



Year 3



PARENT WORKSHOP

By Connolly and Mrs Gorner



Welcome to Year 3! It is lovely to see all the children back in school. They have settled in well and are getting used to our new routines.

We are eager to share lots of interesting and exciting lessons and learning with the children.

We hope you will find these slides useful, if you have any questions please do not hesitate to send an email to the office which will then be forwarded to both of us.





School day

Children can start coming in to school at 08:40 with all children in class by 08:50. At the end of the day, children can be collected between 15:20 and 15:25.

Our lunch time is between 12:15 and 13:00.



Absences

Please inform school on the first day of absence that your child is not in school. We are required by law to log the reason for any absence. If we do not know why your child is not in school, the absence will be recorded as unauthorised and shown on your child's report at the end of the year.

If your child has a medical appointment, please email the school office with confirmation of this. This is a requirement of the local authority. Children are expected to return to school if possible.

Lateness into the classroom must be avoided as children who are late miss vital teaching points.

As you are aware, holidays cannot be authorised in school time.



What to wear:

Pupils at St Thomas's are expected to wear school uniform every day except their PE days when they are to come in their sports kit.

Our full uniform list can be found on our website.

Please remember to label all clothing so that it can easily be identified and returned to you.

We ask that children use only the reading bags.

Girls:

Royal blue sweat shirt or cardigan. Bright yellow polo shirt.

Grey skirt, pinafore or trousers, White socks, grey or black tights. Black school shoes (no trainers)

Yellow/white gingham dress is optional for Summer

Boys:

Royal blue sweat shirt. Grey trousers or shorts. Bright yellow polo shirt.

Grey or black socks. Black school shoes (no trainers)

*Personal Property:
Children are asked to leave valuable possessions at home as school cannot be held responsible for its safety.*

PE Kit:

Indoor:
Navy short, plain white T-shirt and black plimsols. Your child will need a named drawstring bag to be hung in the cloakroom.

Outdoor:
Navy tracksuit and trainers.

PLAYTIMES AND DINNER TIMES



- **PLAYTIMES:**

We have one playtime in the morning and one in the afternoon. The afternoon playtime will be a 10 minute exercise session.

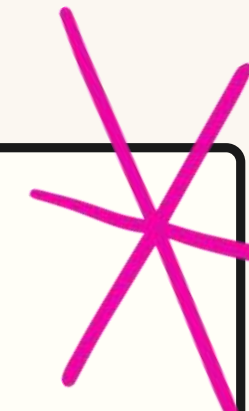
Children need to bring a coat to school every day and in warm weather, a sunhat and sun cream is recommended. Please name all of these items.

As a health promoting school, KS2 children may bring a piece of fruit to eat at playtime.

We ask that you ensure that your child brings their water bottle to school each day.

- **DINNER TIMES:**

We strongly encourage children to choose a school dinner, as packed lunch boxes are stored in the classroom and are not refrigerated.





HOME TIME:

For your child's safety, we ask that all children up to and including Year 3 are collected by one responsible adult at their individual time. If a different adult than usual is to meet your child, please inform school via email or speak to your child's class teacher.

Children can meet their parents outside the school gate from Y4 onwards, once you have sent an email confirming this to the school office.



Communication



We hope to communicate with parents as effectively as possible at St Thomas through:

- email
- regular Newsletters via email
- Dojos



Please also check your child's reading bag to make sure that you do not miss information sent out.

If you have any concerns or information that you feel we need to know, please contact your child's class teacher by emailing the school office.

Our school website also contains key event information.



Physical activities



Your child will have a PE lesson twice each week. These will be on Wednesday and Friday. Please ensure your child comes to school in their kit on these days.
Please note, no football shirts are to be worn for PE.

We ask that children's indoor PE kits are kept in school at all times in a named PE school drawstring bag. We will send these home each half term for you to check for size.

The authority's policy is that all watches and earrings must be removed before undertaking any physical activity. It would be helpful if these were not worn on the days that your child is involved in PE or games.

Homework

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

There will be one English or Math's task (alternate weeks). These should take no more than 20 minutes per task. Homework will be a mixture of paper based tasks and online tasks e.g. Purple Mash. If there is a research task, the children will have 2 weeks to complete it. When appropriate, one other task related to any area of the curriculum may be set.

