

# Supporting Your Child in Year 3



Autumn Term 2019 - 2020

Dear Parents,

Welcome back! I sincerely hope that you have all had a wonderful summer and that you managed to enjoy some sunshine!

So, a new academic year has started, and we have an exciting and eventful autumn term ahead of us; full of fun and purposeful learning experiences. I'm sure all the children are ready and raring to go, as we work through our next term in year 3! I know I'm looking forward to it!

## The Curriculum

The next few pages outline some of the areas that we will be covering over the Autumn Term, and some ideas on how you might support your child's learning at home. English and Maths will follow the National framework for Year 3. See details on:

<https://www.gov.uk/government/collections/national-curriculum>

Children will be supported and encouraged throughout the year so that they are able to continue to be happy confident and successful learners, ensuring that every child can shine!

## **Extend their learning!**

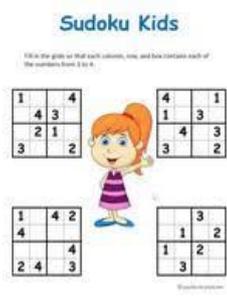
Over the summer holidays, I have discovered a new educational game to play with the whole family. It's called 'Kahoot.it' and can be played with as many of your family and friends who want to join in. It is computer based and, as long, as the players have a device linked into the app on the internet, e.g. phone, tablet, they can answer the questions put up on the main computer. If you type in 'getkahoot.com' into a Google search; then follow the instructions on the screen, you will be able to open an account for free, then choose a category and play! My family have really enjoyed combining technology with knowledge, coordination and family fun! I highly recommend it. Have fun!

**English and maths** - Crack the code! Ask your child to solve the literacy problem by answering questions, (mathematical) to find the number that corresponds to the right letter e.g. 19,3,9,5,14,3,5.....can you figure it out? The answer is SCIENCE. Each letter corresponds to its numerical position in the alphabet e.g. A=1, B=2 and so on.

**English** - Deepen the children's story writing skills by reading higher level books to them to enrich their choice of vocabulary.

**English** - Give them a story starter and a theme and ask them to write you a story based on the theme you give them. Can they create a mood?

**English** - pictures - Give them an interesting picture. Ask them to brainstorm about it, then create a story starter of their own that's good enough to hook a reader and reel them in.



**Maths** - Sudoku! Or Maths Jigsaws, they do them in school, but they could make up their own at home too!

**Maths** - bbc bitesize is an excellent website to use to reinforce and extend learning.

**Science** - bbc bitesize give interactive games for the children to play to consolidate and further their learning. Children are learning about 'Circuits and Conductors' the first half of the term, so they could learn more in an interactive way using <https://www.bbc.com/bitesize/topics/z2882hv>

Have fun learning and experimenting with your children!



## **English**

English will be very creative again this term, using pictures, drama and outdoor activities, to stimulate and support your children's learning. There is a whole school focus on spelling and grammar, so we will be doing fun games and activities every English lesson, to help embed these skills.

We will be following the objectives set in the new national curriculum framework for year 3 and we will be focusing this term on both non-fiction and fiction; specifically writing using descriptive language, to create exciting pieces of work, by using adjectives, adverbs and interesting openings to describe characters and for setting the scene. We will also be doing specific writing linked with our topics.

To support their learning it would be helpful if you could encourage your child to read daily, and if you listen to your child read, I would be grateful if you could write a brief comment in their reading journal detailing how well they read and any word they struggled to read or had extra help with (reading or understanding). Reading comprehension skills are a particular focus again this term and so it is essential to ensure that the children understand what they are reading. Therefore, it

would be helpful if you could ask your child questions about 'what' they have read. Details about the types of questions that will benefit them can be found later in the letter.

Children are encouraged to read from a variety of sources and authors including fiction and non-fiction. I have also listed other reading ideas linked to their topics later in the letter. We will be looking at poetry, Newspaper reports and familiar stories during the term, so in addition it may be useful to try and read these types of texts when possible. We will continue to work on presentation and cursive handwriting throughout the term and would appreciate it if you could ensure that any homework is completed to a neat standard. Students are welcome to bring in their own pencils but they must be clearly labelled. Pencil cases are not necessary as there is adequate storage and equipment on the tables.

