



Supporting Your Child in Year 3



Summer Term 2020 - 2021

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 will 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!

Over the Easter holidays, I have discovered a website that is full of online educational maths games for children that like a challenge of a puzzle. It's full of reasoning problems and allows you to build your own problems. <https://solveme.edc.org/> 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.

Maths - As well as learning the times tables, your child should also know the division facts for each times table. (For example, if 3 times 5 is 15, 15 divided by 5 is 3, and 15 divided by 3 is 5.)

Maths - This website provides some great ways and games to practice multiplication and division for fractions at home https://www.mathplayground.com/index_fractions.html

English - Provide dull sentences and bring them to life by adding in extra detail.

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

English - Have fun by making up alliterative sentences about animals - *The slow snake slipped silently by the slimy staircase.*

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 - These free online challenge cards provide lots of fun science and engineering activities that can be done at home with household materials

<https://www.jamesdysonfoundation.com/resources/challenge-cards.html> . 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.

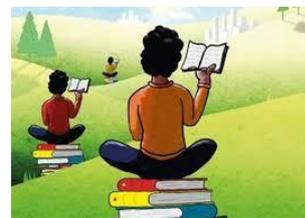
We will be following the objectives set in the national curriculum framework for year 3 and we will be focusing this term on both non-fiction and fiction; specifically writing using descriptive language to create exciting pieces of work by using similes, metaphors and personification and interesting openings to describe characters and 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 is 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, persuasive letters and adventure 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.

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 Book Talk 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:

-Pick a Picture - Draw or print off different images of people/objects/places, cut them out and have them ready in a pile. Draw a large 's' on a piece of paper, this will be the story map template, and pick 5 images from the pile, you may wish to pick more. Arrange the images on the 's' and think about how the story will be formed using the story map template, linking the first image with the second and so forth. Start by verbally telling the story using the images then have a go at writing the short story down.

-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- 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

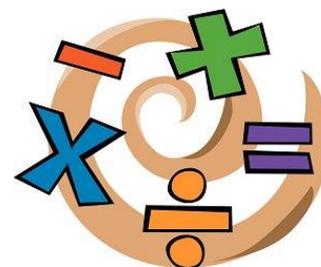


Maths

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), NCETM (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 go through our class steps to solving reasoning and problem solving questions. Read, Understand, Represent, Calculate, Answer, Check (RURCAC). This will reinforce their own understanding and verbalise their thinking. You can also download a free maths at home e-book to support your child at home by using this website.

<https://matr.org/blog/how-help-child-with-maths-at-home/#d>

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:

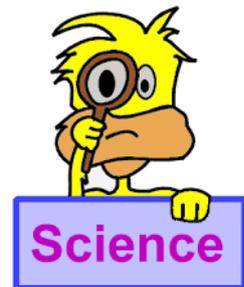
- <http://www.ictgames.com/numberFacts.htm>
- <http://www.ictgames.com/placeValue.htm>

Broader Curriculum

History/Geography

Our History learning this term will be 'Savage Stone Age'. The children will have fun investigating the Palaeolithic period and the different species of early man. We will explore the lives and achievements of the early Homo sapiens and compare them to Britain today.

Science



Our science learning this term will be 'Rocks and Fossils' in the first half term and 'Animals including Humans' in the second half. Children will have fun learning about how rocks are formed and investigate how erosion occurs. They will also investigate the properties of different soils by researching how they are formed and its uses. They will also categorise the different skeletons of animals based on appearance.



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 this term is called 'Diversity' and the children will be learning that everyone's lives are different and that we live in a world full of diverse societies and cultures.

After Summer half term the topic will be 'Food Glorious Food' where the children will understand diet and nutrition. Also determine what is eaten throughout the world. They will take part in creating their own healthy meals!



P.E.

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

They will need a **Glenmere sports t-shirt** (for indoors any colour for outdoor preferably dark), **black shorts** and an outdoor PE kit, including **tracksuit bottoms** and a **Glenmere jumper**. 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 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 about our new computing and ICT scheme of work; Purple Mash, where the children learn about e-mails and branching databases alongside internet safety. The children all have their own personal log ins which they can use at home and I will, sometimes, set the children a 2do task to complete at home. 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/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/zy66fg8>

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 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 also have after school interventions taking place to support children's reading comprehension or maths knowledge. 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

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 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 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 regularly post examples of our learning and it's so useful to learn about any school news! I also upload a short video on Classroom Dojo of a collection of images which show the learning happening in year 3.



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

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.