>			Climate Zones		South America (rainforest)	
<b>Science</b>	Rocks, soils and fossils	Light and shadows	Forces (friction and magnets)	Animals including humans (movement and nutrition)	Plants (flowering plants)	Plants (flowering plants – life cycle)
<b>English (writing)</b>	<b>Theme:</b> Stone Age / Rocks  <b>Key texts:</b> Stone Age Boy (Sitoshi Kitamura) The Fossil Hunter (Kate Winter) Good Hope – poem (Benjamin Zephaniah)  <b>Key outcomes:</b> Adventure narrative Diary entry Poetry	<b>Theme:</b> Stone Age / Rocks  <b>Key texts:</b> Stone Girl Bone Girl (Laurence Anholt) The Street Beneath My Feet (Charlotte Guillian)  <b>Key outcomes:</b> Narrative Hybrid information text	<b>Theme:</b> Egyptians  <b>Key texts:</b> Mummies Unwrapped (Tom Froese) Secrets of a Sun King (Emma Carroll)  <b>Key outcomes:</b> Non-chronological report Newspaper report	<b>Theme:</b> Egyptians  <b>Key texts:</b> Secrets of a Sun King (Emma Carroll) Zeraffa Girraffa (Diane Hofmeyr)  <b>Key outcomes:</b> Suspense Narrative Diary entry	<b>Theme:</b> Rainforest  <b>Key Texts:</b> The Wild Robot (Peter Brown) The Great City (Harold Monro)  <b>Key outcomes:</b> Film set description Instructions Poetry	<b>Theme:</b> Rainforest  <b>Key texts:</b> Let's Save the Amazon (Catherine Barr & Jean Claude) The Great Kapok Tree (Lynne Cherry)  <b>Key outcomes:</b> Hybrid information text Persuasive writing
<b>Maths</b>	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Measure (Length and Perimeter)	Fractions Measure (Mass and Capacity)	Fractions Measure (Money) Measure (Time)	Measure (Time) Geometry (Shape) Statistics
<b>PSHE</b>	Families and relationships Zones of regulation	Health and wellbeing	Citizenship	Economic wellbeing	Safety and the changing body	Transition

<b>Religious Education</b>	How do Jews use stories to remember God's covenant?	Why do people follow inspirational leaders?	How do the 5 pillars help Muslims to lead a good life?		How do different people express spirituality?	
<b>Art</b>	Gestural Drawing with Charcoal (Drawing, Sketchbooks)		Working with Shape and Colour (Printmaking (Stencil/Screen Print), Collage)		Telling Stories through Drawing and Making (Drawing, Sculpture, Sketchbooks)	
<b>Design Technology</b>	Cooking (Dips and Dippers)		Structures (Desk organiser or pencil case)		Textiles (Soft toys)	
<b>Computing</b>  <i>Online safety lesson is taught at the beginning of every half term.</i>	Beliefs, opinions and facts on the internet  Connecting computers	Who should I ask?  Stop frame animation	When being online makes me upset  Introduction to the Micro:bit	Sharing of information  Branching databases	Rules of social media platforms  Events and actions in programs	Recap on online safety taught throughout the year  Desktop Publishing
<b>Spanish</b>	Presenting Myself (Retrieval from EYFS & KS1)	CULTURAL LESSONS ('La Tomatina' festival)	Dates (La fecha) (Retrieval of numbers)		What's the weather like? (Que tiempo hace?)	
<b>Music</b>	Ukelele & Singing	Ukelele & Singing	Ukelele & Singing	Ukelele & Singing	Ukelele & Singing World Music	
<b>PE</b>	Real PE (Unit 1 – Personal)  Hockey	Real PE (Unit 2 – Social)  Dance	Real PE (Unit 3 – Cognitive)  Gymnastics (floorwork)	Real PE (Unit 4 – Creative)  Gymnastics (apparatus)	Real PE (Unit 5 – Physical)  Rugby	Cricket  Athletics / OAA



# Reading

- Reading - books sent home weekly and must be returned – your days
- A book should be returned for another book to be sent out
- Please read with your child as often as you can, daily if you can
- Fluency lessons - assessments and books to come home
- Individual phonics support if needed

## Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



## Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



## Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



## Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



## Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



## Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?

