



# How to help your child in Year 3

# Meet the Year 3 Team

Mrs Hover  
Class Teacher  
(Monday- Wednesday & Friday)

Mrs Leake  
Class Teacher  
(Thursday)

Mrs Ashley Cooper, Mrs Betts, Mrs Hilsden  
and Mrs Jones  
Teaching Assistants

# Additional Teachers

Mr Bell - Gymnastics  
Mr Hadfield - Forest School  
Mrs Atfield - Volunteer  
Dr Bob Mauger - Volunteer  
Mrs Hegab – Trainee Teaching Assistant  
Music For Life Teachers

## Settling into Year 3

Year 3 can feel like a big step for the children as they enter Key Stage 2. In the first few weeks, we will be settling them into their new timetable and helping them to find their feet in a new classroom. However, the children will be familiar with our whole school approaches such as **the way we teach English and Maths**, our **school values** (CARE) and **The Zones of Regulation**.

For all of the Year 3 children, we aim to encourage **independence**, build **confidence** and develop **resilience** during this first half term and throughout the year.

## A typical morning in Year 3

Morning Challenge & Registration (8:50am)

Maths lesson

Spelling lesson

Playtime & Snack - toast or a piece of  
fruit/vegetable from home (10:30am -15 mins)

English lesson

Thursday – Reading & History/Geography

Lunchtime (12:10pm - 1hr)

## A typical afternoon in Year 3

Lessons vary in the afternoon

Science; Art/D&T; Computing, PE; My Happy Mind;  
French; PSHE

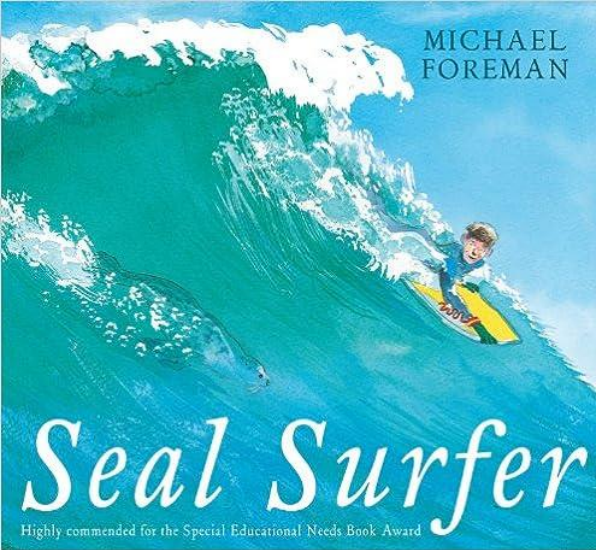
Short comfort break

KS2 Singing Assembly (Thursday)

Whole School Assembly (2:45pm Monday & Friday)

Show & Tell (Friday)

Home time 3.20pm



# English

We use high quality texts.

We focus on one text each half term.

There is lots of discussion and exploration of the text and throughout the half term, the children practise several Mastery Keys through lots of short writing activities.

These lessons and activities build up to a longer final write at the end of the half term where we can see if the children can apply these Mastery Keys independently.

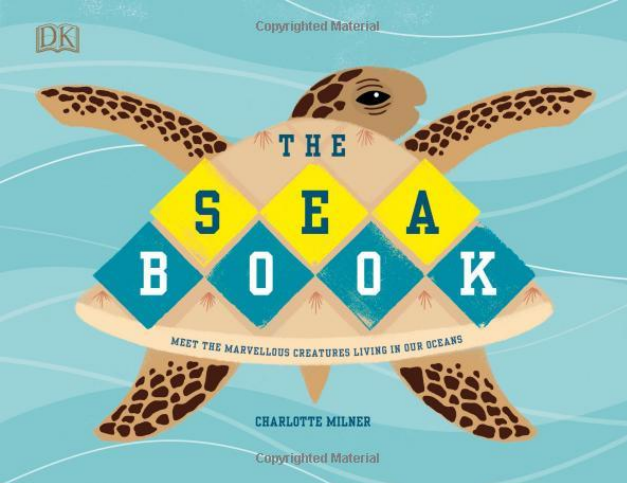


## → Mastery keys

(year group national curriculum expectations)

