



# Supporting Your Child in Year 3



## Summer Term 2021 - 2022

Dear Parents,

Welcome back! I sincerely hope that you have all had a lovely Easter and not eaten too many Easter eggs! I'm sure that you have been enjoying the good weather and sunshine.

So, a new term has started and we have an exciting and eventful Summer Term which should end the year 3 year with a bang! I'm sure all the children will be committed to working hard, as we work through our final term in year 3!

### The Curriculum

Below outlines some of the areas that we will be covering over the Summer Term, and some ideas on how you might support your child's learning at home. Literacy and Maths continues to follow the new National framework for Yr. 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!**

This website is full of wordsearches, crosswords, maths games, quizzes and more!

<https://www.games.co.uk/games/educational> I highly recommend it. Have fun!

**Maths** - Printing off a simple 10 x 10 number grid can be a great way to demonstrate how times tables relate to number sequences. You can get your child to colour in multiples of different numbers on different number squares so that they can clearly see the number patterns.

**English** - Fast Poetry. Choose a subject - e.g. spaghetti, first line of poem is a noun - spaghetti, second line is two adjectives - thin and soft, third line is three adverbs - silently, slowly, easily, fourth line is four verbs - slipping, sliding, slithering, disappearing. These types of activities encourage experimentation and creativity with words.

**English** - pictures - Give them an interesting picture. Ask them to turn up the volume in their mind and brainstorm what they can hear, ask them to jump into the picture and explain where they are, what they are doing, what they can touch and how it feels, how they feel.

**Science** - BBC bitesize give interactive games for the children to play to consolidate and further their learning. Children are learning about 'magnets and forces' the first half of the term, so they could learn more in an interactive way using the BBC bitesize website.

Have fun learning with your children!



## English

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

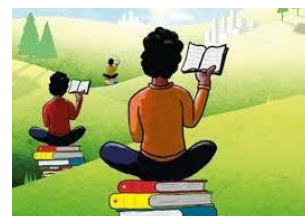
We will be following the objectives set in the national curriculum framework for year 3 and we will be focusing this term on both non-fiction and fiction; specifically writing using descriptive language, to create exciting pieces of work, by using similes, metaphors and personification and interesting openings to describe characters and settings. 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 is a particular focus again this term and I understand that sometimes it can be difficult to fit it in within a busy day, but the more the children read the more vocabulary they are exposed to.

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, traditional tales and explanation texts 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 and high standard.

### Ways that you may help with reading:


We are aware that you have busy lives and it's not always easy to listen to your child read each day, but we do know how important it is. Even if your child reads to you while you are preparing dinner, doing household chores or driving into school it will expose them to the text. So please encourage them to read each day and where possible set a special time aside to read together.



### **Why is reading 20 minutes a day important?**

Exposure to **reading** is **important** in developing vocabulary for fluency and comprehension. Students who scored 90% better than their peers on **reading** tests, **read** for more than **20 minutes a day** - exposing them to 1.8 million words a year.



At Glenmere we use Reading Vipers and our new reading scheme ViperTalk to support our daily reading and 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:

Reading Vipers Question Stems		
		
Vocabulary	What does the word <u>    </u> mean in this sentence? What does this word or phrase tell you about <u>    </u> ?	What do the words <u>    </u> and <u>    </u> suggest about the character, setting and mood? Find one word in the text which means <u>    </u> Which word tells you that <u>    </u> ?
Infer	Why was <u>    </u> ? feeling <u>    </u> ? What do you think the author intended when they said <u>    </u> ?	How can you tell that <u>    </u> ? What impression of <u>    </u> ? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think <u>    </u> will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many <u>    </u> ? What happened to <u>    </u> ?	How would you describe this story/text? What genre is it? How do you know?
Sequence Summarise	What happened after <u>    </u> ? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

### 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:

-Roll a story - Roll the dice to determine the different elements of their story. They have to roll the dice once for each category: who, where, what, and when. They will then have a layout of their story.

	Who?	Where?	What?	When?
	 a superhero	in jail	someone is lost	present
	 a witch or wizard	in the desert	characters are in the middle of a storm	past
	 your group	in space	characters are shrunk	future
	 an actor	on a boat	characters have no resource left	present
	 a character of your choice	at school	characters find a strange box	past
	 an athlete	in the jungle	characters find themselves in the middle of a fight	future

-Read and write recipes.

-Ping Pong a story verbally to tell stories to each other one line at a time. These can be familiar stories or ones you make up.