We expect children to read every day and for reading records to be signed, 5 minutes a day is adequate.

Spellings will also be handed out on Fridays and checked in school every week.

Homework and spellings will all be given out weekly via Dojos this year.

Children who do not complete homework will complete it in school during a lunch break.



Reading



We ask that you read daily with your child. Once your child has read their book, please sign in their reading record 'book finished'. Your child needs to change their reading book at least twice per week. This may vary a little due to the number of pages in different books. The children can change their books on a *Monday, Wednesday and Friday*



'Extreme Earth'

A Geography based topic around natural disasters and volcanoes.

Me and My Relationships

PSHE

The Creation Story?

RE

Nutrition and the skeleton

Science

Dodgeball and Functional Skills

PE

Digital Citizenship

Computing

Seal Surfer By Michael Foreman

A variety of writing genres will be visited through our class text in English

This term's topics are:

Literacy Skills - Writing

Children have to be able to achieve this standard over a range of genres and on several occasions.

Children have to be able to achieve this standard over a range of genres and on several occasions **INDEPENDENTLY**

Below is an example of working at the expected level

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a **trickety, old and wooden house**. They got there precious money by milking their old, spotty cow (Daisy). **Early the very next morning** it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy,

"Can you sell Daisy because she is too old and in return get some money?"

"Sure," replied Poppy and set off in the dusty allaway. On the dusty allaway she trotted, until she met a stranger.

"Who are you?" **whispered** the stranger.

"I am Poppy," **suggested** Poppy. "It does not matter, anyway I will give you five magic seeds for your cow," **announced** the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Literacy Skills – Writing

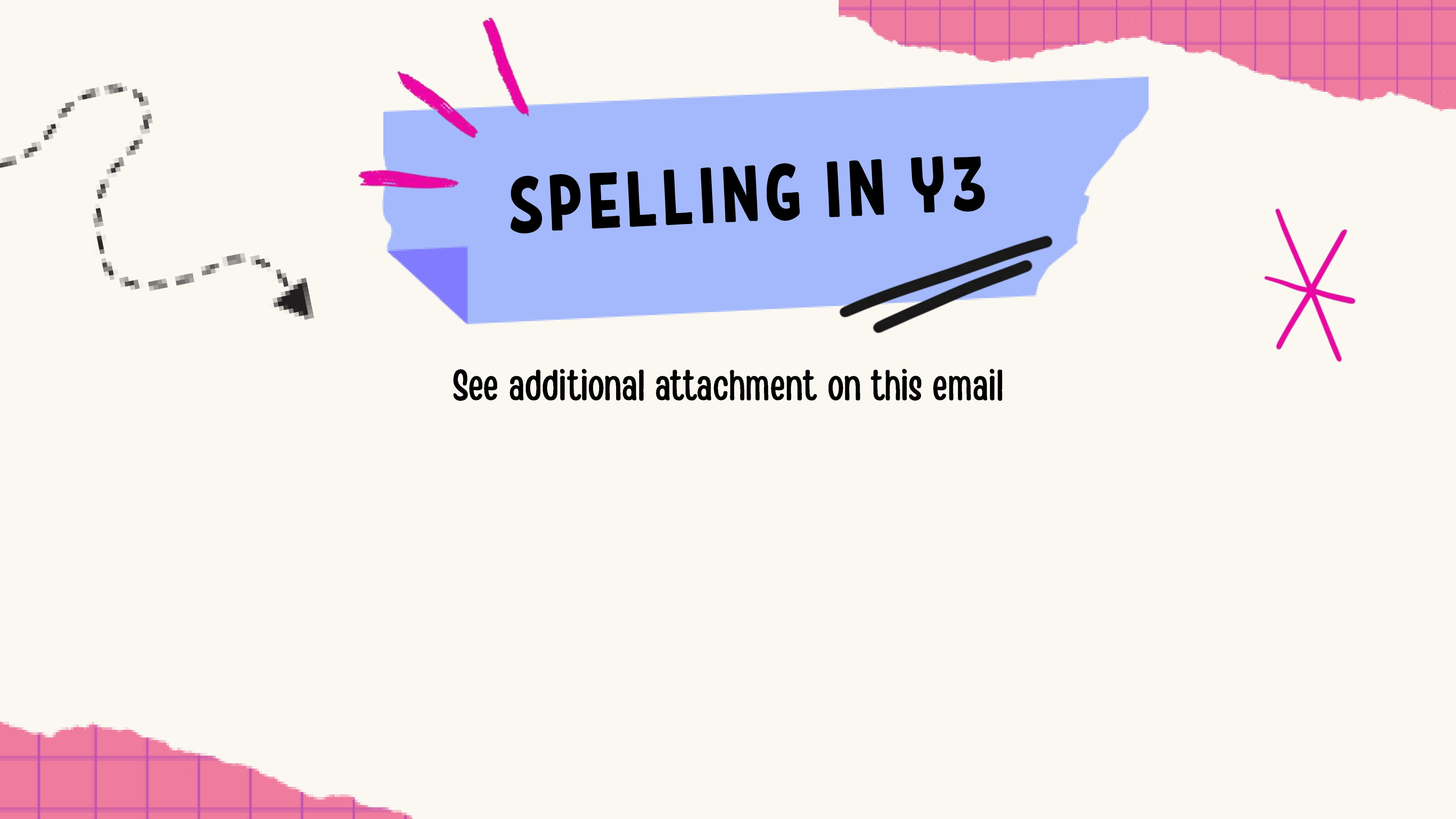
“Go to your room without any of your favourite **scrumptious** dinner!” Shouted Poppy’s mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptios dinner.

