

**WELCOME TO
YEAR 3**

TEACHING TEAM

Miss
Hussain

Miss Ali
Mrs Norman

ATTENDANCE TARGET 97%



Did you know?

- 96% attendance is 8 days absence per year from school and the equivalent to 11 weeks missed over 7 primary years.
- 95% attendance is 10 days absence per year and works out to 70 days or 14 weeks missed primary education.
- 90% Attendance is 19 days absence per year, that's 3/4 of a school year over primary education.

PUNCTUALITY

SCHOOL OPENS: 8:40

REGISTER TAKEN: 9:00



SCHOOL ENDS: 3.10

- Arriving 5 minutes late every day - believe it or not - adds up to 3 days lost each year!
- 15 minutes late every day is the same as being absent for 2 weeks a year.
- Being late 30 minutes every day means the same as being absent for 19 days a year

UNIFORM AND PE KIT

Uniform – clearly labelled!

- Sensible shoes
- Black or grey trousers / skirt or pinafore
- White or green polo shirt
- Green school jumper



PE Kit

White t-shirt

Black shorts/ Black joggers

Trainers

School jumper may be worn
during the day.



PE: THURSDAY

READING

Reading is the **KEY** to learning



- Children are to read at home 5 times a week minimum with their numbered book band book from school. New books are available from the school library - these **must** be returned to school.
- They can also read other texts like magazines, newspapers and subtitles on TV.

**THERE IS NO
ENJOYMENT
LIKE READING!**

The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss

READING

5 TIMES A WEEK

Word Reading

- ❖ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Texts should be age-related to the year group being taught.

Understand what they read, in books they can read independently, by:

- ❖ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
- ❖ asking questions to improve their understanding of a text;
- ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- ❖ predicting what might happen from details stated and implied;
- ❖ identifying main ideas drawn from more than one paragraph and summarising these;
- ❖ identifying how language, structure, and presentation contribute to meaning.
- ❖ Retrieve and record information from non-fiction.
- ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

USEFUL QUESTIONS:

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?

WRITING

YEAR 3 AND 4 SPELLINGS



Transcription - Handwriting	★ B	★ P	★ E	Composition continued	★ B	★ P	★ E
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of their handwriting <i>[for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</i>.				<i>Draft and write by:</i> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); <u>organising paragraphs around a theme;</u> <u>in narratives, creating settings, characters and plot;</u> - in non-narrative material, using simple organisational devices <i>[for example, headings and sub-headings]</i>. <i>Evaluate and edit by:</i> - assessing the effectiveness of their own and others' writing and suggesting improvements; - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.			
Composition <i>Plan their writing by:</i> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; <u>discussing and recording ideas.</u>				<u>Proof-read for spelling and punctuation errors.</u> - Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.			

MATHS

FLUENCY, REASONING AND PROBLEM SOLVING

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Autumn	Place Value				Addition and Subtraction				Multiplication and Division				Assessment	
Spring	Multiplication and Division			Measure: Length and Perimeter			Fractions			Measure: Mass and capacity		Assessment		
Summer	Fractions		Measure: Money		Measure: Time			Geometry: Shape		Assessment		Statistics		Consolidation



Logging in to

1. Type ttrockstars.com into your browser's address bar.
2. Log in. Your child's details are as follows:

Username: _____

Password: _____

Play!

There are 4 different game modes, which you can find out about on the back.

Game Modes

Single Player

Garage - the questions will only come from the times tables the teacher has set for the week.

Studio - the questions in the Studio can be anything from 1×1 up to 12×12. TT Rock Stars calculates each the mean speed from their last 10 games in the Studio and translates into a Rock Status:

Multiplayer

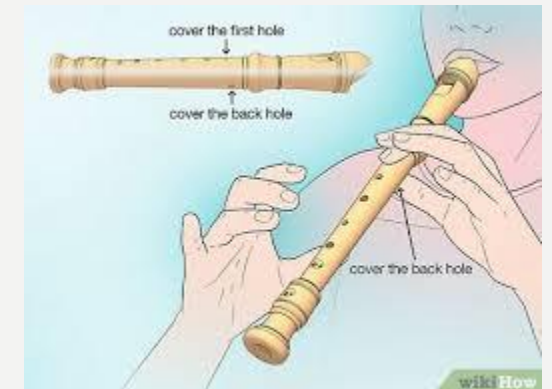
Rock Arena - The Arena allows players to compete against all other members of their Band (

Rock Festival - The Rock Festival games are open to players from around the world.

WIDER CURRICULUM



- *Science*: Forces and magnets, animals including humans, plants, rocks and light
- *History*: Stone Age, Bronze Age and Iron Age, Shang Dynasty
- *Geography*: Rotherham and East Coast
- *MFL*: Spanish
- *RE*: Christianity, Islam, Hinduism
- *Music*: Singing and ukulele/recorder
- *Art*: Drawing, Painting, Collage, Sculpture, Printing, Textiles
- *ICT*: Online safety and programming
- *PE*: Live and Learn
- *PSHE*



E-SAFETY TIPS

The Legends' Code



- 1. Think before you share

Your child learned about how quickly things can be shared online and why it's important to only share things they'd be happy for everyone to see.

- 2. Protect your stuff

Your child learned what tools are available to keep their stuff safe online – passwords, privacy settings and more – and why they are so important.

- 3. Check it's for real

Your child learned that not everything you see online is true and heard some tips for spotting online scams. We told your child that if they're not sure about something, they should always check with you.

- 4. Respect each other

Your child heard about how important it is to treat other people the way they want to be treated online. They learned how to report bad behaviour and abuse.

More information, in other languages can be found at:

<http://www.childnet.com/resources/supporting-young-people-online>