- **Group related ideas into paragraphs**
- **Build a varied and rich vocabulary**
- **Use prepositions to express time, place and cause**
- **Introduce inverted commas to punctuate direct speech (one session)**





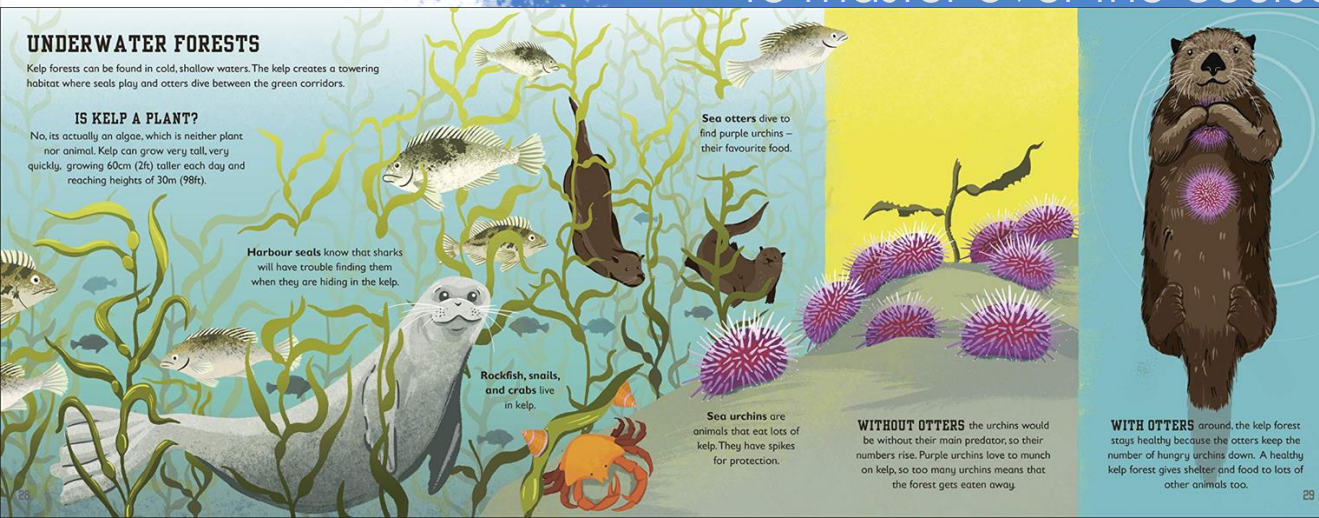
# Reading



We read and discuss another high quality text that links with our text in English.

Core skills - prediction, vocabulary development and retrieval

Mastery skills - 2-3 objectives are focused on for pupils to master over the course of the half-term



## Mastery keys:

### Lessons 1-4

- ➡ Identify main ideas drawn from more than one paragraph and summarise
- ➡ Identify how language, structure and presentation contribute to meaning

## Break Letters

Letters can join to these letters but  
they don't join to another letter

g j y q x

Letter which is never joined to or from

z



# Handwriting

We will begin Year 3 by practising how to form letters correctly. It is important that the children are starting and ending individual letters in the correct place.

We will then teach your child how to join their letters. This includes teaching which letters we join and which letters remain unjoined.

We will also do our best to support children with the correct pencil grip.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

# Spelling

- There will be three Spelling lessons taught each week.
- We begin by revisiting spellings from Year 2 using the Spelling Units from the Little Wandle scheme.
- We then move to use Spelling Shed which is continued until the end of Year 6



To be able to spell words with multiple sound-spelling patterns

To spell words with open and closed syllables

This week's words: frozen, tomato, donate, prevent, coconut, basic, until, enable, united, capable



Etymology

Where does the word *tomato* come from?