### 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 the list of books I sent out in the Autumn term, 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- Nancy 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

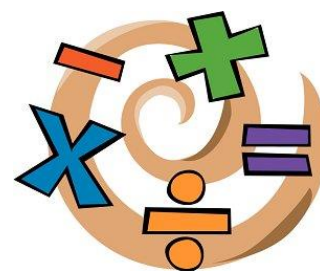


### **Maths**

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?

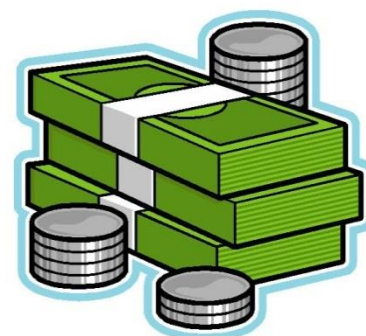
- Select five products from the catalogue then calculate what the cost be if there was a 50% sale. Does it make a difference if you add up the items, and then deduct 50%, or if each item is reduced by 50% then totalled?
- What is the best value sale item in the catalogue? Can you explain your reasoning?
- 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.



### **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 SEND 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**

Our "Knowledge Organisers" (KO) have proven extremely helpful to our learning with recalling facts, dates and information, and also for improving our vocabulary.

You will receive our new homework knowledge organisers where each week children will be asked about a given area in the organiser. Colour pdfs can be viewed on our website.

This term we will be looking at the stone age, bronze age and iron age.



## **Science**

Our science learning this summer term will be 'Plants'. Children will have fun learning about the different parts of a plant and its function, the lifecycle, requirements needed to survive and how plants reproduce. They will also plan and conduct scientific experiments to demonstrate their subject knowledge such as, how water travels in a plant and how are seeds dispersed.



## **Art/DT**

As a school we are now following the Kapow Primary art scheme and the D&T Primary scheme. With this there will to be progression throughout the year groups and the children can continue to embed their creative skills and knowledge. This first term the children will be looking at 'Mechanical Systems' and in the send term 'Prehistoric Art'.

## **Music**



In music we are continuing to use the scheme Charanga. During this term children will listen and appraise disco music and look at composition of music.

## RE

We are following the RE Today scheme. This term the children will learn about what it is like for someone to follow God and How and why do people try to make the world a better place.

## PSHE

We are very excited to be continuing with our new scheme 'Jigsaw' where it brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development. This first term we will look at RSE and the second term Healthy Me.

## MFL

We are continuing to follow the Language Angels scheme for our Spanish lessons. The first term we will look at 'La historia de la Antigua Gran Bretaña'.



## P.E.

Your child will have daily P.E. lessons each week including fitness with maths and English sessions.

They will need a **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.)** The clothing needs to be free from any visible logos. 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. As the weather is getting better the same trainers can be worn for indoor and outdoor as long as it isn't muddy.

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. 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. PE kits in school on Monday and take it home on Fridays. Please also note that for ALL PE activities, **NO** jewellery whatsoever must be worn, including earrings, watches and necklaces.



### **Computing**

We are very excited to continue to use the scheme Purple Mash, where the children learn about databases and simulations.

### **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)

### **Geography**

<https://www.natgeokids.com/uk/category/discover/geography/>

<https://www.ducksters.com/geography/>

<https://www.kids-world-travel-guide.com/geography-for-kids.html>

### **Science**

<https://www.stem.org.uk/resources/community/collection/12719/year-3-light>

<https://www.theschoolrun.com/what-your-child-learns-year-3-maths-english-and-science>

<https://www.bbc.co.uk/bitesize/topics/zy66fq8>

### **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 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 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.

## **Manners**

As a school we are focusing on manners. We will help children understand the importance and to help them learn appropriate, polite and considerate behaviour. Classroom Dojos will be given when an adult or child has identified another child showing good manners.

## **Homework**

The children are issued with revision books and it is hoped that the children will be able to access their content and embed their learning using key pages given as homework each week. If ever there are any issues, worries or concerns with homework, please do not hesitate to ask me in person or contact me on Classroom Dojo. I'm here to help!

Homework Knowledge organisers will also be given and each week children will be informed as to which section they need to learn.

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.

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



[\(@GlenmereSchool\) | Twitter](https://twitter.com/GlenmereSchool)

I am so appreciative of all of the support that you provided last term and I thank you in advance for your support in your child's learning this term.

Miss Manktelow.