

Welcome to Year 3

Anthony Browne class

Class Teacher: DeVante Harris

Our values

Bravery

Kindness

Equality

Curiosity

Ambition

Respect

By the end of this meeting...

- Know the expectations of Year 3.
- Have a better understanding of what is being taught in Year 3.
- Understand how you can help your children at home.

Key Stage 2

As in all year groups we have high expectations of the children and want them to achieve their very best.

Children will be encouraged to become reflective of their work, editing their work and writing reflective comments that will help them move forward with their learning.

They will be entrusted with more responsibility and will be encouraged to take ownership over their own learning.

An increased sense of independence will be instilled in the children. They are now the role models within the school!

Reading

It is so important that the children continue to read with you at home. If they are confident readers then the focus should move towards their comprehension. What they understand? What predictions can they make? Looking at the authors choice of words and understanding the meaning of vocabulary in more complex texts.

Reading records will be checked daily. It is our minimum expectation that the children will have their reading record signed by someone at home at least 3 times per week.

I will be reading to the class aloud daily, we will also make good use of ERIC time in class whereby I will model to the children what it is like to enjoy and read for pleasure.

Reading Strategies

- ***Skim and scan*** by finding a key word and reading around it.
- ***Make connections*** with other reading – are the ideas / themes the same?
- ***Look for clues*** when inferring – the answer may not be obvious!
- ***Skip and jump back*** Read the whole sentence and come back to the unknown word. Does it make sense now?
- ***Look for a word within a word*** to support with decoding / meaning.

Reading Suggestions

English

- Over the year we will learn to write, read and listen to a range of different text types.
- Children should be able to read aloud, write and understand the meaning of words, including common exception words, by using the decoding skills they are equipped with.
- They will also learn the conventions of different types of writing (for example, the greeting in letters and a diary written in the first person).
- Children will write in narratives creating settings, characters and plot.
- Prefixes, suffixes, use the first two or three letters of a word to check its spelling in a dictionary, spelling homophones, using conjunctions and expanded noun phrases in our writing and write from memory simple sentences using the necessary punctuation.

Maths

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
- Compare and order numbers up to 1000 and read and write numbers up to 1000 in numerals and words
- Add and subtract numbers with up to three digits mentally and using formal written methods
- Recall and use multiplication and division facts for the 3, 4 and 8 times tables
- Add and subtract fractions with the same denominator (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- Compare and order fractions
- Measure perimeter of simple 2-D shapes
- Add and subtract amounts of money
- Tell and write the 12-hour and 24-hour clock time
- Identify right angles and the relationship between angles and turns
- Interpret and present data using bar charts, pictograms and tables

Homework

Reading book and reading record sent home daily

Chapter books changed when completed.

List of spellings weekly.

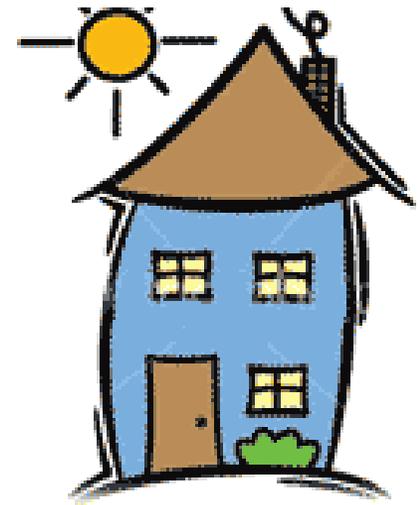
Continue to practice times tables on a weekly basis to support with work in class.

Maths homework to consolidate learning to be set on Friday via My Maths and due in Wednesday.

Talk homework on a Wednesday to be completed before our piece of extended writing each Thursday.

Learning at home

1. Continue to read every day with and to your child – they will let you know when to stop. Finding the right time is important too!
2. Help make maths fun and relevant. Allow the children to help count money, work out change, measure rooms for furniture, weigh out ingredients, read scales in the kitchen, tell you the time etc.
3. Try to learn times tables, in and out of sequence, off by heart and at speed. If confident with these, learn the associated division facts.
4. Practise spelling patterns and words in children's log books.
5. Find out as much as you can about the topic and visit places of interest to broaden your child's life experiences.



