

# Year 3 @ SML

## Our vision is for all children to:

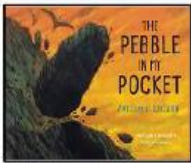


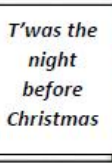

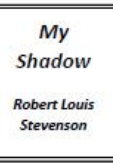
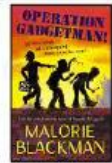
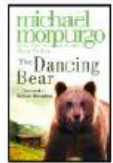
	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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## Our core values are:

	Resilience		Kindness and empathy		Creativity
In year 3, this means not giving up when things are tough. Mistakes are OK and show that you are learning!		In year 3, we build on our learning about kindness and start to think more about empathy: How will my actions make that person feel? How could I make things better? helping someone when they are hurt or sad.		In year 3, this means sharing your ideas and trying new things; solving problems both with learning and relationships.	

## Our curriculum:

### English

Reading	<p>We use the CUSP reading curriculum and we use our literature spine (and related supplementary texts) to ensure our children are exposed to a wide range of stories, poems and non-fiction regularly.</p> <p><b>Our Literature Reading Spine:</b></p> <div>         </div>
Handwriting	<p><b>Handwriting</b></p> <p>We use a programme called <b>Letterjoin</b> for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.</p> <p>In Year 3, we are learning to write more fluently using joins. This sometimes means children's handwriting goes through a transition period during which time it may not look fluent. Please encourage practice!</p>

**Desktop log-in**

Username: dw8700

Password: home

**Tablet log-in**

Username: dw8700

Swipecode:

Letter-join

**Handwriting**

at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

Letters are formed and joined correctly.

horizontal    vo   wo   ru   wa   oc   ro   wn   ve   re   oe

diagonal    an   co   di   ei   hu   im   ki   li   na   mp   ui

from descenders   pr   qu   ya   go   fl   jo

Some -  
BRONZE

Most -  
SILVER

Almost all -  
GOLD

Maintained -  
PLATINUM

Maintained -  
DIAMOND

## Spelling

We teach spelling in Y3 primarily through the CUSP spelling programme. Below is an overview of the teaching sequence:

### Year 3 Overview

<p><b>Block 1</b></p> <p><b>Concept:</b> Common exception words <b>KS1 revisited</b></p> <p><b>Etymology:</b> dec</p>	<p><b>Block 2</b></p> <p><b>Concept:</b> Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it <b>Y2 revisited</b></p> <p><b>Etymology:</b> tele</p>	<p><b>Block 3</b></p> <p><b>Concept:</b> Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter <b>Y2 revisited</b></p> <p><b>Etymology:</b> photo</p>	<p><b>Block 4</b></p> <p><b>Concept:</b> Homophones and near-homophones <b>Y2 revisited</b></p> <p><b>Etymology:</b> de</p>
<p><b>Block 5</b></p> <p><b>Concept:</b> The suffixes -ment, -ness, -ful, -less and -ly <b>Y2 revisited</b></p> <p><b>Etymology:</b> uni</p>	<p><b>Block 6</b></p> <p><b>Concept:</b> Contractions <b>Y2 revisited</b></p> <p><b>Etymology:</b> kilo</p>	<p><b>Block 7</b></p> <p><b>Concept:</b> Rare GPCs <b>Y2 revisited</b></p> <p><b>Etymology:</b> mill(e)</p>	<p><b>Block 8</b></p> <p><b>Concept:</b> Words ending in -tion <b>Y2 revisited</b></p> <p><b>Etymology:</b> fract</p>
<p><b>Block 9</b></p> <p><b>Concept:</b> Y3/4 statutory word list</p> <p><b>Etymology:</b> peri</p>	<p><b>Block 10</b></p> <p><b>Concept:</b> Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p><b>Etymology:</b> graph</p>	<p><b>Block 11</b></p> <p><b>Concept:</b> The /z/ sound spelt y elsewhere than at the end of words</p> <p><b>Etymology:</b> scrib</p>	<p><b>Block 12</b></p> <p><b>Concept:</b> Homophones</p> <p><b>Etymology:</b> aqua</p>
<p><b>Block 13</b></p> <p><b>Concept:</b> Prefixes -un- (revisited), dis-, mis-, in-, il-, im-, ir-</p> <p><b>Etymology:</b> mech</p>	<p><b>Block 14</b></p> <p><b>Concept:</b> The suffix -ation</p> <p><b>Etymology:</b> para</p>	<p><b>Block 15</b></p> <p><b>Concept:</b> The suffix -ly</p> <p><b>Etymology:</b> dict</p>	<p><b>Block 16</b></p> <p><b>Concept:</b> The /ʌ/ sound spelt ou</p> <p><b>Etymology:</b> phon(o)</p>



Alongside explicit spelling lessons, children learn two key things in relation to spelling:

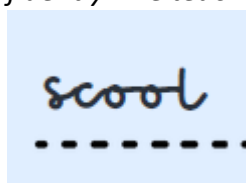
1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. peep! (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high frequency words that don't necessarily follow a simple phonic pattern. These are called the **Y3&4 statutory words**. To help us practise these in a fun and effective way, we make regular use of an app called Squeebles Spelling. We strongly recommend it for use at home, though it costs £4.99!



