

Welcome to Year 3 at Southville Primary School—2021



Purpose of the meeting

- An opportunity to meet you early on in the term before Parents' Evening
- Share information with you, including our expectations and how you can help your child



Class staff team



Miss Edwards (Heron Class)

Miss Munnings (Honeybee Class)

*Mrs Hayes & Miss Mohammad
(Hedgehog Class)*

Mrs Asensi (PPA cover and LSA)

Miss Wogan (LSA)

Mr Goddard (PPA cover)

Whole-school staff

Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy
Headteacher)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)

Mr Smith (lower KS2 Phase Leader)

Mr Ellershaw (Upper KS2 Phase
Leader)

Mrs Charnock (KS1 Phase Leader)

Mr Pearce (Curriculum Leader)



Key timings

➤ **Our regular PE days are:**

➤ Tuesday and Wednesday

➤ **PLEASE NOTE: children must come to school in their outside PE kit on these days.**

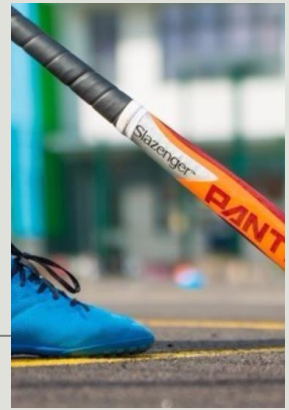
➤ **Spellings** - An overview of the weekly spelling lists has been sent out and will be on Google Classroom.

➤ **Homework** - **Term 1** – Homework grid has been sent home and will be on Google Classroom.

Reading - Daily for 10 mins to an adult at home read

Practice timetables - at home for 10 mins a day x5 per week. Use Purple Mash and TT rockstars to support their learning. Many games/sheets on Google classroom

Y2: x2, x5, x10 and Y3: x3, x4, x8 SAT tables test in Spring of Y4



Healthy Schools messages: Snacks and school dinners

School dinners are £2.25 a day.

Healthy and locally sourced hot school meals. Baked potato option daily.

Mid-morning snacks: healthy snacks can be brought in for break time. Please note: government guidelines require us to ensure that children do not bring in chocolate/chocolate-covered biscuits, crisps or high fat-content foods. Please see The School Food Standards Guidelines.

Please ensure the water bottles only have water in, not squash.



[School food in England](#)

Ref: DFE-00095-2014
PDF, 208KB, 8 pages

How to help your child with reading

- This is one of the most important things that you can do to help your child make maximum progress.
- **Combine listening to your child read with reading to them** so that they hear your changing tone of voice and understand the pace of reading aloud. Even older children need to be heard reading and have stories read to them.
- Read whatever your child is interested in – magazines, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – not just about what happened but also about whether you like the character, why you think the author used those words, what this story would be like in a different setting
- **Sign your child's Reading Record regularly and please make sure that they bring it with their reading book every day. 10 HP per signature up to max of 50 HP!**

Maths in year 3

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – fractions

Statutory requirements

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Maths in year 3

Measurement

Statutory requirements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Writing - key skills

- Cursive handwriting
- Encourage children to sound out
- Spell high frequency words correctly
- Creative writing - adjectives, similes etc.
- Punctuate sentence correctly - fullstops, capital letters, commas, exclamation marks etc.
- Re-read their work to edit and up-level it
- 5 star sentences

Writing in year 3

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

How we make sure your child makes great progress

- **High-quality lessons in all subjects** pitched to the age and stage of development, ensuring engaging and exciting activities underpin the core learning
- Providing **further challenge and extension** for children who demonstrate a solid understanding of a concept or skill
- **Giving regular quality feedback** to children both verbally and in writing, making sure they know what they have done well and what they need to do to improve
- **Encouraging children to evaluate their own learning** and that of their peers
- An **excellent learning environment** that provides learning prompts, key vocabulary, explanations and examples to support and reinforce the learning
- Post-school closure and **ongoing assessments of children's understanding** to identify areas to work on and feed into future lessons
- **Regular pupil progress meetings** with senior staff and the SENCo to ensure all children are making sustained progress

Uniform

Day-to-day uniform	PE kit
<ul style="list-style-type: none">• Plain or with school badge red school sweatshirts or cardigans• Plain or with school badge white or red polo shirts• Dark grey or black trousers, skirts or pinafore dresses• Dark grey or black shorts and gingham dresses may be worn in warmer weather• Plain grey, black, or red tights• Plain white, grey or black socks• Black flat shoes or sandals (fastening around the heel)• Where hairbands are worn, they should be plain red, white or black and no wider than 5cms. Flowers, bows or other accessories are not permitted. Hairclips should be plain.• Scarves or other head coverings are not allowed unless for religious/cultural reasons.	<ul style="list-style-type: none">• Trainers (age-appropriate fastening please)• Black shorts and <u>white T-shirt or house colour t-shirt</u>• Black track pants and a warm red or house colour top for outdoor PE in winter• Children with long hair must have it tied or gripped back

Attendance

- Punctuality and attendance are vital
- Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- **If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.**

Thank you for your support

***Any questions? I can answer a few
questions here, or please email the office
FAO the class teacher and we will get back
to you ASAP!***



Feel free to take handouts on:

Letter formation

Term 1 homework over view

Term 1 spellings

Reading discussion tips

Google classroom help sheet

Y3 maths objectives