

Year 3 – Oak Class



Meet the Teachers
2023-2024

The Year 3 Team

The Year Three team consists of Mr. Daniels (class teacher), Mrs Southcott (1:1) and Mrs Burns (1:1). On Monday afternoons Mrs Mclean will be teaching the class during PPA time.

Weekly Timetable

	8.45-8:55	9:05-9:45 am	9:45am - 10:35am	10:35 am - 10:50 am	10:50 am - 11:05 am	11:05 - 12:15 pm	12:15-1:15	1:15- 1:35pm	1.35 pm- 2:20 pm	2.15- Movement break 2:20 pm to 3:15 pm	3.20 pm
Manday	Register and morning maths	Guided Reading- narrative	Eng.-Journey	Break	Values Assembly	Big Maths Maths- Place Value	Lunch	Step Counting Spelling	PSHE	PE- gymnastics	Story
Tuesday		Guided Reading-	English- Journey	Break	Open the Book	Big Maths Maths- Place Value			Topic	ICT	Story
Wednesday		Guided Reading	Eng.- Journey	Break	Singing Assembly	Maths-Place Value			PE- handball	French/Music	Story Time
Thursday		Guided Reading	Eng.-Journey	Break	Class Assembly	Maths- Place Value			RE	Topic	Story Time
Friday		Guided Reading	English	Break	Thrive time	Maths-Place Value			Science	Home Learning	Assembly

Autumn Term 2023 Year 3

Connected Curriculum Theme: Identity and diversity

Brave Changemakers Outcome: A 'Celebration of Diversity' carnival.

Our Big Question: How can we help others to belong?

Learning questions:

Who are we and where do we belong?

How does Alveston compare now to what life used to be like living here?

Why did people live in Alveston?

How does the location of Bristol link to it's history?

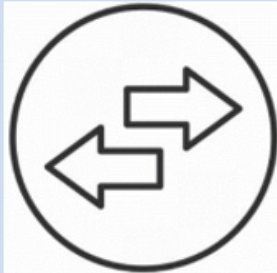

What was traded in Bristol?

Who belongs in Bristol?


How is diversity celebrated?

How can we celebrate difference?



Some Facts (Knowledge & Understanding)	Skills
<ul style="list-style-type: none">• Use map skills to read and create maps of our school.• Understand how Alveston has changed in terms of its human and physical features.• Learn about the journey of, and parts of, a river including topography on maps.• Learn about the slave trade triangle and how the Windrush generation were treated.• Learn how carnivals are a way of celebrating differences.	<p>Communication - Communicate effectively through a range of media about issues to suit subject, audience and purpose. Use active listening skills.</p> <p>Managing Change - Children will be able to describe feelings about changes in own life and locality.</p> <div></div>




Key Vocabulary	
Community	Slavery
Belonging	Import
Journey	Export
Culture	Carnival
Society	Diversity
Trade	Freedom

Subject	Autumn Term Learning		
Writing	<ul style="list-style-type: none">- Story writing inspired by the book ‘Journey’ by Aaron Becker- Poetry inspired by ‘The River’ poem by Valerie Bloom- Letter writing to the children at St Mary’s about our local area- A diary entry inspired by ‘Henry’s Freedom Box’ Diary	<p>Learning questions:</p> <ul style="list-style-type: none">- How do we and where do we belong?- How does Alveston compare now to what life used to be like living here?- Why did people live in Alveston?- How does the location of Bristol link to it’s history?- What was traded in Bristol?- Who belongs in Bristol?- How is diversity celebrated?- How can we celebrate difference?	
Reading Skills	<ul style="list-style-type: none">- Predicting- Fluency- Summarising a text		
Mathematics	<ul style="list-style-type: none">- Place value using 3 digit numbers- Addition and subtraction (adding and subtracting 3 digit numbers, reasoning and problems solving)- Multiplication and Division		
Science	<ul style="list-style-type: none">- Humans and Health- Forces	Communication - Communicate effectively through a range of media about issues to suit subject, audience and purpose.	Key Vocabulary
Religious Education	<ul style="list-style-type: none">- What is it like to follow God?- Why are festivals important?	Use active listening skills.	Community Slavery
Computing	<ul style="list-style-type: none">- Online Safety- Media	Managing Change - Children will be able to describe feelings about changes in own life and locality.	Belonging Import
Physical Education	<ul style="list-style-type: none">- Gymnastics- Handball		Journey Export
History	<ul style="list-style-type: none">- History of Alveston- Exploring the lives of slaves including information we can gather from artefacts, and learning about the Windrush generation		Culture Carnival
Geography	<ul style="list-style-type: none">- Human and physical geography of our local area- Drawing maps using a key- Rivers and how they are used for trade		Society Diversity
Art and DT	<ul style="list-style-type: none">- Self-portraits		Trade Freedom
Jigsaw	<ul style="list-style-type: none">- Being Me In My World- Celebrating Difference		
French	-Introducing myself		