1.4



The word *tomato* comes from the Spanish word *tomate*. It was most likely changed to look more like the word *potato*.



The word *tomate* came from the Aztec word *tomatl* meaning *swelling fruit*. *tom-* came from the word *tomahuac* (meaning fat); *-atl* (meaning water).

## FUN FACTS:



The French called the tomato the *pomme d'amour*, or the *love apple*, for their belief that the exotic tomato had the power to strengthen relationships.

Many English words have come from the Aztecs, such as *coyote*, *avocado*, *chili*, and *chocolate*.



While the botanical definition of a tomato is a fruit, it is culturally and LEGALLY known as a vegetable! In a taxation issue in 1883, a court ruled that popular perception and usage (served with dinner, not dessert) deemed it a vegetable.

I can check the spellings of the most common words														
<b>A</b>	better	dragon	friends	he's	liked	<b>N</b>	pulled	some	thought	went				
about	birds	door	from	him	little	narrator	put	something	three	what				
across	boat	down	for	home	live	need	<b>Q</b>	soon	through	when				
after	book	duck	found	horse	long	never	queen	still	time	which				
again	box	<b>E</b>	fox	house	look	new	<b>R</b>	stop	told	white				
air	boy	each	<b>G</b>	I	looked	next	rabbit	suddenly	took	who				
along	<b>C</b>	eat	garden	I'll	looks	night	really	sun	town	why				
animals	called	eggs	gave	I'm	looking	<b>O</b>	right	tree	will	wind				
another	came	even	giant	inside	looks	old	river	two	would	window				
any	can't	ever	girl	into	<b>M</b>	once	room	tea	under	wish				
are	children	every	going	I've	made	one	round	tell	use	work				
around	clothes	everyone	gone	J	magic	only	<b>S</b>	than	useful	work				
asked	cold	eyes	good	jumped	make	our	said	that	you	would				
away	come	<b>F</b>	grandad	just	many	out	saw	that's	<b>V</b>	<b>Y</b>				
<b>B</b>	coming	fast	great	<b>K</b>	may	over	say	them	very	you				
baby	could	feet	green	keep	miss	<b>P</b>	school	then	<b>W</b>	Monday				
back	couldn't	fell	grow	key	more	park	sea	these	want	Tuesday				
bear	cried	find	<b>H</b>	king	morning	people	see	she	wanted	Wednesday				
because	<b>D</b>	first	hard	know	most	place	she	they	was	Thursday				
been	dark	fish	have	<b>L</b>	mother	plants	shouted	thing	water	Friday				
before	didn't	floppy	head	last	mouse	play	sleep	things	way	Saturday				
began	different	fly	help	laughed	much	please	small	think	well	Sunday				
best	don't	food	here	like	must		snow	this						



# Spelling

The children will have their own personal spelling log with words they struggle to spell correctly and they will continually refer back to this when writing.

- In class, we have word mats to help the children when they are writing and we also use Junior Dictionaries.
- The website <https://www.dictionary.com/> may be helpful when completing homework and these word mats (Spelling tab - Class Page).

Little Wandle Phonics 'Grow the Code'

<b>S</b>										
s	tt	pp	nn	mm	dd	gg	ck	rr	h	
ss			nn	mm		gg	ck	rr		
c			kn	mb			cc	wr		
ce			gn				ch			
st										
sc										
b	ff	ll	j	v	w	x	y	z	qu	
bb			g	vv	wh			zz		
	ph	al	dge	ve				s		
			ge					se		
								ze		
ch	ch	th	ng	nk	a	ea	y	o	u	
ch	ti							a	o	
ture	ssi							a	o	
	ci							ou		

					yoo		
al	ee	igh	oa	oo	ue	oo	ar
ay	ea	ie	o	ue	u	u	a
a	e	i	o	u	u	u	al
a-e	e-e	i-e	o-e	u-e	u-e	u-e	
eigh	ie	y	ou	ew	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er			ere	are	su	
au	ir			eer	ere	si	
oor	or			ear	ear		
al							
a							
oar							
ore							

\*Depending on regional accents

We teach a Mastery approach - depth not breadth.

