



Welcome to Year 3 with Miss Morris

September, 2023

The Year 3 team

Teachers & Support Staff:

Miss Morris

Mrs Bugeja (one to one)

Mr Bentham - P.E. session once per week

Mrs Shackleton - recorder session once per week



Everyday essentials


- A labelled water bottle
- Healthy fruit snack
- A coat
- A labelled bag.
- Home / School diary
- Reading books



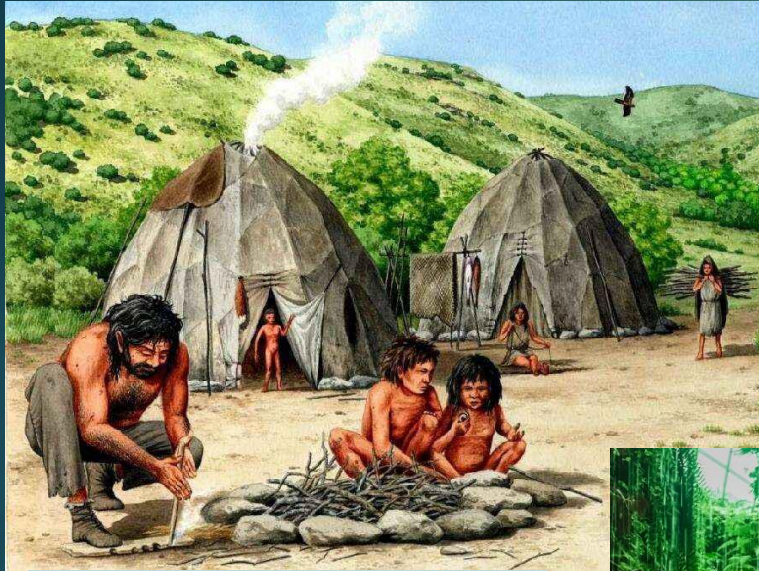
Morning

Time		Lesson/Activity
8.40		Register
8.50		Spellings and Reading 
9.40		English 
10.30		Worship 
10.45		Break
11.00		Maths 

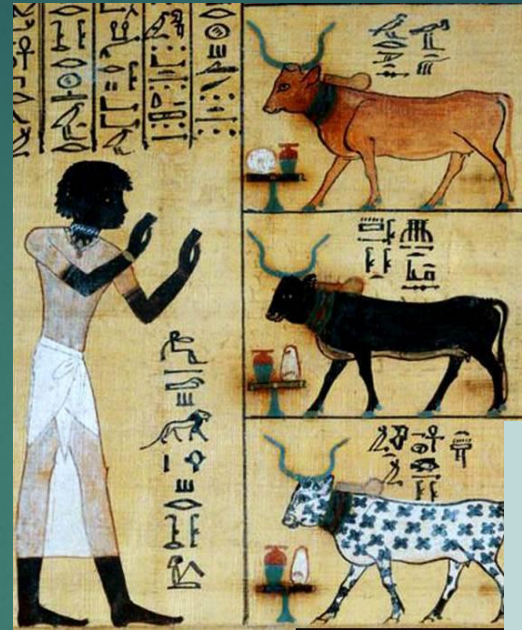
Afternoon

Time		Lesson/Activity
12.10		Lunch
1.00		Science/History/Geography/RE
2.15		Art/DT/Music/French/PE
3.15		Home

Topics...