The next morning Poppy saw a massive vine and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it. Up...up...up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn’t say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered. Creep...creep...creep.

Trembling, Poppy heard a booming voice. “FEE FI FO FUM!” roared the voice. “I SMELL THE BLOOD OF AN ENGLISHMAN!” As fast as Poppy’s legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum. “Oh my!” cried Poppy’s mum happily. “What a lucky escape that was!” thought Poppy.

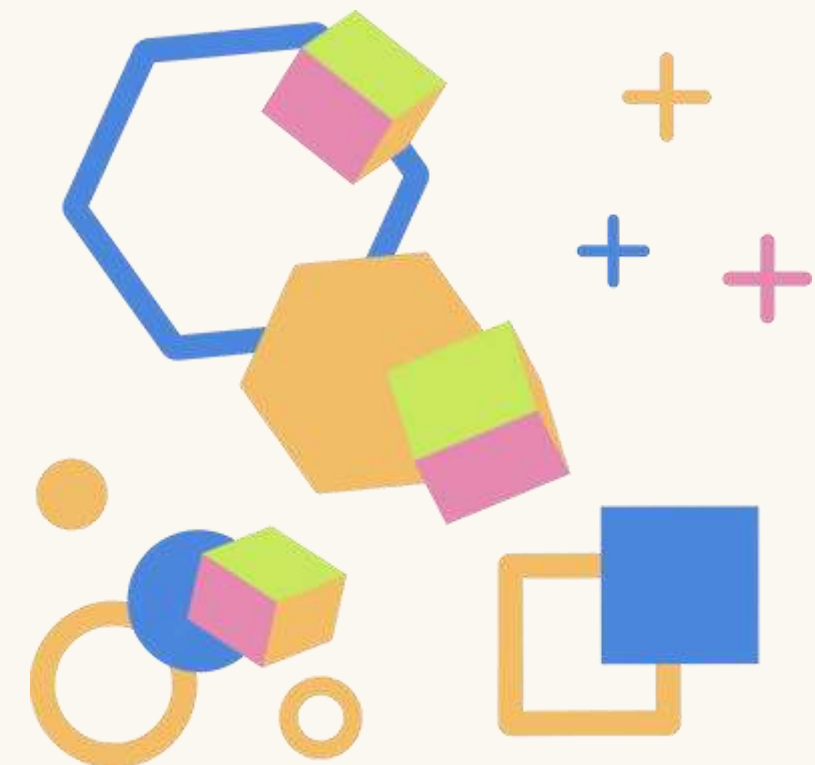


SPELLING IN Y3

See additional attachment on this email

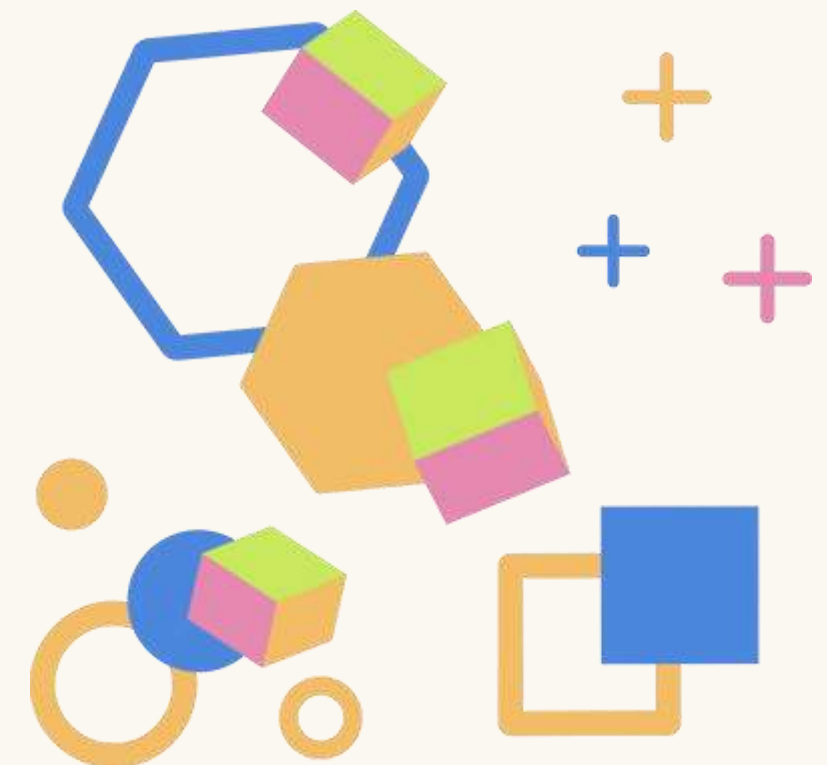
Calculation skills - Mental Arithmetic

- Counting on and back 2s,5s,10s from any number
