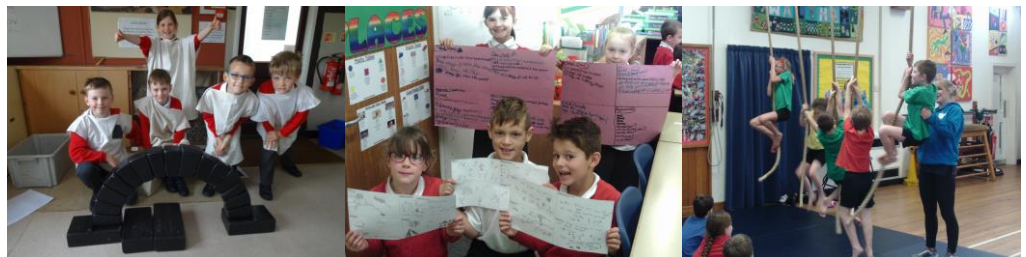




Welcome to Year Three

Bishop's Waltham Junior School, 2017



Welcome to Year 3, and your child's first year at Bishop's Waltham Junior School. This booklet should give you some of the key information you need to know!

The Team

Our Year Three teachers are Miss Pearmain (Ginkgo Class) and Miss Mrozinski (Maple Class). The Teaching Assistants in the year group are Mrs Davey and Mrs Mars.

The school day

Please note, there is some flexibility in this timetable, so timings are only a guide.

8:45 – Registration Time. Children walk to their classroom when the teacher on duty blows their whistle.

8.45 – 9.10 – Focused Morning Work

9.10 – 9.40 – Guided Reading (3x weekly – timings may vary)

9:40 – 10:40 – Morning Session 1

10:40 – Break

11:00 – Morning Session 2

12:00 – Lunch

12:50 – Afternoon Session

2.50 – Assembly Time (whole school, in class, singing, celebration)

3:15 – Home

Information about the week

Our swimming lessons will be on Tuesday Morning.

Children will need a swimming costume or short trunks and a towel. They will also need a swimming hat. Goggles are optional – please send a note if you would like your child to wear them.

PE will be on a Monday afternoon. Some units of work will be inside and some will be outside. Please make sure your child has their PE kit in school during the week:

- Plain black shorts,
- A t-shirt of their team colour,
- Trainers,
- (A track suit may be worn in the winter).

Break time is at 10:40 in the morning. Snacks can be bought from the canteen or from home – we do have a healthy snack policy. The playground is available all year and the field can be used if weather permits. Each class has access to the play-trail for one day each week.

Lunch time is at 12:00. Healthy meals are available from school or children can bring a packed lunch. After eating, the children can play outside or attend a lunchtime club. Organised activities are held on the playground, and run by our TAs.

Reading

We will follow the scheme used by the Infant school as closely as we can. Children who are working through the reading scheme will continue to do so. However, our book bands do not have the same colours as the Infant School. We will maintain children's reading logs as a way of keeping in touch.

Children will be heard reading as often as possible, though this will vary according to their place on the scheme. Some children will be heard every day, others will be heard less often. All children will be heard weekly in class as part of guided reading, and in a variety of other curriculum areas.

Our reading system depends on your support! Please continue to read at home daily with your child, ensuring the reading log is updated to maintain consistency. We very much appreciate your support in school. If you are able to come in at any point during the week to hear readers, we would appreciate it greatly. Please speak to Mrs Davey or Mrs Mars for more details.

Homework

- READING: 10 minutes of reading per day.
- Spelling sentences will be set every 2 weeks.
- A SPAG task will be set every other week and consolidate the children's learning from their lessons.
- A maths task will alternate with the SPAG task – it will link to the maths being taught in class.
- There will be an expectation for the children to learn their times tables (2x, 5x, 10x, 3x, 4x, 8x). These will be tested using 'Speedy Tables'.
- On occasions, we may also set a family learning task for children to complete at home. This will be a more creative and enjoyable task which can be done in collaboration with brothers, sisters, or other family members.

Wider Opportunities

Bishop's Waltham Junior School offers a huge range of clubs for children to participate in. Details will become available in the first few weeks of the Autumn term.

We take part in a wide range of community events across the year, notably the Bishop's Waltham Carnival, Festival and Christmas Street Fayre.

A wide range of music lessons are available to children at Bishop's Waltham Junior School. These include guitar, keyboard, brass, wind and string instruments, and percussion. Speak to the office staff for more details.