### Ways that you may help with reading:

These are the types of questions your child might be asked at school. You can include some of these questions when you talk about reading at home too:



### The following questions require your child to get clues from the text to answer:

How do you think the character was feeling?

How would you change the ending?

How would you describe the changes in the character/setting?

### These questions require your child to refer back to the text:

What were the characters' names?

What was the setting?

What did each character do?

What happened at the beginning, middle and end of the text?

### The following questions require your child to think about the main messages:

What do you think is the main message in the story or text?

Can you relate it to another event or issue?

Do you agree with the views of the author?

What is your opinion about the message in the story?

How could other people see it differently?

### Before telling your child the word when he or she is reading, try these prompts:

Look for clues for the word's meaning in the sentence.

Look at the word closely. Does it look like another word you know?

Can you break the word down into smaller parts?

Do the words before and after this word help you to understand its meaning?

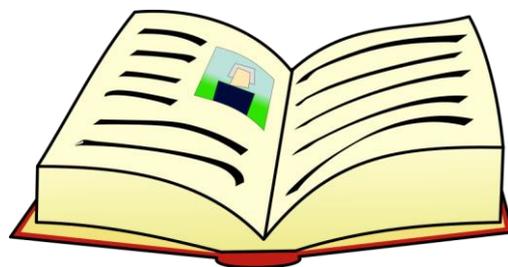
### Ways you may help with writing:

You may also like to work with your child on their writing. The following are a few practical ideas that you may like to try:

- Create characters together and write a story with them.
- Read and write recipes.
- Choose a topic and write as many words as possible and then use these to write a poem.
- Verbally tell stories to each other.
- Make a book with illustrations to match their story.

### Booklist:

Children in KS2 are encouraged to read a range of books, from poetry (e.g. Roald Dahl's Revolting Rhymes) to The Hobbit! Below is a list of books which you may enjoy reading together. **I have included examples of the types of books which cover each genre the children need to be reading. These particular books don't need to be read but it states the 'type' of book.**



#### **Stories with familiar settings (school, home, etc)**

- Bertagna, J- The Ice Cream Machine
- Browne, A- Gorilla, Voices in the Park
- Cameron, A- Julian Stories
- Cross, G- Posh Watson
- Dickinson, P- Chuck and Danielle
- Dunmore, H- Allie's Rabbit
- Fine, A- Care of Henry, Design a Pram, Diary of a Killer Cat, Jennifer's Diary, Loud Mouth Louis, Only a Show, Press Play
- French, V- Morris and the Catflap
- Haddon, M- Sea of Tranquility
- Hawkins, E- Hamster in Danger, Monster of a Hamster
- King-Smith, D- The Guard Dog, Happy Mouseday, Invisible Dog, The Hodgeheg, The Magic Carpet Slippers, Mr Potter's Pet
- Laybourn, E- Monster Shoes
- Lindgren, A- Lotta Says 'No'!
- Mark, J- The Snow Maze, Taking the Cat's Way Home
- Mooney, B- But You Promised, It's Not Fair, Promise Me You Won't Be Cross, Why Me?, Why Not?
- Tomlinson, J- The Cat Who Wanted to Go Home, The Otter Who Wanted to Know, The Owl Who was Afraid of the Dark

## **Myths, legends, fables, parables, traditional stories and stories with related themes**

- Agard, J- Brer Rabbit: Great Tug-o-war
- Ahlberg, A- Ten in a Bed
- Andersen, Hans Christian - any tales would be suitable.
- Anholt, L- Little Red Riding Wolf, Eco-wolf & the Three Pigs
- Barber, A- Mousehole Cat, Noah & the Ark
- Cresswell, H- The Sea Piper
- Croser, J- Baleen
- French, F- Anancy and Mr Drybone
- French, V- The Boy Who Walked on Water, Aesop's Funky Fables
- Brothers Grimm- any of their traditional stories would be suitable.
- Hoffman, M- Sun Moon & Stars
- Mitton, T- Excalibur the Magic Sword
- Naidu, V- Stories from India
- Patten, B- Beowulf & the Monster
- Whitfield, S- The legend of the Chinese Zodiac
- Wilkes, A- The Adventures of King Arthur
- Williams, M- King Arthur & the Knights of the Round Table
- Zeff, C- The Amazing Adventures of Hercules, Jason and the Gold Fleece