The Stone Age

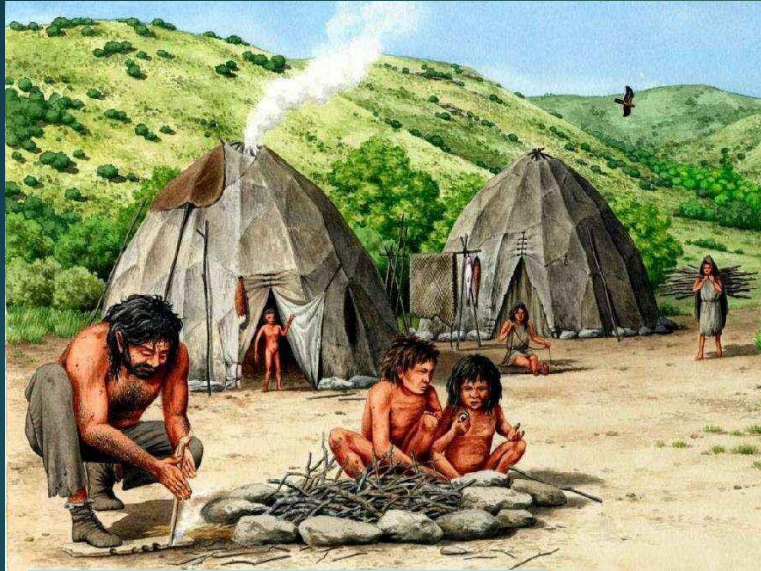


The Ancient Egyptians

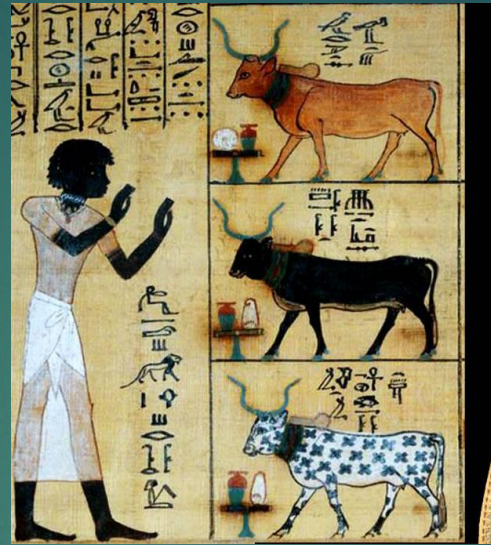


The Rainforest

Trips match topics....



**Poole's
Cavern and
Fossil
Hunter's
workshop**



**Liverpool
World
Museum**



Chester Zoo

Tuesdays – Swimming



Wednesdays – PE – Tag
Rugby

Thursdays – Music –
Recorders



Topics and Teaching

- ▶ We plan carefully for children's individual needs to ensure progression and support in specific areas.
- ▶ The mornings are set up to provide the children the opportunity to develop their skills in English, Maths and spellings.
- ▶ Guided Reading takes place daily as a whole class. On Mondays and Tuesdays we do activities all together and we split into groups for the remaining days. Every child will read in a small group with me on a weekly basis. There is a big focus on comprehension as well as word recognition.

Handwriting

- ▶ Children will be practising their handwriting daily.
- ▶ This will also provide opportunities for children to recap and consolidate their phonic and spelling knowledge.





Read Write Inc. Spelling

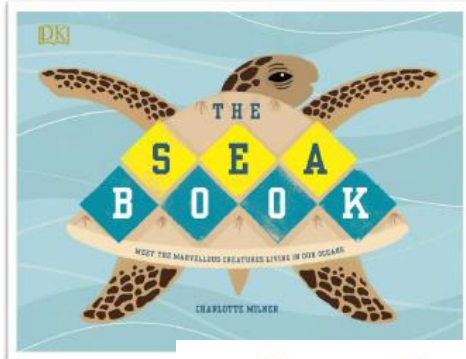
***Read Write Inc. Spelling* is a 15-minute-a-day programme for Years 2 to 6 (P3–P7).**

Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, *Read Write Inc. Spelling* prepares children for the higher demands of the statutory spelling assessments in England.



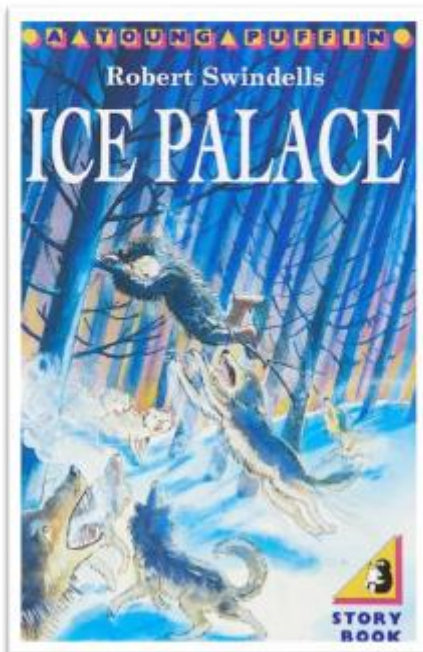
The Sea Book

by Charlotte Milner



Ice Palace

by Robert Swindells



→ Predict

Predict what might happen from details stated and implied (2e)