Home Learning

Year 3 and 4 Home Learning: Autumn Term 2023



Reading	Times Tables
<p>Read and discuss books together after school, before school, in the car, in fact almost anytime and anywhere. Enjoy multiple pages at a time, aiming for at least 5 times a week.</p> <p>Ask a parent to complete <u>your</u> reading record book and initial it.</p> 	<p>Times tables mathematical facts for you to learn off by heart: very rapid recall!</p> <p>Progress is achieved systematically: practise, quick reactions and no fingers!</p> <p>Times table home learning is given on a Friday and assessed on the following Wednesday in our Times Table lesson. Times table focus is x2, x5, x10</p>
Spellings	Times Tables Rock Stars
<p>Spellings for our weekly spelling pattern to practise at home are in your reading record.</p> <p>You also have red words to learn and take part in Friday's fun assessment: Jump out of the box!</p> 	<p>Log in to Times Table Rock Stars and practise the times table and division facts for 20 minutes each week - that's less than 3 minutes per day!</p> <p>Challenge yourself to beat your personal best!</p> 
<p>Curriculum Home Learning: Autumn Term (optional)</p> <p>In Geography lessons, we will be learning about Rivers. We would like you to find out about rivers. For example:</p> <ul style="list-style-type: none"> • A study of a specific river. Where is it found? • Photographs of rivers and life found by rivers. • Using maps, pictures, labels and informative captions show where different rivers are in the UK. <p>Challenge: Extend to rivers worldwide.</p> <p>During the term, you will have the opportunity to present your learning.</p> <p>You can choose to present your learning however you like (poster, booklet, PowerPoint, video...) In addition, it could be useful to prepare a presentation script.</p> <p>You could go on a trip, make a model or make some artwork. You could read about rivers and inspire others.</p> <p>Present to the class:</p> <p>You are welcome to present your work any week of the term.</p> <p>Please let your teacher know so that you can be given some time to talk to your class.</p>	

Times tables learning given out on Fridays and reviewed every Wednesday-

Updated times tables progression to be shared.

Spellings are tested on a Friday with jumping out of the box words.

We use benchmarking assessment to identify book band colour. This assesses their fluency of **reading**, retelling and comprehension. Once they show 'Excellent' fluency, retelling and comprehension, they move up a book band colour. The children choose what they read within their book band colour.