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



them!

If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then correct

## Writing

We use the CUSP writing curriculum.

Below is an overview of the genres taught throughout the year:

First person narrative descriptions	Formal letters to complain	Third person narrative stories	Instructional writing	Third person narrative stories	Dialogue through narrative
Non-chronological reports	Dialogue through narrative	Non-chronological reports	First person narrative descriptions	Formal letters to complain	Instructional writing
			Performance poetry		

Capital letter at the start and full stop at the end. ●  
Today's learning! ●  
Dotty line under unsure spelling



Some -  
BRONZE



Most -  
SILVER



All -  
GOLD



Maintained -  
PLATINUM



Maintained -  
DIAMOND

We use a motivation chart stuck in the front of the books, focusing on presentation, handwriting and proofreading. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!

If your child does any writing at home, get them to proofread for punctuation! It's a really important habit.

## Maths

We use a maths scheme called **White Rose Maths**. Learning is blocked by topic and each lesson is broken down into small steps and led by the teacher using the interactive tools.

All children have a **workbook** for the independent phase of the lesson and each lesson usually has 4 or 5 sections, which get progressively more challenging. Not all children complete each section every lesson, which is ok.

We also do something called a **maths review**, where we revise all the key knowledge that has been taught. If you would like a copy of this to work on at home, please ask your class teacher. Fluency in the maths review really helps. Sometimes your child may get a **personalised learning worksheet** for homework if they have found a concept in class difficult and would benefit from some extra practice.

We also do a **maths investigation** each week, which is often open-ended and a good challenge for our more confident mathematicians!

This is the coverage timetable for the year with White Rose:

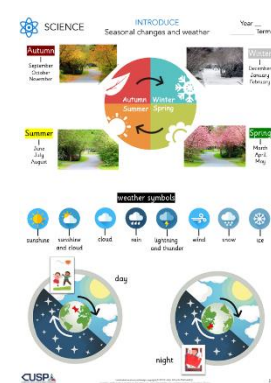
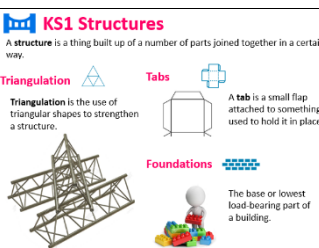





















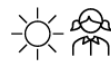




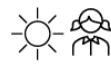

























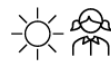




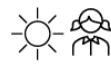

























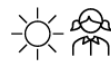




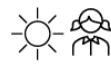




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> <a href="#">VIEW</a>				Number <b>Multiplication and division A</b> <a href="#">VIEW</a>					
Spring term	Number <b>Multiplication and division B</b> <a href="#">VIEW</a>		Measurement <b>Length and perimeter</b> <a href="#">VIEW</a>		Number <b>Fractions A</b> <a href="#">VIEW</a>		Measurement <b>Mass and capacity</b> <a href="#">VIEW</a>					
Summer term	Number <b>Fractions B</b> <a href="#">VIEW</a>		Measurement <b>Money</b> <a href="#">VIEW</a>		Measurement <b>Time</b> <a href="#">VIEW</a>		Geometry <b>Shape</b> <a href="#">VIEW</a>		<b>Statistics</b> <a href="#">VIEW</a>		Consolidation	



practising!

We also use an app called **TTRockstars**. It's an online times table practice tool that has several motivational features. The teacher can track progress and identify misconceptions using the teacher dashboard, as well as track time spent

We expect children to use this at home regularly. Your teacher will have provided you with a login/password. Please ask if you need a reminder!