## **Humorous poetry and poems that play with words**

- Agard, J- Another Day on Your Foot
- Crebbin, J- Cows Moo, Cars Toot
- Cookson, P- Let's Twist Again; Teachers' Pets; Tongue Twisters & Tonsil Twizzlers
- Foster, J- Teasing Tongue Twisters; Loopy Limericks; Crack another Yolk; Word Spinning; Firewords
- Patten, B- Juggling with Gerbils; Gargling with Jelly
- Rosen, M- You Can't Catch Me, Walking on the Bridge of Your Nose, Michael Rosen's Book of Nonsense
- Brownjohn, S- Both Sides of the Catflap
- Cook, H- Dream Time
- Corbett, P- Poems for Year 3
- Douthwaite, G- Picture a Poem
- Earl, A- Poems about Feelings
- Foster, J- Word Whirls and Other Shape Poems

## **Adventure and Mystery Stories**

- Allen, Judy- Seven Weird Days at Number 31
- Blackman, M- Wizziwig
- Blyton, E- any Famous Five title
- Bradman, T- Tommy Niner and the Mystery Spaceship
- Morpurgo, M- Black Queen; Dancing Bear
- Mould, C- Treasure Island
- Odgers, D- Jack Russell: Dog Detective

## **Classics/ Modern Classics**

- White, E.B- Charlotte's Web
- Ahlberg, A- Cops and Robbers, Please Mrs Butler
- Dahl, R- Esio Trot, The Twits

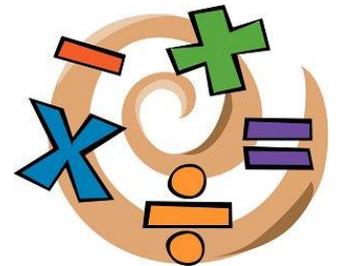


## **Maths**

Your child will have a daily maths lesson which will follow the National framework. All children will be set level appropriate work and will be encouraged, when appropriate, to attempt the higher level of work. Please let your child show you the calculation methods that they have learnt at school and encourage them to use and apply their mathematical skills in everyday life situations. Practising times tables, working with money and teaching your child to tell the time are all ways that you can help at home and I have outlined some practical ideas for this later in the letter.

## **Ways you may help with maths:**

It is important that children see the 'real life' practical uses of the maths which they have been learning at school. There are lots of ways in which you can practise maths with your child in real life contexts. For example:



## **RECIPES**

- Collect and read recipes and discuss the use of fractions, millimetres and grams. Encourage your child to make accurate measurements using measuring cups and spoons.
- Discuss how you would double a recipe. Encourage your child to record the new measurements for the recipe.
- Identify the temperature and cooking time on the recipe.
- Estimate the cost to buy all the ingredients to make the recipe.
- Make a list of the abbreviations used in the recipe and then write them in full, for example, L for litre, mL for millilitre, tsp for teaspoon, tbs for tablespoon.

## **CATALOGUES**

- How would you spend £40 from a catalogue? How many products can you buy for £40?
- Select five products from the catalogue then calculate what the cost be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- What are the cheapest and most expensive items in your catalogue?

-Compare the cost of a product across different stores using different catalogues. What did you find?

### TRAVEL timetables

- Can you identify your starting point on the timetable?
- What is the earliest and latest time to travel on this route? What is the difference?
- How long does it take to travel the entire route?
- How many stops are there on this route?
- What is the difference in the time travelled when not making all stops?
- What is the cost? Is it good value compared to other travel options?

### MONEY

- Encouraging children to think about money, saving money and considering how they spend money are important skills for all children to develop.
- Encourage your child to work out how much change you will get after buying something.
- Investigate costs for family trips together. For example, a visit to a theme park may include transport costs, entry ticket costs and food costs.
- Discuss saving money for presents or something your child may want to buy. Work out how long it will take to save this much if they get a small amount of money each week.
- Calculate together how much a mobile phone costs per month. How much is spent on messages and how much on phone calls?