LEARNING AT HOME

- 6. Help make writing relevant. Encourage your children to help you write shopping lists, invitations, thank you notes.
- 7. Find opportunities for learning everywhere – even a walk in the woods can be full of opportunities. Talk about what you can see, hear, feel. Describe everything.
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- 8. Promote independence. Ask them to carry out short tasks for you. Encourage them to become responsible for things they need for school e.g. PE kits, homework.
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- 9. Encourage behaviour for learning, ‘give it a go attitude’.
- 10. Have fun!



A little note

- Remember to label all clothes including new jumpers and PE kits.
- Water bottles are allowed in school but need to be labelled.
- Our PE lessons are on Monday and Thursday.
- Look out for up-coming events.



Communication

We will be posting regular updates about what we are up to in class on our class page on the school website so keep an eye out for these!

You will also find other relevant information such as newsletters, letters sent home and clubs. To find the website look at:

www.londoncolney.herts.sch.uk

Parent Reps

We are looking for 1 or 2 reps per class.

Jobs include: help class teacher to assist with parent involvement in class activities/events, organise class social activities, welcome new parents, support in class with reading, walks activities, coffee mornings, forums to discuss school improvement.

Last but not least

WE ARE HERE TO HELP.

WE ARE A PARTNERSHIP THAT NEEDS TO
WORK TOGETHER.

If you need to discuss an issue:

- 1. See Class Teacher
- 2. See Key Stage Leader
- 3. See Deputy Head
- 4. See Head Teacher



Reading Challenge



Year 6

Reading
Challenge
Checklist



Family Learning projects

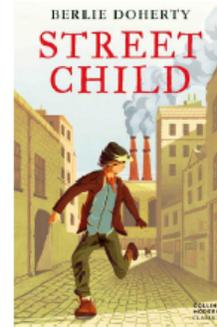
| Learning Adventure Theme | Calculate or Reason | Write | Discuss | Create | Teach | Visit | Investigate | Watch or Listen | Brain Wave |
|---|--|--|--|--|---|---|---|--|------------|
| <p>How were children in the Victorian times?</p>  | <p>Think about the number 34 567 800.</p> <p>Say this number aloud. Round this number to the nearest million.</p> <p>What does the digit '8' represent? What does the digit '7' represent?</p> <p>Divide this number by 100 and say your answer aloud. Divide this number by 1000 and say your answer aloud.</p> | <p>Write a character description of 'Fagin' from Oliver Twist. Use the devices we have learned in school to write an effective description.</p> <p>CHALLENGE!</p> <p>Can you complete a illustration to go along with your written description?</p> | <p>How does the treatment of the poor in the Victorian period compare with the treatment of the poor now? Has it improved? What more could be done?</p> <p>CHALLENGE!</p> <p>Think of ways that as a school we could raise money for people who maybe less fortunate than ourselves.</p> | <p>Work as a family to plan and bake a Victoria sponge. Bring it into school for us to try and share.</p>  <p>CHALLENGE!</p> <p>Can you write a detailed recipe of how you made your Victoria sponge and what ingredients you used.</p> | <p>Teach your family about how children were treated in the Victorian times dependent on whether they belonged to a rich or poor family.</p> <p>This could include what school was like, what the workhouses were like and what leisure activities there were for children to complete.</p> | <p>Visit the Victoria and Albert Museum in London. What can you learn about life in the Victorian era?</p> <p>CHALLENGE!</p> <p>Create a brochure or a vlog about your visit to the Victoria and Albert Museum and share with us in class.</p> | <p>Investigate and research the reign of Queen Victoria. What was she like as a queen and what did she do for the children of the Victorian period?</p> | <p>Watch the original version of 'Oliver Twist'. Think about the treatment of Oliver and how it compares to Jim in 'Street Child'.</p> <p>CHALLENGE!</p> <p>Thinking about the character of Fagin, would you say he was heroic or villainous?</p> | |

Knowledge organisers

As a school, we use Knowledge Organisers to provide a snap shot of the learning that will be taking place in English, Maths, Science, Geography and History. These KO are sent to parents each half term via Class Dojo. Please use these Knowledge Organisers to test your child on their learning and ask them to recall key facts.