Science, Geography, History & Art	 <p>We use the CUSP curriculum for these subjects and a useful resource that we have for parents and carers is what is called a <b>knowledge organiser</b> for each subject.</p> <p>Essentially they show all the things the children are learning in each subject across the year. It's really useful for a dinner time conversation! You could ask each other questions to test your child's (and your) knowledge! Due to copyright , we can't publish these on our website. However, you can get a pack from your class teacher or from the school office.</p> <p>We also learn gardening with Mrs Burns on Fridays, taking care of our school green spaces!</p>																																																											
Design technology	 <p>We created our own curriculum, which we're proud of! In Year 3, we learn about <b>textiles</b> (keyring), <b>mechanisms</b> (display) and <b>systems</b> (LEGO coding).</p> <p>We have <b>knowledge organisers</b> to share for each topic. It may help if your child wants to do some more designing and making at home!</p>																																																											
Computing	<p>We follow the code.org curriculum for our coding sessions. The teacher sets the coding challenge and the children use their iPads to go through a series of problems to solve.</p> <p>In year 3 we also learn how to use Pages, data loggers and follow the Internet Legends online safety curriculum.</p>																																																											
French	<p>CUSP French is taught from Years 3 – 6. Each year group has 6 blocks of teaching. Additional weeks are used for consolidation, revisiting or enrichment. French is usually taught in 2 15-20 minute lessons each week.</p> <table border="1"><thead><tr><th>Year</th><th>Block A</th><th>Block B</th><th>Block C</th><th>Block D</th><th>Block E</th><th>Block F</th></tr></thead><tbody><tr><td>3</td><td>Greetings and the classroom</td><td>Colours, emotions and numbers 0 – 10</td><td>Introductions and questions</td><td>Working together (Following instructions)</td><td>Playing together (Asking to play)</td><td>Eating together</td></tr></tbody></table> <p><b>KNOWLEDGE ORGANISER:</b></p> <p><b>Year 3 Greetings and the classroom</b></p> <table border="1"><thead><tr><th>Greetings</th><th>Greeting people</th><th>Instructions</th><th>Colours</th><th>Classroom nouns</th></tr></thead><tbody><tr><td>bonjour </td><td>bonjour Monsieur </td><td>écrivez </td><td>bleu </td><td>une table </td></tr><tr><td>bonsoir </td><td></td><td>répétez </td><td>blanc </td><td>une chaise </td></tr><tr><td>non </td><td>bonjour Madame </td><td>écoutez </td><td>rouge </td><td>une fenêtre </td></tr><tr><td>salut </td><td></td><td>lisez </td><td>vert </td><td>une porte </td></tr><tr><td>coucou </td><td>bonjour Mademoiselle </td><td>regardez </td><td>Orange </td><td>une gomme </td></tr><tr><td>au revoir </td><td></td><td></td><td></td><td>un stylo </td></tr><tr><td>à bientôt </td><td></td><td></td><td></td><td>un cahier </td></tr><tr><td></td><td></td><td></td><td></td><td>un crayon </td></tr></tbody></table> <p>We have knowledge organisers for each block, also available for home reference!</p>	Year	Block A	Block B	Block C	Block D	Block E	Block F	3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together	Greetings	Greeting people	Instructions	Colours	Classroom nouns	bonjour 	bonjour Monsieur 	écrivez 	bleu 	une table 	bonsoir 		répétez 	blanc 	une chaise 	non 	bonjour Madame 	écoutez 	rouge 	une fenêtre 	salut 		lisez 	vert 	une porte 	coucou 	bonjour Mademoiselle 	regardez 	Orange 	une gomme 	au revoir 				un stylo 	à bientôt 				un cahier 					un crayon 
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<b>RE</b>	<i>As a Church of England school, Religious Education is a core subject that children study each week. Our curriculum is designed to enable pupils to gain an increasingly deep understanding of both Christianity and a range of global religions and worldviews. RE at St. Margaret's allows children to engage with challenging questions of meaning and purpose raised by human experience. Children are encouraged to think critically and nurture an appreciation of and respect for the differences, similarities and changes within all the religions and worldviews studied. Lessons contain a variety of learning activities including debate, group work and drama as well as studying Biblical text. They are planned around a key learning question for each half term.</i>
<b>Music</b>	<i>We have music with Mr Brown on Thursdays and some of us are in Rockband, which is on a Mondays. We also learn the recorder on Fridays.</i>
<b>PE</b>	<i>We have PE on Wednesdays with Mr Park and Dance on Thursdays with Mrs Burns. However, we are active every day, doing our playground runs every Tuesday and Thursday. On Thursdays, we often go to Manor House Gardens for our park run.</i>