→ Clarify vocabulary

Explore the meaning of words in context (2a)

→ Read and retrieve

Retrieve, record and present information (2b)

→ Read and explain: Mastery focus

Retrieve and record information from non-fiction (2b)

- Use dictionaries to check the meaning of words that they have read (2b)
- Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d)



- Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)


Discuss words and phrases that capture the reader's interest and imagination (2g)

Reading books and home school diaries.

- The children have the opportunity to change their books most mornings and will be supported with this.
- Please encourage your child to read at least three times each week, sign and comment each time. Team points can be earned.
- Reading in class - Guided Reading, Whole Class Reading, Individual Reading and Paired reading.
- Use your child's diary to communicate messages e.g. changes to home time arrangements etc but please be aware that not every child will have their diary checked every day.

Date	Book title and page number	Parent/Teacher/Pupil Comments
23/09	 I read with an adult today	
23/09	Matooke	Frankie and I read together. She did a great job. J Shemin
27/09/21	The Surprise Party: Pg 12 J Shemin	Frankie was rushing this evening. She needs to think about punctuation and spacing etc. She also seems to be misreading words such as I, its, we, is and saying something else?
28/09/21	The Boy in the Dress Pg 56. J Shemin	Frankie read to Daddy
	 I read with an adult today	Great comments, well done Frankie. we will focus on punctuation.

Date	Book title and page number	Parent/Teacher/Pupil Comments
4.10.21	I have read page 1- page 10.	Great reading this evening and discussion and inference. J Shemin.
4.10.21	I have read page 10-18. ☺	Frankie has read much better this week. She's taking her time and using punctuation. J Shemin.
7.10.21	I have read page 10- page 26 ☺	J Shemin.
8.10.21	I have read to 2x6-3/4 have finished the book.	J Shemin. Frankie hasn't read at home due to be unwell this week.
Words to learn _____		
Date: _____		

Date	Book title and page number	Parent/Teacher/Pupil Comments
10.10.21	Reks Pen pg 60- end.	Good Well George answered lots of questions ☺
11/10	 I read with an adult today	Fantastic work George!
11/10/21	Explore and invent	Good job George ☺
12/10/21	Mimpins book Pg 1- 15	Well done George ☺
13/10/21	The Builders Both finished	super quote
13/10/21	Secret garden pg 1-30	Good boy George your Mum and Daddy are very proud of you ☺
14/10/21	Secret garden pg 31-50	Well done George

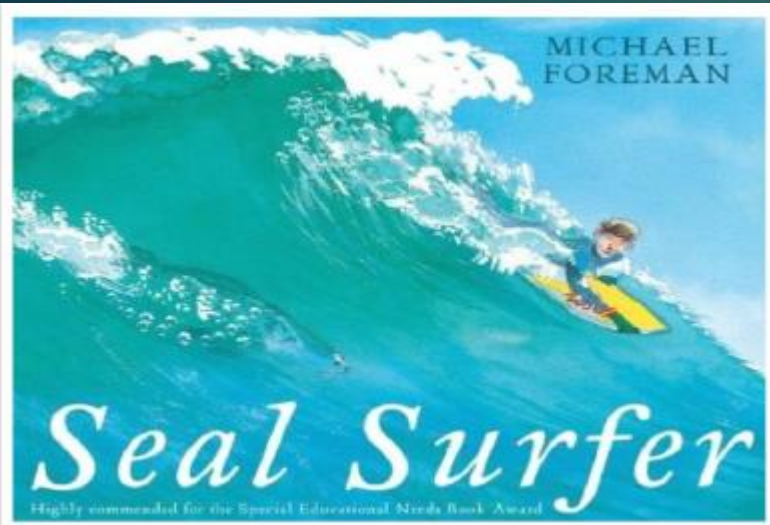
Date	Book title and page number	Parent/Teacher/Pupil Comments
15/10/21	Secret Garden pg 50- end	Super answers to questions George. My home called really ☺
16/10/21	The Adventures of Huckleberry Finn pg 1- 18	Super George.
17/10/21	The Adventures of Huckleberry Finn pg 19- 32.	Well done George X
18/10/21	The Adventures of Huckleberry Finn pg 33- 43	Good boy George ☺
Words to learn <u>temperature</u> _____ <u>temperature</u> _____ <u>sculpture</u> _____		
Progress _____		
Date: _____		