Curriculum Overview

In English, we will learn to:

- Speak to different audiences and use language for effect, structuring what we say.
- Listen carefully and pick out the main points, recognising the differences between speech and writing.
- Read a range of texts, read for meaning (implications) and locate information in non-fiction texts.
- Write for a range of different purposes, use full sentences and interesting words; and plan/draft work.

In maths, we will learn to:

- Make decisions about how to solve problems.
- Order numbers up to 1000, round numbers to the nearest 10 or 100, estimate objects up to 100, count on/back in steps of 2, 3, 4 or 5 and recognise multiples of 2, 3, 4, 5 and 10.
- Describe 2-D and 3-D shapes, identify symmetry in shapes, use compass directions and right angles and use metric units for measures.
- Collect data and display it in simple graphs/diagrams.

In our Computing sessions, we will learn to:

- Communicate meaning using Word and similar programmes.
- Search for and organise information using databases, spreadsheets and the Internet.
- Model real-world ideas on screen through simulation programmes.
- Control ICT software and equipment.

In our weekly swimming sessions, we will learn to:

- Become more confident in the water.
- Become more safe in and around the water.
- Develop our front crawl, back stroke and breast stroke.
- Increase our stamina in the water.

In our PSHE and Circle Time sessions, we will learn to:

- Identify our own feelings and the feelings of others.

- Become a good friend, and good citizen of BWJS.
- Stay safe in and out of school.
- Recognise our talents, abilities, and development areas.

Our Themes of Work

Starting Out

- **PHSE**
Thinking about how we feel as we start a new school. Creating a class charter and learning what is expected at BWJS.
- **COMPUTING**
Learning how to use the school computers and how to communicate ideas as well as e-safety

Bishop's Waltham: Our Settlement

- **GEOGRAPHY**
Investigating our locality through fieldwork; learning about how settlements were established and develop.

Through The Ages - Stone Age to Iron Age

- **HISTORY**
Learning about life in these ages, comparing it to our life now. Similarities and differences between the ages.
- **ART**
Developing sketching skills.
- **GAMES**
Invasion games – tag rugby and football.
- **COMPUTING**
Researching skills

Christmas

- **R.E.**
Angels in the Christmas story.
- **ART**
Creating Angels for the Christmas Service at St. Peter's Church.

Roman Empire

- **HISTORY**

Learning about why the Roman's invaded Britain, how it changed the Celtic ways and finally moving on to how it still links with our country today.

- **EDUCATIONAL VISIT**

A visit to Fishbourne Roman Palace.

- **ICT**

Using a Scratch to create a moving chariot.

- **MUSIC**

Roman Marching

Iron Man

- **SCIENCE**

Investigating different materials and their properties.

- **ART**

Using our knowledge of materials to make Iron Man Models

- **ENGLISH**

Letter writing (Also links to World Book Day) / book review / newspaper report

- **COMPUTING**

Creating a poster to warn others of the Iron Man.

New Life

- **SCIENCE**

What plants need to grow.

- **R.E.**

Feelings in the Easter story.

Minnie & Mickey's Magical Kingdom

- **GEOGRAPHY**

Comparing a locality a long way from the UK by discovering why people holiday in Florida, thinking about tourist locations in the States and how the locality differs from the UK.

- **ART**

Creating a landscape picture for the Florida Keys

- **COMPUTING**

Creating a slide show to present information they have learnt about Florida

Seasons

- An art unit that looks at the way the world changes around us.

Feeding, Moving & Growing

- A science unit that encourages us to eat healthily and look after our teeth. It moves onto looking at the skeleton and how muscles work within the human body.

Push & Pull

- A science unit that introduces us to the forces produced by magnets and springs.

Choices

- Looking at temptation, and how it can be difficult to do the right thing.

Gymnastics

- Exploring different levels and different types of movement.

Striking & Fielding

- Extending our ball skills through games of tennis and cricket.

God Talk

- Thinking about how different religions view God – specifically in Christianity and Hinduism.

Places of Worship

- Looking at how different places are considered holy or sacred by different people.

Key End of Year Expectations For Year Three

This booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

Year Three Reading

Key End of Year Expectations

Word Reading

- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Themes and Conventions

- Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.

Comprehension - Clarify

- Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read.

Comprehension - Monitor and Summarise

- Identifies main ideas drawn from more than one paragraph and summarises these.

Comprehension - Select and Retrieve

- Retrieves and records information from non- fiction.

Comprehension - Respond and Explain

- Develops 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.

Inference

- Understands what they have read independently by (1) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- Understands what they have read independently by (2) predicting what might happen from details stated and implied.

Language for Effect

- Identify specific language which contributes to the development of meaning.

Performance standard

By the end of Year 3 a child should be able to justify their views about books written at an age-appropriate interest level.