- Can understand place value and partition numbers up to 1000
- Count in multiples of 2,3,4,5,8,
- Order and compare numbers up to 1000
- Can add and subtract any pair of 2 digit numbers mentally
- Know the inverse of add / subtract and multiply / divide
- Can add and subtract numbers mentally
- Know the all the table facts for 2,3,4,5,8,10,11
- Double and double numbers to find multiples of 4 and 8



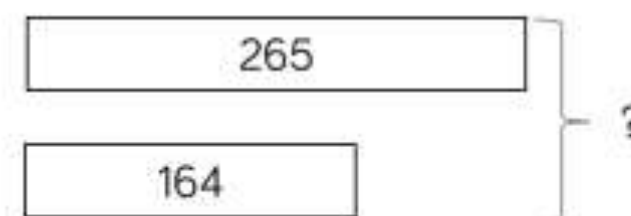
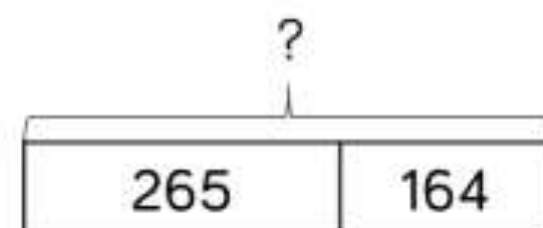
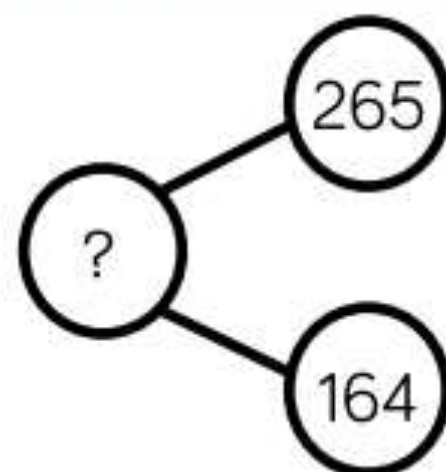
Written Calculations

- Add and subtract numbers with up to 2 digits using formal written methods for addition and subtraction, such as column addition.
- Solve one step problems.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.