Please record your child's reading or encourage them to record it.

Reading Books continued

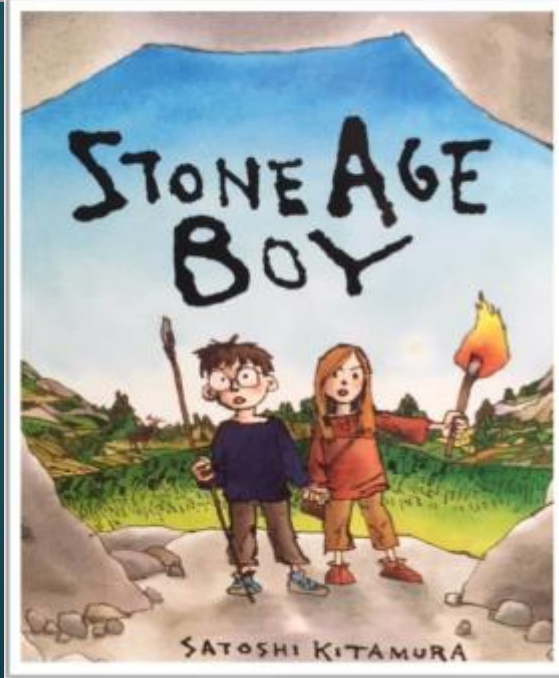
- ▶ If your child has bookbag books please ensure you read them with your child and they are in school each day.
- ▶ Most children are also on coloured bookband books, please do listen to them read and support them at home.
- ▶ If children are inspired to read extra books of their choice please do encourage this, but they must also read their bookbag and bookband books.

Writing – Pathways to Write



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use present and past tenses consistently and correctly • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation 	<ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech (one session) 	<ul style="list-style-type: none"> • Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a letter • Ensure chronological order to explain sequence of events



White Rose Maths

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value
FREE TRIAL

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Spring term

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and perimeter

[VIEW](#)

Number

Fractions A

[VIEW](#)

Measurement

Mass and capacity

[VIEW](#)

Summer term

Number

Fractions B

[VIEW](#)

Measurement

Money

[VIEW](#)

Measurement

Time

[VIEW](#)

Geometry

Shape

[VIEW](#)

Statistics

[VIEW](#)

Consolidation

1 minute maths



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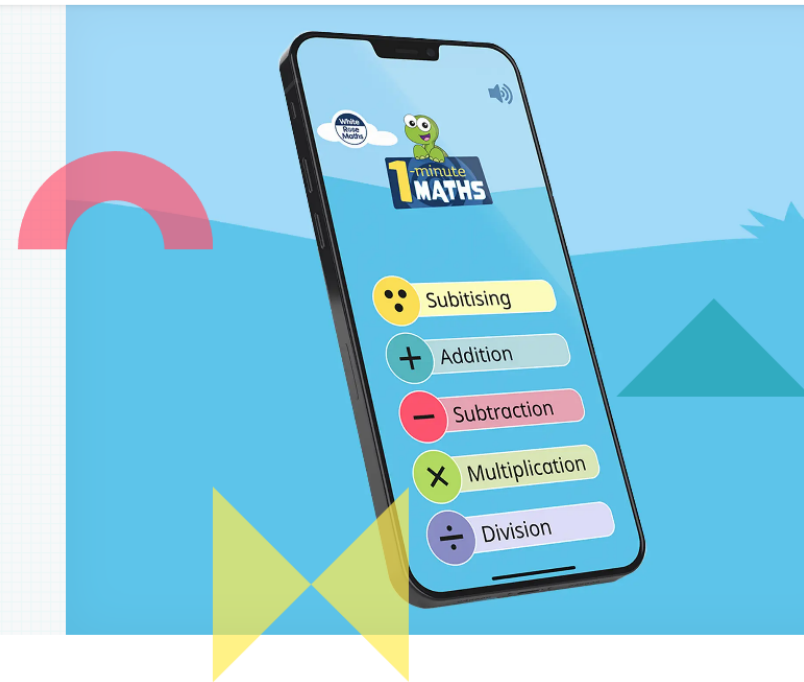