A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words

A child can:

- decode most new words outside the spoken vocabulary;
- read longer words with support and test out different pronunciations;
- recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;
- listen attentively and discuss books and authors that they might not choose themselves;
- read, reread and rehearse a variety of texts;
- use contents pages and indexes to locate information; and
- respond to guidance about the kinds of explanations and questions that are expected from them.

Year Three Writing

Key End of Year Expectations

Transcription

- Explores and accurately uses word families based on common words e.g. fear, feared, fearful, fears, fearfully.

Handwriting

- Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Composition and Effect

- In narratives, creates settings, characters and plot.

Composition: Text Structure and Organisation

- Organises paragraphs around a theme.
- Uses headings and sub-headings to aid presentation.

Composition: Sentence Structure

- Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).

Vocabulary, grammar and punctuation

- Introduces inverted commas to punctuate direct speech.
- Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg. a rock, an open box.
- Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.
- Proof-reads for spelling and punctuation errors.
- Expresses time, place and cause using conjunctions.

Performance standard

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation

A child can:

- spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);
- spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;
- monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;
- write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and
- understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.

A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).

A child is beginning to use joined handwriting throughout independent writing.

A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.

A child is beginning to understand how writing can be different from speech.

Year Three Mathematics

Key End of Year Expectations

Number and place value

- Counts from 0 in multiples of four, eight, 50 and 100.
- Can work out if a given number is greater or less than 10 or 100.
- Recognises the place value of each digit in a three digit number (hundreds, tens and ones)
- Solves number problems and practical problems involving these ideas

Addition and subtraction (inc statistics)

- Adds and subtracts numbers mentally including:
 - a three digit number and ones
 - a three digit number and tens and
 - a three digit number and hundreds

Statistics:

- Interprets and presents data using bar charts, pictograms and tables

Multiplication and division

- Recalls and uses multiplication and division facts for the multiplication tables: (Three, four, and eight)
- Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions (including decimals)

- Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognises, finds and writes fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.
- Recognises and shows, using diagrams, equivalent fractions with small denominators.

Measurement

- Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts. Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks.

Geometry

- Identifies right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle.

Performance Standard

By the end of Y3 a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers.

A child can:

- solve a range of number and place value problems
- compare different shapes with reference to its angles
- use measuring instruments, making reference to their units of measure
- tell the time accurately
- recall the majority of the multiplication tables; and
- read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling

A child is able to read and write simple fractions and decimals.

Age Related Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 4. They will begin learning them during Year 3. Some of the listed words below may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/ although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/ women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year Three SPAG Terminology

Adverb / adverbial	<p>A word or group of words that give extra information about a verb or clause. It usually answers the following questions:</p> <ul style="list-style-type: none">- When something happens or how often?- Where something happens?- How something happens? <p>E.g. She ran confidently during the race. Last night, we went to the cinema. We sometimes share our cake.</p>
Clause	<p>A group of words which contains a <u>verb</u>; it is part of a sentence. There are two kinds of clauses: a <u>main clause</u> & a <u>subordinate clause</u>.</p> <p>E.g. The figure <u>drifted</u> past the lake.</p>
Conjunction (also known as a type of connective)	<p>Words that link ideas within sentences. There are two types:</p> <p>Coordinating, e.g. for, and, nor, but, or, yet, so. Subordinating, e.g. because, when, while, until, although...</p>
Consonant	<p>Any letter from the alphabet that is not a vowel (a,e,i,o,u).</p>
Inverted Comma / Direct Speech / Speech Marks.	<p>Punctuation marks used in pairs (" ") to indicate:</p> <p>Quotes (evidence). The man claimed that he was "shocked to hear the news".</p> <p>Direct speech. Janet asked, "Why can't we go today?"</p>
Prefix	<p>Added to the beginning of an existing word in order to create a new word with a different meaning.</p> <p>E.g. undo un-means 'not'.</p>

<p>Preposition</p>	<p>Words that show the relationship of one thing to another. <u>E.g.</u> Tom jumped over the cat. The monkey is in the tree. Other examples of these include the following: up, across, into, past, under, below, above ...</p>
<p>Subordinate Clause</p>	<p>A clause that does not make sense on its own; it depends on the main clause for its meaning. E.g. Sue bought a new dress when she went shopping. ‘when she went shopping’ would not make sense without the main clause (Sue bought a new dress).</p>
<p>Vowel</p>	<p>Any of the following letters: a, e, i, o, u.</p>
<p>Word Family</p>	<p>Groups of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. E.g. Mike, like, bike.</p>