Skill: Add numbers with up to 3 digits

Year: 3



$$265 + 164 = 429$$

Hundreds	Tens	Ones

$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$

Hundreds	Tens	Ones

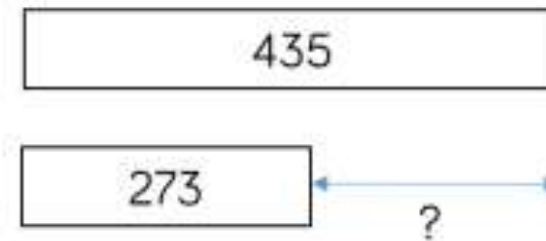
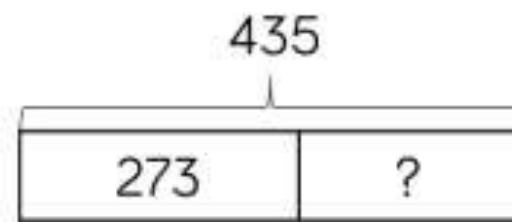
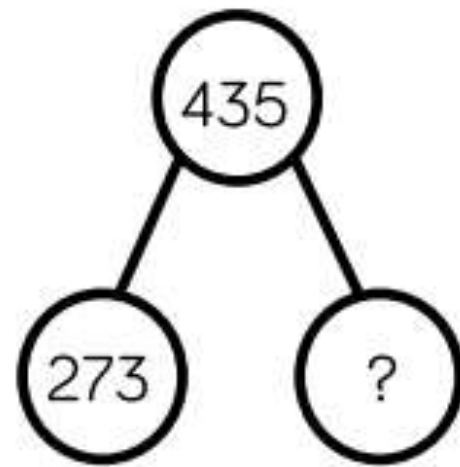
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with up to 3 digits

Year: 3



$$435 - 273 = 262$$

Hundreds	Tens	Ones

$$\begin{array}{r} 435 \\ - 273 \\ \hline 262 \end{array}$$

Hundreds	Tens	Ones

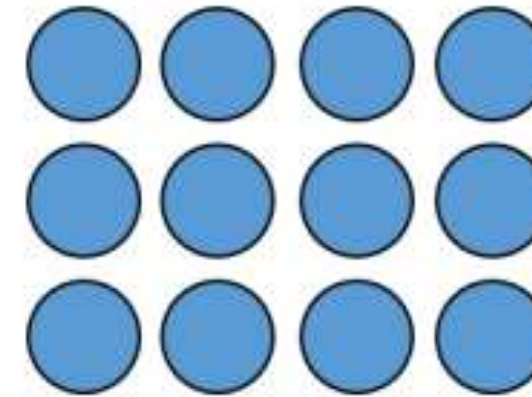
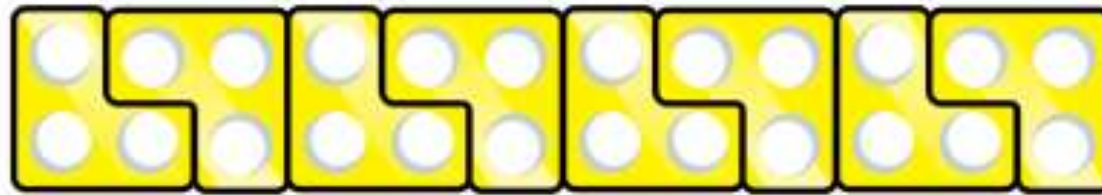
Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

