



TJS

CURRICULUM NEWSLETTER

YEAR 3 AUTUMN TERM

Welcome from the Year 3 team.

Our teaching staff are:

3T – Mrs Kersey (Year 3 leader)
3T – Miss Askew – trainee teacher
3J – Mr Charman
3S – Miss Stuart

Our teaching assistants are:

Mrs Matthews
Mrs Foskett

Our topic this term is 'Who am I' and it involves a study of local Geography, this will include a walking trip to Jansell Square.

This term, we are having two parents evenings for you to come and meet the year 3 teachers to discuss how your child has settled in to their new school, you will also have the opportunity to look through your child's work. At Turnfurlong, we understand the importance of strong links between school and home and welcome you to come and discuss any concerns with your child's teacher. More often than not, you will be able to catch us at the end of the day on the playground. If this is not possible then please call the school to arrange a meeting at a mutual time.

We are very much looking forward to working with all the children in year 3 this year.

Communication

All letters and information about school events and term times are found on the school website, the children will bring home a copy of the letters if that is what you have requested otherwise letters are sent out electronically. School will also send out text messages to inform you of changes to planned events eg cancelling of sports days or a change to a return time from a school trip due to traffic delays.

Food Tasting

Over the course of the year, the year group may be involved in tasting different foods as part of the curriculum or wider curriculum. For this we need parent permission, particularly as we have so many children with allergies, so in order to avoid writing each time we have introduced a Consent for Food Tasting form which has been sent home with this newsletter. We would be grateful if you would complete this and send it back to the Year Leader via the school office. This will then be used throughout the school year if needed. Please ensure that if any dietary requirements are changed then the school office are updated as soon as possible.

Homework

As you are aware, we are continually trying to improve communication between the school and parents and one of the areas we are aware is a constant area of questions is that of homework. Our main aim is to be able to provide information to you as parents to help you support your child as best possible. For that reason, the school, with the support of FOTJS has invested in an APP called Show My Homework. The majority of homework sent home will be through this new APP and parents/carers can log into to receive messages when homework has been set. Many schools, including our local secondary schools, use this APP and it has received positive reviews from parents. This will go live over the next couple of weeks and we will be sending home a guide to help. Please bear with us if there are teething issues, and let us know if there are any problems. Watch this space!

Spelling Practice - 25 mins per week. Through the Show my Homework APP children will be able to practise their spellings by listening to the words and typing in the spellings for the week that are linked to the spelling rule they are currently learning. Additional support sheets will be available if you wish to do further work with your child but this is not compulsory and need not be handed in at school. The key priority is that your child understands the actual spelling rule rather than just know the spelling words so that they are able to apply these rules in their everyday writing. The following week your child will no longer be tested on all 10 spellings, but a sample of words they have looked at over the week and there may even be an odd one thrown in that links to the spelling rule to fully check their application and understanding.

Regular reading – 25 mins per week. This is a key area we are asking you to do with your child at home on a regular basis. Listening to your child read daily and asking them about the text improves all areas of literacy. We no longer have the luxury of spare TA hours to hear lots of readers regularly so are asking for your help in supporting this. We are also putting out a plea to parents / grandparents who may have a spare couple of hours a week to hear key children read. If you are able to or know of anyone then we would ask you to let the office know and we can then pull a list together.

Times tables – Regular practise of times tables is required. Children are expected to be able to recall facts to 12 x 12. We cannot emphasise the importance of this enough.

Maths written work – 20 mins per week. This will include either calculations, an investigation, an explanation, including MyMaths online work.

Literacy written work – 20 mins, every other week.

Learning Log – 20 mins, every other week.

Children with Special Educational Needs

If your child is on the SEN Register or is carrying out a specific intervention after specific testing, there we are trying to improve communication with you as parents but also asking you to continue to help support your child at home. For certain interventions, follow up work or games may be sent home. For some children this will mean that the other expectations of homework will be removed so as to prioritise key areas of difficulty and not overload. This is a new way of working and we are asking for your support in helping us. The systems may need tweaking and if for some reason your child seems to come home with a lot of extra activities and appears to be overloaded then please ensure you speak quickly to the Year Leader and this will be sorted out. We thank you for your cooperation and support in this.

PE / Games

Mrs Austin will be supporting Year 5 in some of their PE lessons.

Children must have the appropriate PE kit. This includes a red t-shirt, black shorts, red socks and trainers. They must also have a black tracksuit for wearing in cold weather.