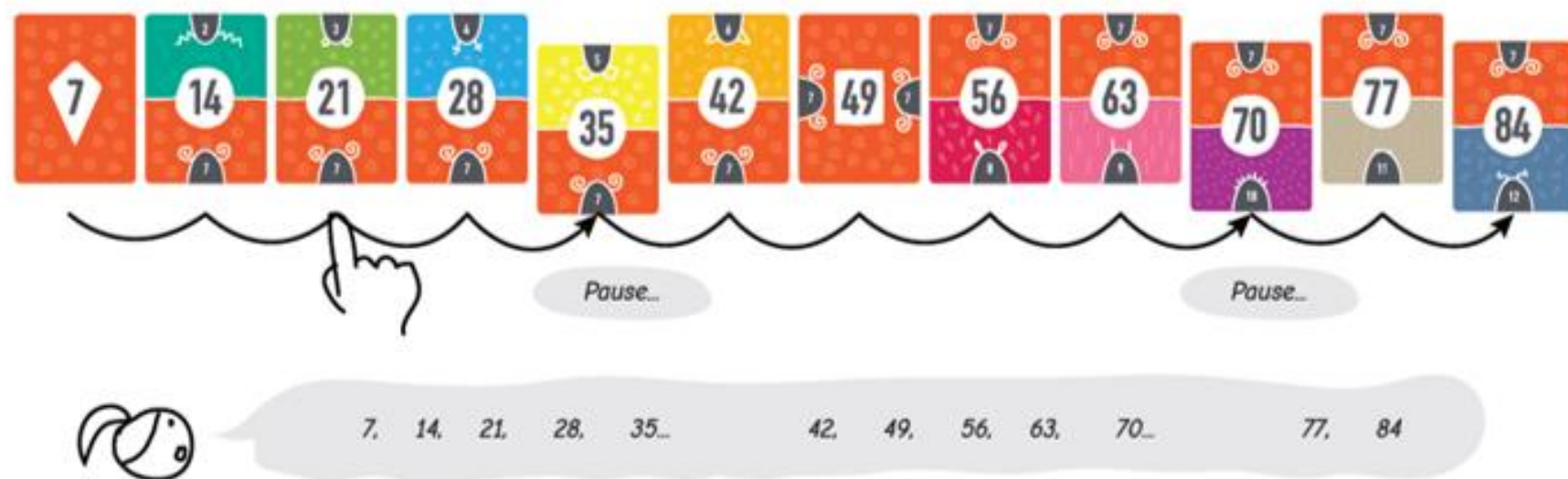
Home learning books are to be brought in every Wednesday and Friday.

Reading books are changed on a Friday. Children tick their name when they have changed their book.

Times Tables (NEW progression)

KS2	
Year 3	<p>Term 1: Prioritise Big Maths, aiming to close any gaps with KS1 additive facts by revisiting Step 9 Learn Its (end of Year 2 expectation) which is 5+9, 6+9, 7+9, 5+7, 5+8, 6+8 before progressing onto times tables in Big Maths Learn Its. During times tables practise, consolidate 2s, 5s and 10s.</p> <p>Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.</p> <p>Term 2: 3 times table (link to prior learning in Year 2)</p> <p>Term 3: 4 times table</p> <p>Term 4: 8 times table</p> <p>Term 5: 6 times table</p> <p>Term 6: Consolidation of Term 2-5.</p>

We will teach step counting and rote recall of facts using the technique described on page 11 of the FunKey Times Tables User Guide. The focus will be on practising new facts but all facts within the times table will be practised.



- Step count with pausing at 5 lots and 10 lots
- A card turns over... Recall the fact by questioning in short form. Expect the full sound bite back.
- I would say, for example: Five sevens? They say, whole class: Five sevens are 35. If you want to target particular children, you could then ask individuals the same question, Tom – five sevens? Toms says: Five sevens are 35. Jane – five sevens? Etc.
- Step count again with the card turned over.
- Another card turns over... Recall the facts on all of the cards turned over.
- REPEAT with following slides.

Remember: '9 times 7 is 63' is not the same soundbite as '9 sevens are 63'. Be consistent and the children will learn more quickly.

Year 3 Writing

Year 3 English - Yearly Overview Plan (2022/2023)

Write on most days TRY IT → USE IT → PROVE IT – apply skills in wider curriculum subject: science, curriculum and RE

Topic	Peace and conflict Attitudes: Communication and Cooperation / Conflict resolution Values: Respect and friendship			
	Autumn		Spring	
	Narrative	Non-Fiction Cross curricular	Narrative	Non-Fiction Cross curricular
	Poetry			

Letter-join

Patterns

Easy letters

Easy words

Harder letters

Harder words

More letters >

Phonics >

Fun >

Resources >

Info

Search Letter-join....