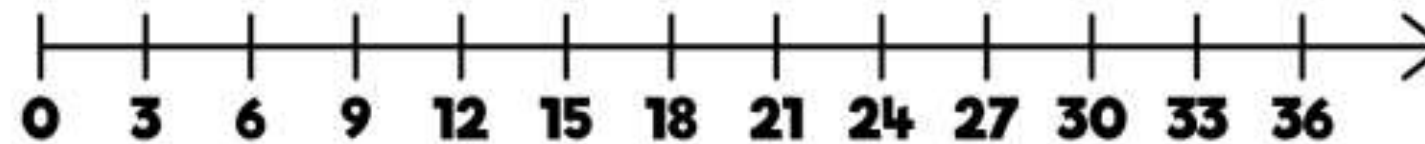
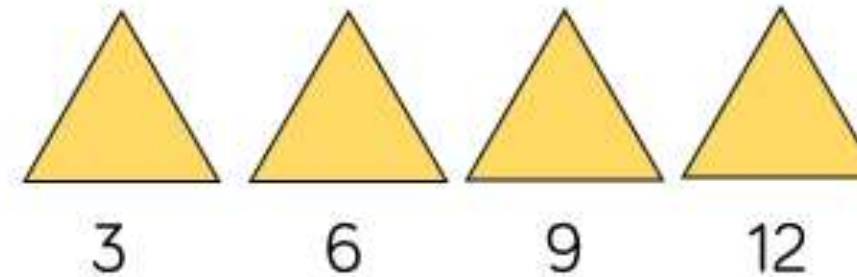
Plain counters on a place value grid can also be used to support learning.

Skill: 3 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

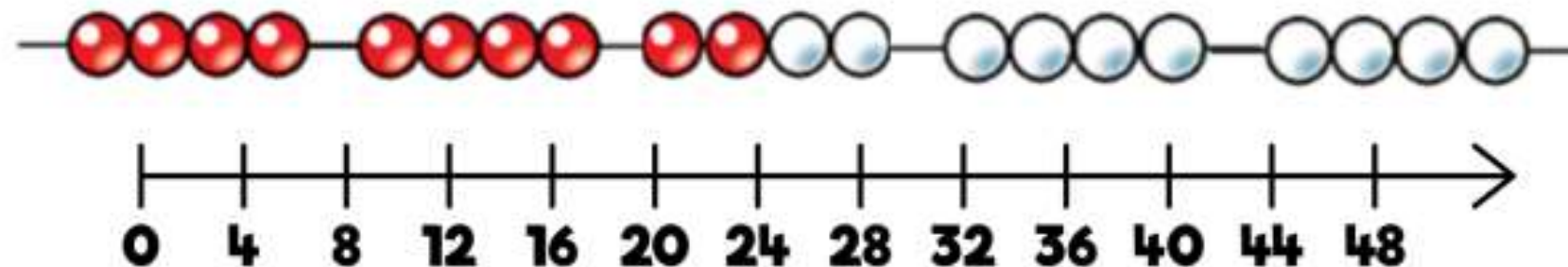
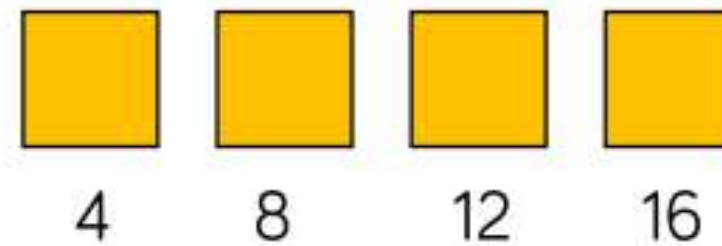
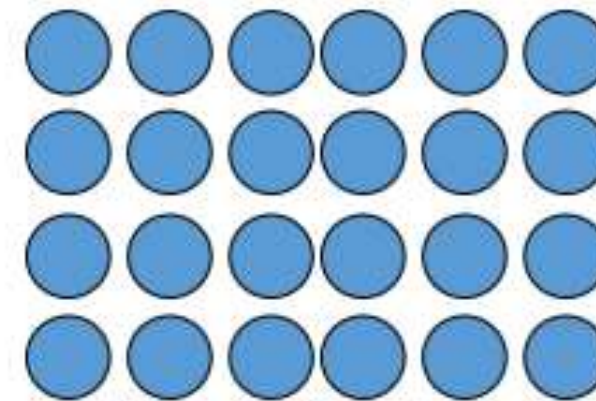
Skill: 4 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