| | |
|--------------------------------|----------|
| English Knowledge Organiser | Autumn 1 |
| Street Child by Berlie Doherty | |



| Key Vocabulary | |
|----------------|---|
| Jim Jarvis | An orphan child. The main character in the text |
| Shrimps | An orphan child. Jim's friend |
| Grimy Nick | An adult who buys Jim for labour. The villain in the text |
| Doctor Bamardo | An adult who helps the orphaned, homeless children |
| City of London | The setting of the story. Capital city of England |
| Workhouse | A prison like building where the poor lived |
| Orphan | A child who has no parents |
| poverty | Having no money or valuable possessions |
| labour | Physical work |
| destitute | Extremely poor and not able to look after yourself |

| By the end of this unit, we will ... |
|---|
| <ul style="list-style-type: none"> Have written a range of 1st person recounts from the perspective of Jim Jarvis, exploring life in London in the 1800s. |

| Reading skills to be taught |
|--|
| <ul style="list-style-type: none"> Identifying themes and conventions within a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence Discuss and evaluate how authors use language Ask questions to improve understanding. |

| Weekly Independent Writing | | | |
|----------------------------|---|--------|---|
| Week 1 | To write a character description of Jim Jarvis. | Week 4 | To write recount and description of life with Grimy Nick. |
| Week 2 | To write a setting description of a workhouse. | Week 5 | To write a setting description of the circus. |
| Week 3 | To write a diary entry of events. | Week 6 | To write a letter detailing the treatment of children. |

| Grammatical Devices and Examples | |
|----------------------------------|---|
| Main clause | <i>I woke from my deep sleep to hear the cries of children.</i> |
| Subordinate clause | <i>I woke from my deep sleep to hear the cries of children.</i> |
| Inverted Commas | <i>"Get up and get working," screamed Grimy Nick.</i> |
| Synonyms | <i>I felt ecstatic to see Shrimps again. (happy)</i> |
| Contractions | <i>He'll never lay his hands on me again.</i> |

Communication

We will be posting regular updates about what we are up to in class on our class page on the website so keep an eye out for these! You will also find other relevant information such as newsletters, letters sent home and clubs. To find the website look at:

www.londoncolney.herts.sch.uk



The screenshot shows the homepage of the London Colney Primary & Nursery School website. The header features a blue navigation bar with a search bar, a language selector, and a main banner image of two young boys in school uniforms sitting at a table. Below the banner, the school's name and contact information are displayed: "London Colney Primary & Nursery School", "Alexander Road, London Colney, Hertfordshire AL2 1JG", "admin@londoncolney.herts.sch.uk", and "01727 823 283". The school's motto, "Developing Life-long Learners and the Perseverance to Succeed", is also visible. The main content area is divided into several sections: a "Noticeboard" with a link to a July 2019 newsletter, a "Weekly Attendance" table showing 100% attendance for various groups, an "Events" calendar listing dates from September to November 2019, and a grid of six small images showing children and a dog. At the bottom, there are logos for "Schoolgateway", "CLICK CEOP Internet Safety", and "Ofsted Good Provider".

Select Language | Search

Alexander Road,
London Colney,
Hertfordshire AL2 1JG
admin@londoncolney.herts.sch.uk
01727 823 283

London Colney
Primary & Nursery School

Developing Life-long Learners and the Perseverance to Succeed

Home Our School News and Events Learning Children Parents Gallery Statutory Information

Noticeboard
Newsletter - July 2019
(2MB)

Weekly Attendance

| | |
|------------|------|
| Manta Rays | 100% |
| Jellyfish | 100% |
| Dolphins | 100% |
| Whales | 100% |
| Starfish | 100% |
| Turtles | 100% |
| Sea Horses | 100% |

Events

- Mon 2nd September 2019
INSET Day - School Closed
- Tue 3rd September 2019
INSET Day - School Closed
- Wed 4th September 2019
Back to School
- Thu 5th September 2019
3:30 pm - 4:30 pm
"Meet Our Classroom"
Parent Event
- Mon 28th October 2019 - Fri
1st November 2019
Half Term

Schoolgateway LOGIN

CLICK CEOP
Internet Safety

Ofsted
Good
Provider

Communication

We will be continuing to use Class Dojo this year to communicate with parents and carers. We will be using Dojo to send Knowledge Organisers, Family Learning Projects and Curriculum Leaflets. You will also be able to use Class Dojo to message your child's teacher and vice versa.



ClassDojo