

Term 1 Newsletter (Puffin Class)

Dear Families,

Welcome back! I hope you have all had a lovely summer break, despite the unsettled weather and that you have enjoyed spending time together. We are really looking forward to the term ahead, settling into life in Year 3 and getting stuck into some great learning.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As it is the start of the year, it is a bit of a long one! As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year Three team:

Alice Baker
Class Teacher

Sharon Fisher
I:I SEND TA
Every day

Jenna Hall
PPA cover teacher
Wednesday AM

Enquiry Question this term: How has the UK changed?

From now until Christmas, children will be learning about Stone Age to Iron Age. This term will have more of a geography focus, where we look at different settlements through time, bringing in learning about geographical features. Next term will be more history focussed.

Learn Together

In Learn Together we will be exploring our responsibility to each other, our classroom, peers in school and the wider community. We will be creating our class charter, and focussing on listening to each other and respecting each other's views.

We will be exploring 'Our Educate Together School' where we look at the history of the school, taking pride in the school and looking at how we can take responsibility within the school.

We will also be exploring our feelings, looking at naming feelings and understanding that all feelings are part of the human experience.

Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28: You have the right to an education.

English

Our focus book this term is Lights on Cotton Rock by David Litchfield. We will also be using the short PIXAR film 'Lifted' to support our writing.

As writers, we will be focussing on recapping Year 2 writing features looking at sentence structure, conjunctions, expanded noun phrases, interesting verbs and different tenses and how they affect spelling.

As spellers, we will be following No Nonsense Spelling, learning different spelling patterns each week. More details on spelling are below.

In guided reading sessions, children will continue to build comprehension and understanding. We will be using our VIPERS skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) as we explore texts. We will be using our focus book and then The Magic Place by Chris Wormell. We will also be spending a week exploring poetry.

Maths

Below is an outline of the intended progression of learning – this may be altered where needed.

Place Value	Addition and subtraction
Step 1 Represent numbers to 100	Step 1 Apply number bonds within 10
Step 2 Partition numbers to 100	Step 2 Add and subtract 1s
Step 3 Number line to 100	Step 3 Add and subtract 10s
Step 4 Hundreds	Step 4 Add and subtract 100s
Step 5 Represent numbers to 1,000	Step 5 Spot the pattern
Step 6 Partition numbers to 1,000	Step 6 Add 1s across a 10
Step 7 Flexible partitioning of numbers to 1,000	Step 7 Add 10s across a 100
Step 8 Hundreds, tens and ones	Step 8 Subtract 1s across a 10
Step 9 Find 1, 10 or 100 more or less	Step 9 Subtract 10s across a 100
Step 10 Number line to 1,000	Step 10 Make connections
Step 11 Estimate on a number line to 1,000	Step 11 Add two numbers (no exchange)
Step 12 Compare numbers to 1,000	Step 12 Subtract two numbers (no exchange)
Step 13 Order numbers to 1,000	Step 13 Add two numbers (across a 10)
Step 14 Count in 50s	Step 14 Add two numbers (across a 100)

Wider Curriculum

As geographers, through looking at settlements, we will:

- Name and locate cities of the UK.
- Understand and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

As scientists we will:

- Be exploring light and shadows. We will:
- Recognise that we need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

As designers, artists and creators we will:

- Exploring using sketchbooks to practise our drawing skills
- Using charcoal to make gestural drawings.

PE

- As athletes, we will be taking part in ball skills and basketball.
- Our P.E days will be Tuesday and Friday so please ensure children come in trainers, clothes suitable for P.E, hair tied back and no jewellery. Thanks.

Music

Children will continue to have music taught by professional musicians from Preludes on Fridays.

Computing

In computing, children will be developing their understanding of digital devices, with an initial focus on inputs, processes and outputs.

Home Learning

Reading

Expectations

- Reading Record and colour banded book should be brought to school daily.
- Read for 10-15 minutes and record in your Reading Record a minimum of four times a week and ask an adult to sign. We would recommend reading daily where possible. Children reading 4 times or more, will receive a golden ticket with the opportunity to win a book prize. Where this expectation is not met, children will be invited to a lunchtime reading club, so an adult can hear them read.
- When reading with your child, discuss the vocabulary and ask them questions to check their understanding – why did the character do that? How can you tell that?

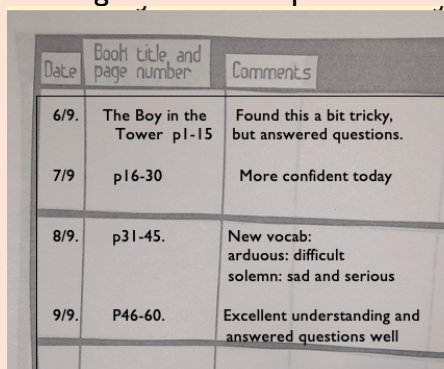
<https://drive.google.com/drive/u/1/folders/1wS6MKCOWRuTXBi3x-FtjWLG4I54KGpYj>

Follow the link above for more support with reading at home, including videos and suggested comprehension questions.

Why is this important?

- Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children's future success.
- Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships.
- Parent's role in the teaching of reading is paramount to your child's progress and this is highly valued by the school.

Reading Record example:



Date	Book title and page number	Comments
6/9.	The Boy in the Tower p1-15	Found this a bit tricky, but answered questions.
7/9	p16-30	More confident today
8/9.	p31-45.	New vocab: arduous: difficult solemn: sad and serious
9/9.	P46-60.	Excellent understanding and answered questions well

Spelling

School Expectations

- Spelling journals should be brought into school daily.
- Each Monday, the children will be given new spelling words to learn which will be stuck in their spelling book. Children will have a spelling quiz to check their progress each Monday. Placing these spelling words somewhere visible, like on the fridge will also help as children will be able to see them regularly.
- Children will have 10 spellings each week (5 following a spelling pattern and 5 Y3/4 common exception words). Children may have differentiated common exception word spellings, so please check in their spelling journal to confirm which set to look at.

For more advice on practising spellings at home in fun ways which mirror our teaching, see the year group Google Drive folder.

Why is this important?

- Spelling is one of the essential components of successful writing.
- Research has found that spelling, reading, writing and comprehension skills are all closely linked.
- Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.

Maths

School expectations

- In Key Stage 2, the expectation is that children practise their time tables at home.
- Year 3: 2x, 5x, 3x, 4x and 8x.
- Your child has a log-in for Times Table Rock Stars in their reading record so that they can practise their time tables at home.
- <https://play.ttrockstars.com/>

White Rose has a parent section with resources you can use at home if you wish, including free printable workbooks. <https://whiterosemaths.com/parent-resources>

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning> I have now added all supporting documents to the google drive so you can practise with your children at home.

The White Rose 1-minute maths app can also be used to practise number facts at home. <https://whiterosemaths.com/1-minute-maths>

Why is this important?

- Times tables are essential and multiplication facts are non-negotiable basic building blocks of maths.
- Knowing the times tables (and their associated division facts) supports mathematical learning
- Children who have a strong grasp of them tend to be more self-assured when learning new concepts.
- Starting secondary school with a fluent, accessible and automatic knowledge of their tables is ideal.

Other important information/notes for the time ahead

Google Drive

class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:

<https://drive.google.com/drive/u/1/folders/19qyKmaLHqizcEEDzaM27AzbCllfqpYH6>

What does my child need to bring into school every day?

- Book bag with spelling journal, reading record and school book(s).
- Labelled water bottle
- Appropriate weather dependent clothing, e.g. a jacket, or raincoat if it is raining.
- Please ensure all things brought into school are labelled with your child's name. Thank you.