Subs...

Have you heard about our amazing app?







It's 1-minute maths

[FIND OUT MORE](#)





Designed for use both in class and at home, our 1-minute maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!


TTRockstars – Teacher set


SINGLE PLAYER			MULTIPLAYER		
 GARAGE Teacher Set	 STUDIO 12 x 12	 SOUNDCHECK 25 questions	 FESTIVAL 12 x 12	 ARENA Teacher Set	 ROCKSLAM 12 x 12

GARAGE

 **PLAY**

 Tables:
Teacher Set

 Play solo

 10 per correct answer

YOU'VE BEEN SET:



Amber Class on the Website

Welcome to Year 3 – Amber Class!

Miss Morris

 [Year 3 - Amber Class](#) [News & Articles](#) [File Library](#) [Gallery](#) [Home Learning](#)



Art in Amber Class
Friday 29 September 2023



Music in Year 3
Monday 25 September 2023

**Our Topic for the Autumn Term
will be The Stone Age**



My Happy Mind



Responsibilities and rewards

- ▶ Team points
- ▶ Praise Book
- ▶ Examples of good work displayed as WAGOLLS (what a good one looks like)
- ▶ Star of the day
- ▶ Secret Student
- ▶ Elected representatives for School Parliament
- ▶ Golden Time

Rewards and Sanctions

- Our class follow the 'Good to be Green' behaviour system. Yellow and red cards are used for children who are breaking the Golden rules.
- Children get 20 minutes 'Golden time' on a Friday afternoon. Any child from Year 1 up to Year 6, who has had a yellow card will miss 5 minutes of Golden time. Any child who has had a red card will spend their Golden time with Mr Perry.
- Children are rewarded with a 'Good to be Green' certificate if they remain green throughout each term and a special badge if they have remained green all year.

Emotional Coaching

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

Steps of Emotion Coaching

Step 1

- Recognising the child's feelings and empathising with them.

Step 2

- Label the feelings and validating them

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- Set limits on the behaviour (if needed)

Step 4

- Problem-solve with the child

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Resilience Passports

With thanks to:

Parentkind

HOW
ACTION FOR
CHILDREN
WORKS



Every
Child
Should...



Proudly supporting
youth social action



Get in touch

We'd love to hear what you think about this list. Share your experience using #MyActivityPassport or email: activity.passport@education.gov.uk



Department
for Education

Toggle Touch Mode



My Activity Passport

Start date

Name

End date

PE Kits

- ▶ P.E. timetable: Y3 Tuesday (swimming) and Wednesday (tag rugby)
- ▶ The children will come to school wearing their P.E. kits.
- ▶ Shorts, team colour t-shirts and trainers. As the weather becomes more inclement, tracksuit bottoms and a jumper / lightweight coat may become necessary.
- ▶ Please either remove or cover any earrings.

Homework

- ▶ Children will receive homework on Friday to be returned by the following Thursday at the latest.
- ▶ Children will log any spellings they need extra practice with in their reading diaries
- ▶ Children are expected to spend time on TTRockstars.
- ▶ There will usually be a piece of English and/or maths homework per week.
- ▶ Optional topic homework tasks will be set.

How can you support your child at home?

- ▶ Spelling - supporting your child with key word spelling.
- ▶ Reading - developing comprehension skills, reading for meaning and predicting.
- ▶ Maths - practising times tables (2, 5 and 10)
- ▶ Each term our class letter will tell you about our topic focus.
- ▶ A weekly note home will be sent via parentmail on Fridays.