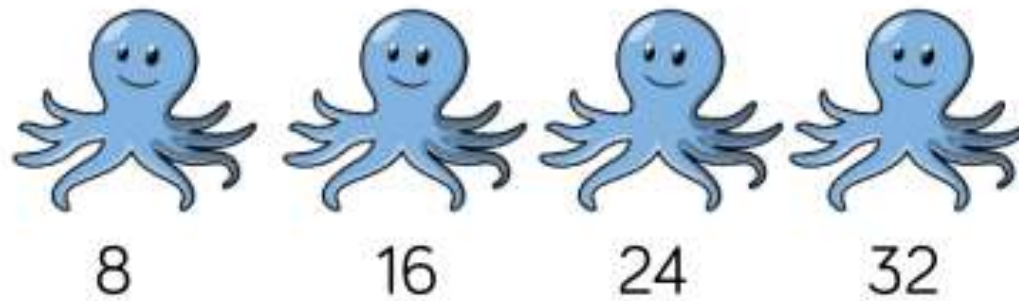
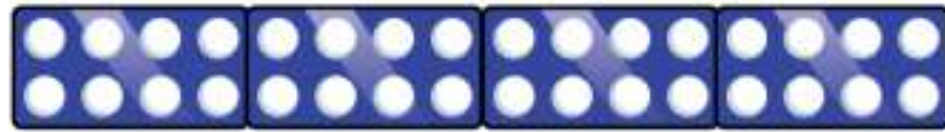
4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

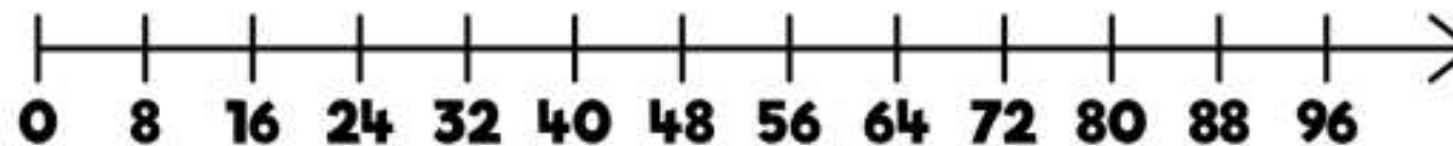
Skill: 8 times table

Year: 3



8	16	24	32	40
48	56	64	72	80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: Divide 2-digits by 1-digit (sharing with exchange)

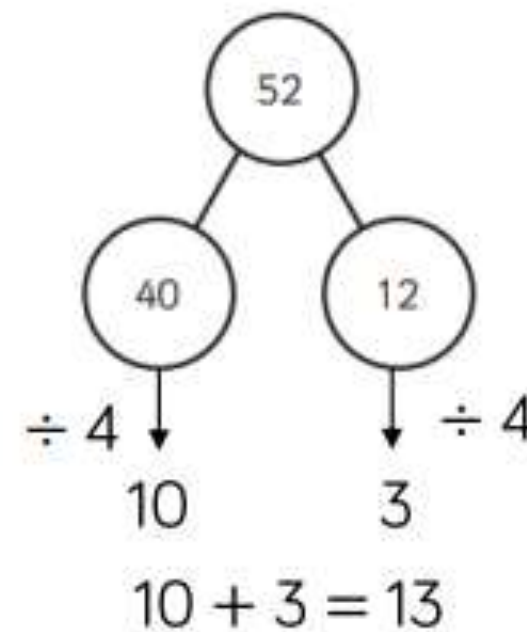
Year: 3/4



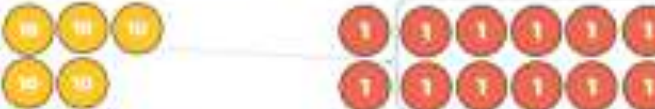
Tens	Ones
	
	
	
	

52

?	?	?	?
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$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

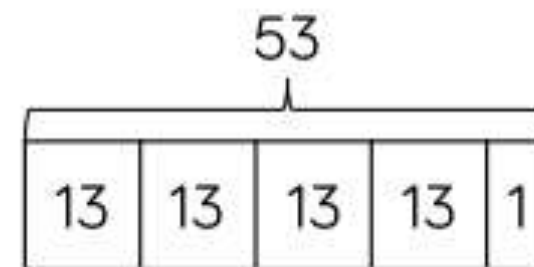
When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