Clubs / Extra-Curricular Activities

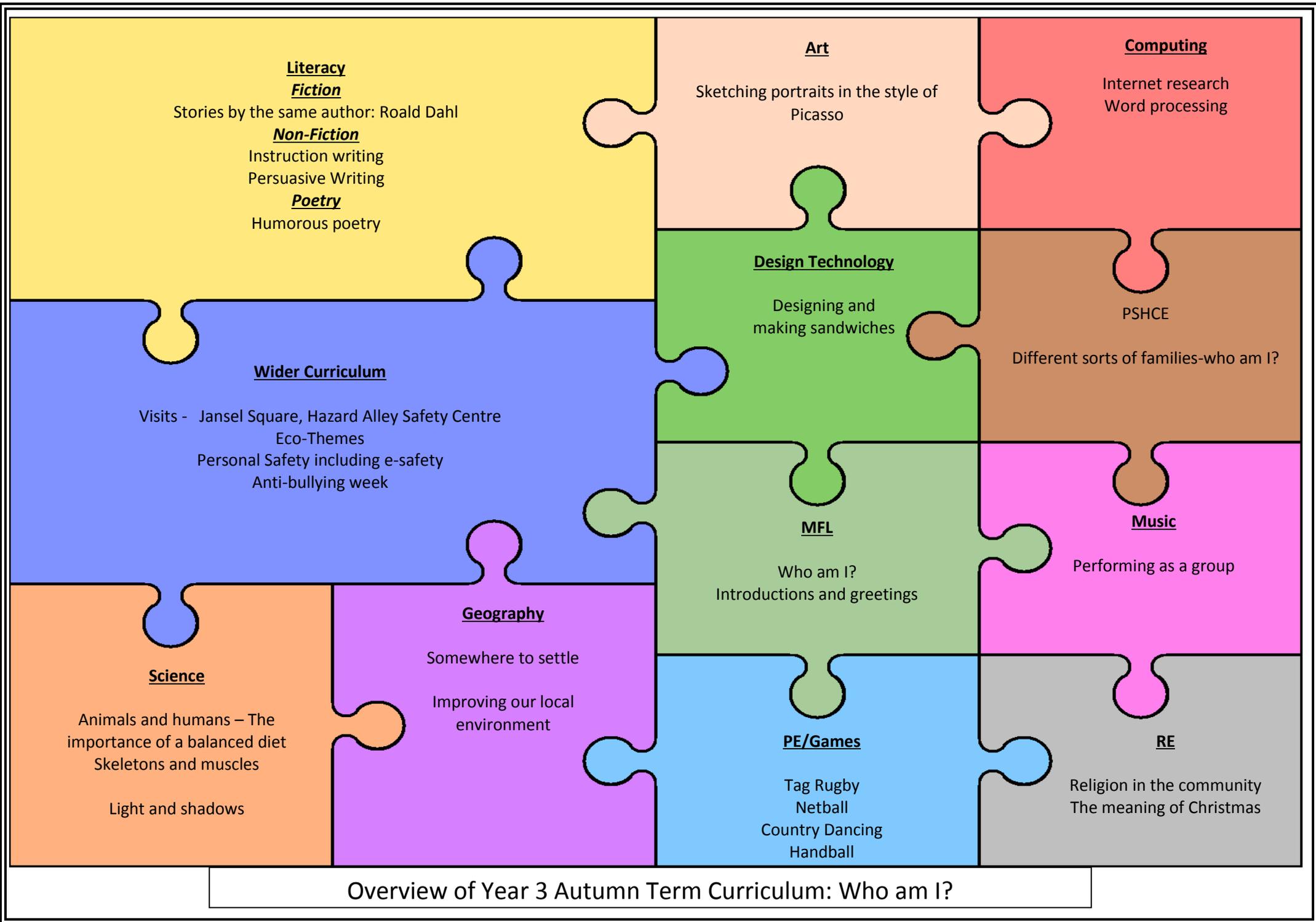
We are extremely fortunate that there are a variety of clubs at TJS, the majority of which are free. A list of clubs can be obtained from the office.

Booster Groups

There will be many children involved in booster groups this year which will be on a rolling program depending on your child's needs in a particular area. Numeracy, reading comprehension and writing booster sessions will take place on a regular basis covering all levels of ability to support and further challenge each and every child in the booster group. If your child has been chosen to take part in a booster group, it does not necessarily mean that they are falling behind. If you wish to discuss booster groups further, please do not hesitate in contacting Mrs Kersey.

We have a number of exciting trips planned for this year which are listed below. Some of the costings are based on last year's charges. The final figure will be confirmed in the consent letter which will be sent out nearer the trip time.

<u>Year 3 Autumn</u>	<u>Approx Costs</u>	<u>Year 3 Spring</u>	<u>Approx Costs</u>	<u>Year 3 Summer</u>	<u>Approx Costs</u>
Chiltern Open Air Museum	£4.40	Fossil Workshop	tbc	Ashmolean Museum	tbc
Hazard Alley	£13.30	Stoneage/Dinosaur trip	tbc	3S Swimming	£22.50
3T Swimming	£22.50	3J Swimming	£22.50		



Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100 Count up and down in tenths Read and write numbers up to 1000 in numerals and in words Read and write numbers with one decimal place Identify, represent and estimate numbers using different representations (including the number line) Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Identify the value of each digit to one decimal place Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$) Compare and order numbers up to 1000 Compare and order numbers with one decimal place Find 1, 10 or 100 more or less than a given number Round numbers to at least 1000 to the nearest 10 or 100 Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer Describe and extend number sequences involving counting on or back in different steps Read Roman numerals from I to XII Solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers involved in the calculation Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context Recall/use addition/subtraction facts for 100 (multiples of 5 and 10) Derive and use addition and subtraction facts for 100 Derive and use addition and subtraction facts for multiples of 100 totalling 1000 Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Understand that division is the inverse of multiplication and vice versa Understand how multiplication and division statements can be represented using arrays Understand division as sharing and grouping and use each appropriately Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Derive and use doubles of all numbers to 100 and corresponding halves Derive and use doubles of all multiples of 50 to 500 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – fractions	Geometry – properties of shapes	Measures
<ul style="list-style-type: none"> Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$) Understand that finding a fraction of an amount relates to division Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Compare and order unit fractions, and fractions with the same denominators (including on a number line) Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ Solve problems that involve all of the above 	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Continue to estimate and measure temperature to the nearest degree (°C) using thermometers Understand perimeter is a measure of distance around the boundary of a shape Measure the perimeter of simple 2-D shapes Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate/read time with increasing accuracy to the nearest minute Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks] Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1 Add and subtract amounts of money to give change, using both £ and p in practical contexts Solve problems involving money and measures and simple problems involving passage of time
	Geometry – position and direction	
	Statistics	
	<ul style="list-style-type: none"> Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	

Year 3 and Year 4 English Overview

Spoken Language (Years 1-6)

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading - Comprehension

- **develop positive attitudes to reading and understanding of what they read by:**
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- **understand what they read, in books they can read independently, by:**
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
- **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**

Writing

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- **indicate grammatical and other features by:**
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
- **plan their writing by:**
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- **draft and write by:**
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-reading for spelling and punctuation errors
 - reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

OVERVIEW OF WHAT CHILDREN WILL LEARN WITHIN THE NEW CURRICULUM FOR ENGLISH IN YEARS 3 & 4

Spellings

As part of our spelling lessons this year, we will be teaching the following word lists which are now compulsory as part of the new curriculum. These are alongside the weekly spellings that are linked to phonics or spelling rules

Year 3 Word List

accident(ally)	century	February	length	popular	strange
actual(ly))	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	question	
believe	earth	height	occasion(ally)	reign	
bicycle	eight/eighth	history	often	sentence	
centre	enough	learn	perhaps		

Book Reading Suggestions

The following are a list of books which have been recommended for a year 3 audience. It is not an exhaustive list and not all books have been read by the year 3 team. We highly recommend you read any book before you give it to your child to check that the content is suitable for their age group. We are in the process of collating a more detailed list for each year group and will be sending a more comprehensive list to you in the near future. The Student Council will be working with the different classes for recommendations.

Suggested Authors

4.8	The BFG	Roald Dahl
4.0	George's Marvellous Medicine	
4.4	The Twits	
3.1	The Magic Finger	
4.4	Nessie the Mannerless Monster	Ted Hughes
4.7	The Iron Man	
4.1	Ffangs the Vampire Bat and the Kiss of Truth	
4.5	This Morning I met a whale	Michael Morpurgo
4.8	I believe in Unicorns	
4.4	Homecoming	
3.4	The Stinky Cheeseman	Jon Scieszka
3	The True Story of the Three Little Pigs	

Stories with Familiar Settings

3.9	Because of Winn Dixie	Kate DiCamillo
3.4	The No 1 Car Spotter	Atinuke
3.8	Iggy & Me	Jenny Valentine
2.5	Way Home	Libby Hawthorn
5.4	You're a bad man Mr Gum	Andy Stanton

Adventure & Mystery

4.4	Ottoline Goes to School	Chris Riddell
3.3	The Pirate Cruncher	Jonny Duddle
4.9	The Third Elephant	Penny Dolan
5.6	Fergus Crane	Paul Stewart & Chris Riddell

Library

Our library at school is well stocked with a wide range of authors and genres to suit every reader. We actively encourage children to change their book on a regular basis and will check their reading records every week. Please could you remind the children to bring their books into school so that they can change them as often as is required. If you wish to come into school to help your child change their book then the library is open from 8.30 until 8.40 Monday to Friday and 3.15-3.30 after school. The library is also open to all students after they have eaten their lunch from 12.45-1.15 Monday to Thursday.

What you can do to help your child

We are often asked how parents can support their child's learning at home and there are many ways in which you can help.

Reading

Hearing your child to read every day encourages discussions regarding the story line and any new vocabulary.

Numeracy

There are many, many websites for children and it can be tricky at times to know where to start. I have listed some websites which I have used in the past which have fun games and activities for your child to play.

<http://www.bbc.co.uk/bitesize/ks2/maths/> This is a good website to help revise the different areas of maths.

www.mymaths.co.uk TJS has subscribed to this website and it is fantastic! The booster packs are particularly good as they are there to revise the level of maths your child is at.

Websites to support your child's learning across all areas of the curriculum

www.crickweb.co.uk This website has a huge amount of educational resources and activities.

www.woodlands-junior.kent.sch.uk The clever staff at this school have created a fantastic learning zone which includes many topic areas including maths and literacy.