Choose a word to watch

yell

eye

jaw

jay

huge

going

quay

queen

bap

kept

apple

back

vans

stars

rest

ever

fox

zoo

oxen

fuzzy

zy

yell

eye

jau

Letter join handwriting
weekly

Integrating RWI phonics



Spelling overview

Read Write Inc. Spelling Year 2 Curriculum in England matching chart

National Curriculum English programmes of study Year 2	Read Write Inc. Spelling
Reading – word reading	
Pupils should be taught to:	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	Practice Book 2A Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. Practice Book 2B Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	Practice Book 2A Special focus 1: Red words. Practice Book 2A Special focus 3: Red words. Practice Book 2B Special focus 1: Red words.
Writing – transcription	
Pupils should be taught to:	
Spell by:	
<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 	Throughout programme.
<ul style="list-style-type: none"> Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. 	Throughout programme.
<ul style="list-style-type: none"> Learning to spell common exception words. 	Word banks online. Jumping Red words – every unit.
<ul style="list-style-type: none"> Learning to spell more words with contracted forms. 	Practice Book 2A Special focus 5: Contractions and apostrophes (p.40). Practice Book 2B Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> Learning the possessive apostrophe (singular). 	Practice Book 2A Special focus 7: Possessive apostrophes (p.54). Practice Book 2B Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> Distinguishing between homophones and near-homophones. 	Practice Book 2A Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.	Practice Book 2B Unit 13: Adding the suffix –ment (p.44). Practice Book 2B Unit 6: Adding the suffix –ness 1 (p.19) and adding the suffix –ness 2 (p.23). Practice Book 2B Unit 11: Adding the suffix –ful (p.37). Practice Book 2B Unit 12: Adding the suffix –less (p.40). Practice Book 2A Unit 5: Adding the suffix –ly (p.20).
Apply spelling rules and guidance, as listed in English Appendix 1.	See Appendix 1 grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpc's, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.

English Appendix 1: Spelling Year 2 content	Read Write Inc. Spelling
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	Year 2A Unit 10 The j sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft c.
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The n sound spelt kn and gn.
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The r sound spelt wr.
The /l/ or /al/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in –le.
The /l/ or /al/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in –el.
The /l/ or /al/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in –al.
Words ending –il.	Year 2B Special Focus 3 Words ending in –il and words where s makes the zh sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The igh sound spelt y.
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix –es (where the root word ends in y).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix –ed (2) (swapping y for i). Year 2B Unit 3 Adding the suffixes –er or –est (2) (swapping y for i).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix –y (2) (to words ending in e). Year 2A Unit 9 Adding the suffix –ing (2) (to words ending in e or ie). Year 2A Unit 14 Adding the suffix –ed (3) (dropping e to add –ed, and revision of doubling final consonant and swapping y for i). Year 2B Unit 2 Adding the suffixes –er or –est (1) (words where no change is needed; words ending in e).

Spelling overview

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
Reading - word reading	
Pupils should be taught to:	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
The /ɪ/ sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short i sound spelt with the letter y
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short u sound spelt ou
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis Year 4 Unit 12 (ir-) Adding ir- to words beginning with r
The suffix -ation	Year 3 Unit 6 Adding - ation to verbs to form nouns
The suffix -ly	Year 3 Unit 4 Adding the suffix - ly (to adjectives to form adverbs)

/ʊz/	Year 4 Unit 2 Words ending in ous spelt - sure
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in zhun spelt - sion
The suffix -ous	Year 3 Unit 3 Adding the suffix - ous Year 4 Unit 7 Words ending in - ous
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Year 3 Unit 9 Adding the suffix - ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix - ian (to root words ending in c or cs) Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub-
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the c sound spelt ch
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the sh sound spelt ch
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Year 4 Unit 11 The c sound spelt - que and the g sound spelt - gue
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the s sound spelt sc
Words with the /et/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .



Our Class Story on Class Dojo will be used to communicate key messages, home learning and to showcase learning or highlights from the school day.

You can contact us via Class Dojo message and we will respond in due course.

For organisational or urgent messages, such as absence or school pick up, please contact the office who will inform us.

We have an open door policy and we are able to have informal conversations at the end of the day. However, if you would like a longer or private conversation, please contact us to arrange this.

Parents Evening will be coming up at the start of Term 2.



You are welcome to visit us in the classroom after school tomorrow if any thoughts or questions come to mind after this meeting.

Thank you so much for joining us this afternoon.