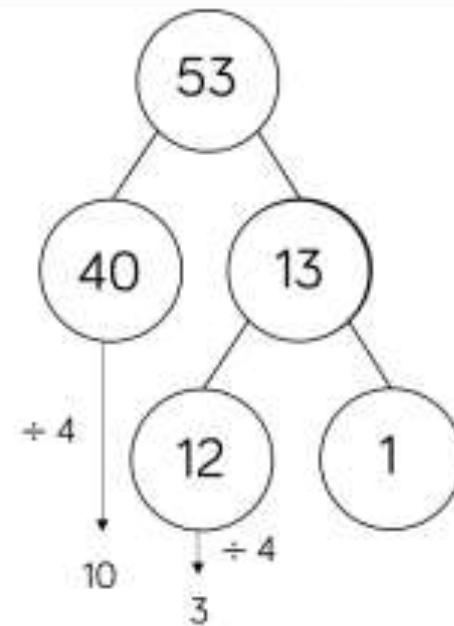
Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (sharing with remainders)

Year: 3/4



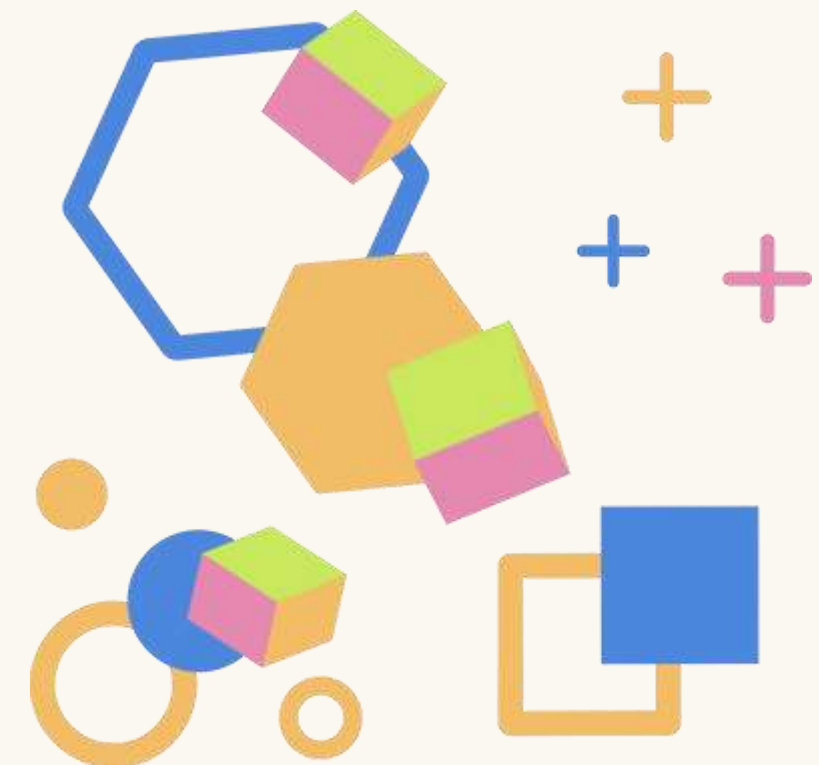
$$53 \div 4 = 13 \text{ r}1$$



When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made. Flexible partitioning in a part-whole model supports this method.

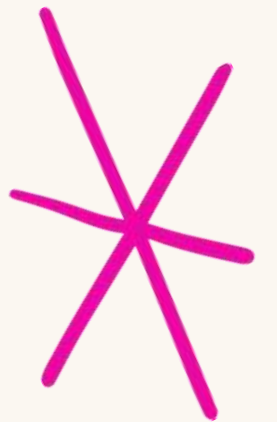
Maths Skills

- Shape, space and measures
- Money
- Time - read, write and convert time between analogue and digital 12 and 24 hour clocks
- Fractions - equivalent, add and subtract with the same denominator
- Angles - obtuse, acute, right angles
- Convert m/cm/mm, kg/g, l/ml
- Perimeter of rectangles
- Regular, basic 3D and 2D shape names and properties
- Handling data - pictograms, bar charts
-





THANK YOU!



We hope you have found the information useful.