# Maths



## PRIMARY MATHS SERIES – YEAR 3 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 1000 LESSON BREAKDOWN	Measurement: Length LESSON BREAKDOWN	Statistics: Pictographs and Bar Graphs LESSON BREAKDOWN
Week 2			Fractions, Decimals and Percentages: Fractions LESSON BREAKDOWN
Week 3	Measurement: Mass LESSON BREAKDOWN		
Week 4	Measurement: Volume LESSON BREAKDOWN		
Week 5			
Week 6	Mid-year (A) Tests and Remediation		
Week 7	Calculations: Addition and Subtraction LESSON BREAKDOWN	Measurement: Money LESSON BREAKDOWN	Geometry – Properties of Shapes: Angles LESSON BREAKDOWN
Week 8			Geometry – Properties of Shapes: Lines and Shapes LESSON BREAKDOWN
Week 9	Calculations: Multiplication and Division LESSON BREAKDOWN		
Week 10			
Week 11		Measurement: Time LESSON BREAKDOWN	Measurement: Perimeter of Figures LESSON BREAKDOWN
Week 12	End-of-year (B) Tests and Remediation		

### Lesson Structure:

- Explore problem - lots of discussion in pairs using Maths equipment & whiteboards.
- Share our ideas & discuss as a class
- Journal - independently
- Read our textbooks together
- Complete the workbook independently
- Activities are then adapted to support or provide extra challenge.

# Feedback



## Maths:

- ✓ Correct
- Incorrect answer
- Ⓝ Next step
- VF Verbal feedback

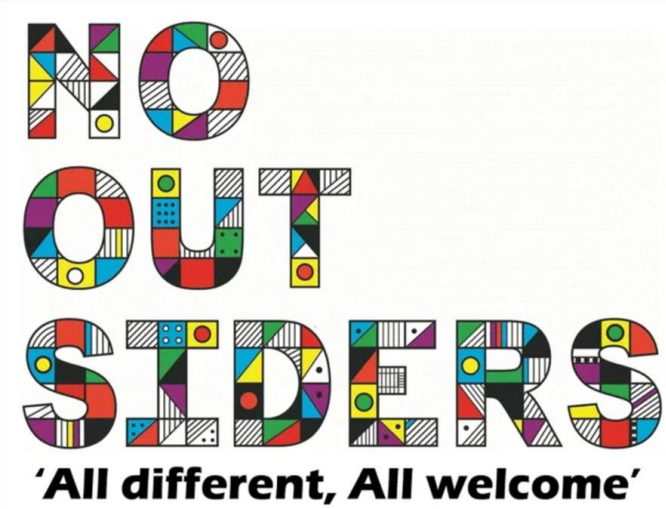
## Other Books:

- ✓✓ Very good understanding/example
- ✓ Correct
- P Punctuation Error
- G Grammar Error
- Green Highlight** Spelling correction
- ^ Missed word
- - - - Improve word
- Ⓝ Next step
- VF Verbal feedback

*Please edit and make corrections using blue pen.*

# Feedback

- Verbal Feedback within the lesson
- Going through the answers together - particularly in Maths
- Children responding to marking codes
- Increasingly in Year 3, children will be expected to reread, edit, evaluate and improve their own work (modelled and supported).
- Teacher assessment takes place during and after the lesson so we can build a picture of each child's understanding and we are aware of which children need support and which children need challenging further.



# Science, RE & the Wider Curriculum

Science; RE; Geography/History; Art/D&T; Computing; Music; PE & Forest School; French; My Happy Mind & The Zones of Regulation; No Outsiders

Each half term we will update the Year 3 Class Page on the Oldfield website.