### Challenging your child:

In order to teach children mastery in numeracy it is important that they are encountering and solving problems which offer a range of different contexts in order to deepen their knowledge. Websites such as Nrich ([rich.maths.org](http://rich.maths.org)), NCETM ([www.ncetm.org.uk](http://www.ncetm.org.uk)) and NACE (<http://www.nace.co.uk>) offer a large range of problems, puzzles and questioning support which can help children to deepen their understanding.

The children will also use 'mathematical reasoning' during all lessons. This is the critical skill that enables children to make use of all other mathematical skills. With the development of mathematical reasoning, students recognise that mathematics makes sense and can be understood. It would also be helpful to your child if you can ask them to 'explain' how they have solved the problem. This will reinforce their own understanding and verbalise their thinking.

## Children who need additional support:

Children who are on the SEN register or require more support also have provisions in place for their learning. They may have more teacher support during lesson times, have their progress closely monitored or have the activity adapted to meet their needs (for example; cubes to support addition in maths). Here are some resources to support these children:

- <http://www.ictgames.com/numberFacts.htm>
- <http://www.ictgames.com/placeValue.htm>



## Broader Curriculum

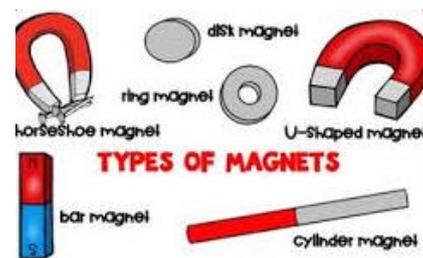
We are very excited about our new and exciting revised curriculum! One of the key aspects of our curriculum design is deciding what we want our children to learn. After a great deal of research, we have now introduced "Knowledge Organisers" (KO) to demonstrate, for class projects and key subjects, what we want children to learn. They will contain:

- Key questions - that children should be able to answer when the project is complete.
- Important vocabulary.
- Relevant images such as maps, portraits, photographs, timelines
- Skills needed to apply the knowledge learnt.
- How the learning fits into the overall scheme of our curriculum.

You will receive our new knowledge organisers and curriculum umbrellas each half term so you can see what your child is learning and help support them to discuss their project. A copy of your child's KO will be sent home in black and white but a colour pdf can be viewed on our website.

Each class has an "Umbrella" theme. This is linked to a particular project and replaces our previous topic webs. These will give you information, in advance, what your child will be learning about. These curriculum umbrellas can also be found on our website as well as being sent home to you in black and white.

There will be two main 'Topics/Projects' this term which will be covered through all curriculum subjects. During the first half term we will be studying Chocolate; its origins, where and how it grows, the process of chocolate making and I am sure the children will enjoy the wide range of learning that encompasses this topic, including a visit from a chocolatier, making chocolate, experimenting with chocolate and sweets in science. and show-casing their knowledge to you on a special afternoon. (details which you have already received) The Topic/Project within the second



half of the Term will be the Tudors where the children will learn many exciting and fun facts to share with you. During the second half of the term we will also study magnets and forces during our science learning.



### Personal Growth

As part of our new and exciting curriculum we have whole school topics/projects each half term where the children will be learning basic life skills. The first topic is called 'Garden to Table' and the children will be growing vegetables, shopping for ingredients and preparing and cooking dishes to take home. After Autumn half term the topic will be 'Peace and Conflict' where the children take part in an art project making a remembrance poppy wall and learning about war heroes; both past and present. These life skills will also be incorporated into the rest of the curriculum.



### P.E.

Your child will have three official P.E. lessons a week but will be involved in many physical activity sessions or clubs throughout the week. Our P.E sessions are **Monday** - Basketball, **Tuesday** - Tennis, **Wednesday** - Gymnastics, **Thursday** - Running.