• How has the author made you feel happy/sad/angry/frustrated?



# Spelling

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- An hour a week in school
- A weekly test in school
- Handwriting homework with spelling words with a focus on handwriting
- Homework set at the stage your child is working towards, they will complete stage 3 and any other stages they need



# Handwriting

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- Cursive handwriting through weekly lessons
- Pen license will be given when they are showing **consistently** neat writing
- Book expectations



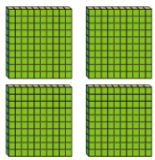
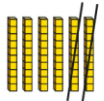



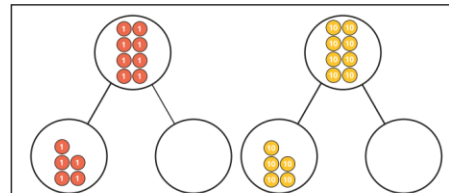
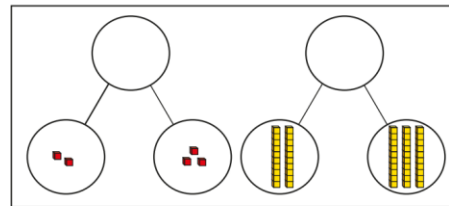
# Maths

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- White Rose Maths
- Number knowledge will increase and focus on numbers up to 1000
- Multiplication - 2, 3, 4, 5, 8 and 10 times tables
- TT Rockstars – I can tell you where your child is if you are unsure in terms of progression.
- government checks Year 3

# Maths – language and method

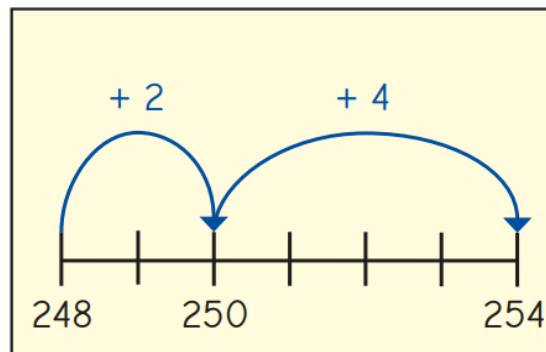
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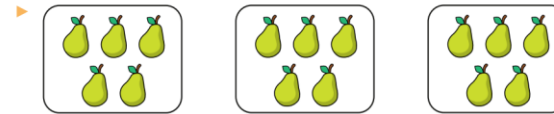
8	
	2

80	
	20





There are \_\_\_\_\_ equal groups with \_\_\_\_\_ in each group.

There are \_\_\_\_\_ altogether.



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

ADDITION		SUBTRACTION	
add plus and total		increase more sum together	take away minus less reduce remain
			take from fewer take difference how many more
MULTIPLICATION		DIVISION	
multiply times product multiplied by		groups of lots of doubled	divided by share divide
		time	divisible by group each share equally



# Useful websites

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- Reading: <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/>
- Reading : <https://www.booksfortopics.com/booklists/recommended-reads/year-3/>
- Please do check what we are reading in class, too!
- Maths: <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Maths support: <https://polypad.amplify.com/p#solids>
- Internet safety: <https://www.childnet.com/resources/online-safety-activities-you-can-do-from-home/for-3-7-year-olds/>

# Homework

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- Set on a Monday
- Spellings on Spelling shed
- Mathletics – 2 to 3 tasks – they can go ahead but they may find this tricky
- Interaction on TTRS
- Topic grids – geography, science and history focus
- Daily reading at home
- Log ins
- Please do ask me if you need any support and I am more than happy to help!



# Behaviour

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- Class targets and visions
- Pupil and teacher promises
- Ask, tell, consequence
- Restorative practice
- Class dojos
- Star of the week

# Emotional wellbeing

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- Zones of regulation curriculum
- Check in boards and display boards
- Calm corner
- Adjustments and staff support
- Please do speak to me or Mrs. Cordingley or Mrs. Benning



# Contacting teachers

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Parents should contact the school office if wishing to contact teachers via email as this is monitored daily.

[school@adelprimary.org.uk](mailto:school@adelprimary.org.uk)

# Class assemblies/shows

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- Thursday 16th January – class show
- Thursday 22nd May – class show
- Friday 13th December – festive show



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*Any questions?*