Zones of Regulation			
Blue	Green	Yellow	Red
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space



# Trips & Experiences



# PE & Forest School

This half term, **PE will be on Tuesday afternoon** (Swimming/PE with Mrs Hover) & **Friday morning with Mr Bell.**

- Children will need to come into school in their school PE kit.
- Please try to remember to tie long hair back & take earrings out unless newly pierced.
- The children will be outdoors for PE as much as possible – they can wear tracksuit bottoms as part of their kit.

## **Forest School: Friday 3rd October**

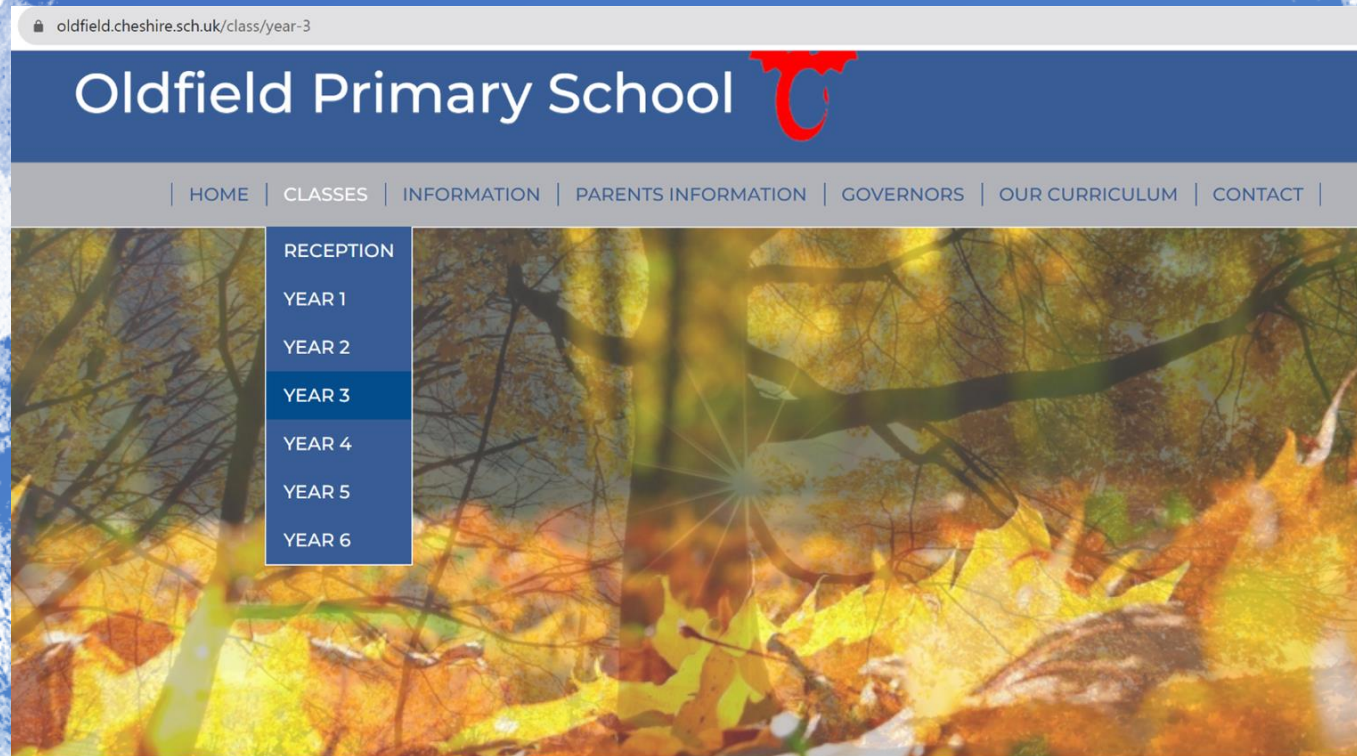
Please ensure that your child has appropriate clothing...long sleeves, layers, waterproofs, wellies/outdoor shoes, indoor shoes and hair tied back.