They will need a **white t-shirt** (for indoors, any colour for outdoor preferably dark), **black shorts** and an outdoor PE kit, including tracksuit bottoms and a warm top if the weather is cold. **(Why not look on our website at the details for the exclusive Glenmere Sports T-Shirts.)** A change of footwear is needed. The children need plimsolls or indoor trainers for indoor sessions, trainers for outdoors, and these should not be the same shoes as their school shoes. Football boots are needed, especially if the children are involved in any extra-curricular football activities as they will not be able to participate if they do not have the correct footwear, it is a health and safety recommendation. Therefore both boots and shin pads are essential.

As we will be outdoors for some of the sessions, it is **VERY** important that your child has an outdoor kit, which will need to reflect the weather. A lightweight waterproof can also be worn, as we will still be outside if it is drizzly rain, and sun cream needs to be put on before coming to school if it's hot! I would like all children to bring a water bottle to school to be taken out for PE please. They will need to keep rehydrating themselves and this is the most efficient way of ensuring they do so, without eating into valuable PE time by needing to go

inside for a drink at the water fountain. Please ensure the water bottles are clearly named, and the children will be encouraged to bring them home daily to wash them, and bring back for the following day. Although PE is timetabled as detailed above, it would be useful if children could have their PE kits in school on Monday and take it home on Fridays, as there are lots of other opportunities for sessions arising during the school week this term, and afterschool activities may require them to change. Please also note that for ALL PE activities, NO jewellery whatsoever must be worn, including earrings, watches and necklaces.



### **Computing**

As part of keeping children safe online we will be learning about e-safety in a fun and informative way. A great website for you to use at home to support this is <https://www.thinkuknow.co.uk/parents/articles/band-runner/> It's a fun interactive game that helps children learn how to stay safe from risks they might encounter online. Your Children will be reviewing their knowledge of Microsoft office packages, including creating word documents and PowerPoint presentations. They will also look at coding using 'scratch' software. They will also use ICT to research their topics; Chocolate and the Tudors. Research using ICT is invaluable to enrich children's learning of all areas of the curriculum, so I have provided a list of websites that may be useful during this term.

### **Literacy**

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

### **Maths**

<http://nrich.maths.org/teacher-primary>

bbc bitesize - (type in any area of maths)

### **History**

<https://www.bbc.co.uk/bitesize/articles/zngsqp3>

<https://www.history.com/topics/ancient-americas/history-of-chocolate>

<https://www.theschoolrun.com/homework-help/tudors>

<https://www.bbc.co.uk/bitesize/topics/zsgkwmn>

### **Science**

<http://www.bbc.co.uk/bitesize/ks2/science#>

<https://www.theschoolrun.com/homework-help/magnets>

## SEND

For some children learning can be a challenge and at Glenmere we work hard to ensure that all children's needs are met when delivering the curriculum in order for them to access the learning. In year 3 children have access to physical resources to support them in their maths work, such as counting apparatus, number lines, dienes, place value counters, number grids and have opportunities to learn in a practical way. During our English lessons we provide scaffolding resources to support understanding and work in fun, active ways that engage all learners. Interventions for reading takes place in the form of our new reading coaching programme where children are taught to read using activities that deepen their understanding of the text and by using visual resources and games for word recognition. We want all children to become independent learners but are also aware that some children need support at different times so we work hard to provide a balance between supporting them in one to one situations, small group work (both in and out of the classroom) and working in a larger group with support. We model activities for children using the 'I do it, we do it, you do it' approach which helps to embed their understanding and allow the children to become successful learners.

## Homework

Children will also be asked to practise their times tables, particularly targeting their 3, 4 and 8 times tables, throughout the term. Any practise that you can do with your child for their times tables will be greatly appreciated and will help them to continue to improve their maths skills. All children will be given a homework book in which they can practice their times tables and maths work, and write their spellings, putting them into sentences so that knowledge of each word's meaning is understood. Your child may also use the book for any other work or research which they do at home. A homework book in both English, reading comprehension and Maths will also be given to your child in which one piece of work will be given each week in each subject to be completed by the following Friday.

Remember to follow the school on Twitter as year 3 will regularly post examples of our learning and it's so useful to learn about any school news!



[\(@GlenmereSchool\) | Twitter](#)

Thank you in advance for your support in your child's learning.

I'm really looking forward to teaching them and making their learning experiences as purposeful and memorable as possible.

Mrs. R Siddons.