## Our long term overview:

**Y3**

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	First person narrative descriptions Non-chron reports	Formal letters to complain Dialogue through narrative	3 <sup>rd</sup> person narrative stories Non-chron reports	Instructional writing First person narrative descriptions Performance poetry	3 <sup>rd</sup> person narrative stories Formal letters to complain	Dialogue through narrative Instructional writing
<b>Reading</b>	Greta and the Giants The Pebble in my pocket	Leon and the place between Twas the night before Christmas	Sam Wu is not afraid of the dark	Operation Gadgetman My shadow	The Dancing Bear	Flexible
<b>Sci</b>	Rocks (6)	Animals & humans (3) Revisit Rocks	Forces and magnets (6)	Plants (6)		Light (3)
<b>Hist&amp;Geo</b>	Stone Age to Iron Age (9)		UK (6) Fieldwork – human and physical features (3)	Rome (9)	Revisit human and physical (3) OS maps and fieldwork (4 + fieldwork)	
<b>Art</b>	Drawing & painting		Printmaking	3D	Painting	
<b>DT</b>	Textiles - keyring		Mechanisms - display		Systems – Lego coding	
<b>RE</b>	<b>Religion: Christianity</b> Could Jesus really heal people?	<b>Religion: Christianity</b> Has Christmas lost its true meaning?	<b>Religion: Hinduism</b> Would celebrating Diwali at home and in the community bring a feeling of belonging?	<b>Religion: Christianity</b> What is 'good' about Good Friday?	<b>Religion: Sikhism</b> Do Sikhs think it is important to share?	<b>Religion: Christianity P4C</b> <b>Book:</b> The Red Tree
<b>French</b>	Greeting and classroom	Colours, emotions & numbers	Introductions and questions	Working together	Playing together	Eating together
<b>Computing</b>	Code.org	Pages	Internet Legends	Code.org	Code.org	Data loggers
<b>RSHE</b>	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me

### **Planned and booked trips that we may ask for help with:**

Horniman museum – Mon 30<sup>th</sup> October

Tate Modern – Thu 9<sup>th</sup> November 9am -1pm

Unicorn theatre - The Bolds – Tues 21<sup>st</sup> Nov 11am

Clip n Climb – summer term date tbc

### **Dates for our class performances:**

Thursday 1<sup>st</sup> Dec 10am/7pm – Nativity play

Friday 7<sup>th</sup> June



## Our weekly timetable:

*\*this is our normal routine, but sometimes timings may change*

<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>Fr</i>
<i>Handwriting</i>	<i>Spelling</i>	<i>Assembly</i>	<i>Fitness</i>	<i>RSHE</i>
<i>Assembly</i>	<i>Fitness</i>	<i>PE</i>	<i>Maths</i>	<i>Spelling</i>
<i>Maths</i>	<i>Maths</i>	<i>Reading</i>	<i>Reading</i>	<i>Maths</i>
<i>Reading</i>	<i>Reading</i>	<i>Writing</i>	<i>Writing</i>	<i>Reading</i>
<i>Writing</i>	<i>Writing</i>	<i>Handwriting</i>	<i>French</i>	<i>Music</i>
<i>French</i>	<i>Handwriting</i>	<i>Story</i>	<i>Spelling</i>	<i>Gardening</i>
<i>Story</i>	<i>History/</i>	<i>Maths</i>	<i>Music</i>	<i>Flashback</i>
<i>Science</i>	<i>Geography</i>	<i>RE (with Mrs</i>	<i>Dance</i>	<i>Art / DT</i>
<i>Handwriting</i>	<i>PE</i>	<i>Winther)</i>	<i>Computing</i>	<i>Assembly</i>
				<i>Golden time</i>

## Our home learning guide:

<b>Subject</b>	<b>Frequency / time</b>	<b>We recommend</b>
<i>Reading (both independently and with an adult)</i>	<i>Daily 10 mins</i>	<i>Listening to your child reading the story and asking them questions (there are suggestions in the PACT book) is also a good way to check comprehension.</i>
<i>Spelling</i>	<i>2 times a week / 5 mins</i>	<i>Using the Squeebles Spelling app: Y3/4 exception words</i>
<i>Maths</i>	<i>Numbots 5-10 mins</i>	<i>Take an interest and do some together rather than just leaving them on their own. Also, <b>use guided access</b> if your child is likely to stray onto something else!</i>
<i>Science, History or Geography</i>	<i>5 mins a week</i>	<i>Using the knowledge organisers provided by the teacher, which explain clearly what the children are learning, ask some questions at the dinner table (or get your child to use the knowledge organiser to ask you questions!)</i>
<i>Bedtime story (adult reading to child)</i>	<i>Daily 5-10mins</i>	<i>Use the book your child has chosen from the class library or a favourite book from home.</i>
<i>Personalised learning</i>	<i>10-20 mins</i>	<i>Sometimes children receive personalised practice of something they found tricky in class and could do with some extra practice with.</i>

A suggested timetable for you to use or adapt. Remember routine is good!

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
<b>Reading book</b>	<b>Reading book</b>	<b>Reading book</b>	<b>Reading book</b>	<b>Reading book</b>	<b>Reading book</b>
					Science/ History/ Geography quiz  Personalised learning
<b>Bedtime story</b>	<b>Bedtime story</b>	<b>Bedtime story</b>	<b>Bedtime story</b>	<b>Bedtime story</b>	<b>Bedtime story</b>

### Important things to remember in Year 3:

	Record reading at home in the Reading Record Book.
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung!  If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via <a href="mailto:info@stmargaretslee.lewisham.sch.uk">info@stmargaretslee.lewisham.sch.uk</a> or arrange a meeting with the teacher.
	Trainers everyday please, no hoop ear rings and keep long hair tied back