Please label everything for swimming.





# Where to find information



Year 3 2023 - 2024

Mrs Hover

Mrs Leake

Class Page

Newsletter

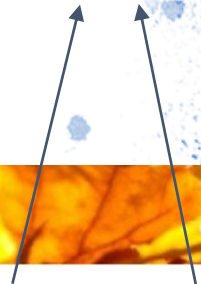
Whole school/Y3  
emails & text  
messages  
through School  
Spider

# Homework

Homework is one task linked to our learning in school that week - either English, Maths or from the Wider Curriculum. It should take your child about 20 minutes and should be able to be completed independently or with some adult support. When your child is completing their homework, please encourage them to present their work neatly.

**Homework will be set on a Friday and is due on the following Wednesday.**

Click on the **Handwriting & Spelling tab** with information to help your child when completing their homework e.g. word mats



Maths Reading Handwriting Spelling

Year 3 2023 - 2024



# Reading

## Reading remains the priority

To place greater emphasis on reading, we are changing our homework for Years 3 and 4. Children will now have one set homework task each week, in addition to their regular times tables practice.

Please ensure your child reads at **least three times a week for a minimum of 10 minutes**. This should be their **banded reading book** from school as they are carefully structured to **support reading development**. Please **sign and date their reading record** after each reading session (a comment is optional).

We will check reading records each week.



It is so important our children are confident readers by the time they leave Oldfield.

According to studies, the reading age required to understand many GCSE papers is now around 15 years and 7 months.





Each term, we order books for our reading corner from the Education Library which the children help to choose.

# Reading

## Reading remains the priority

We also encourage all the children to choose books to **read for pleasure**. Click on the **Reading tab on our Class Page** for lots of book ideas or come and chat to us for some book recommendations. There is the Great Boughton Library on our doorstep and lots of books in our reading corner which the children are always welcome to take home.

Feel free to record these in their reading record too.



Click on the Maths tab  
for further games.



# Times Tables

Please also help your child to practise their times tables each week. Questions, chanting and Times Tables Rockstars are all good ways to learn (regular short bursts are the best way!)

The children need to have a rapid recall of their 2x, 5x and 10x tables learnt in Year 2. Then they need to learn their 3x, 4x, 8x tables which are our focus times tables in Year 3.

We will spend some time practising in school and soon we will have a weekly times table test on a Friday.

Children will all begin on x2 tables and progress through x10, x5, x3, x4 and x8 by the end of the year.



# How else can you help?

In KS2 we actively promote independence.

It would be helpful for pupils to practise the following skills at home:

- Tie their shoe laces
- Draw straight lines using a ruler
- Cut out neatly with scissors
- Tell the time on a digital and analogue clock

# General Information

- Please let the office or us know if there is any change as to who is picking your child/children up.
- If your child needs to take medication during the school day, please complete a form at the school office. Please make a note of the expiry date.
- Update permission for photographs to be used on our website/media if necessary.
- Snack - Toast is 25p a day. Please book your snack on Parent Pay for the week ahead. You could also supply your child with a piece of fruit/vegetable.

# School Uniform

- Please support us by sending your children in the correct school uniform including PE kit. This is outlined on the school website.
- **Please label ALL uniform including PE kit and coats.**
- No jewellery other than stud earrings and a smart and sensible wrist watch.
- Please make sure your child has a waterproof coat each day as we go outside during playtimes in most weather conditions.



# Thank you for listening!

Don't hesitate to pop in with any worries, concerns or updates.

The Year 3 team are always available to speak with you before or after school or alternatively please email us. Sometimes we don't pick up emails in the morning so if it is urgent, it is best to phone or email the office if you can't speak to us directly.

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**[jennifer.leake@oldfield.cheshire.sch.uk](mailto:jennifer.leake@oldfield.cheshire.sch.uk)**