

# Year 3

## Parent Welcome Meeting

While you are waiting try this...

How many words of 3 letters or more can you make?

What is the longest word you can make?

Can you find the 9 letter word?

D	U	R
A	L	N
E	E	T



A warm welcome from the Year 3 team.

# Today's parent workshop

- Meet Year 3 team
- Uniform expectations
- Attendance
- Learning journey
- Homework
- Reading
- BJ Reading Canon
- First Aid at school
- Questions



# The Year 3 team

Jakera – Assistant Head/Year Group Leader

Ross

Nishat

Sulu

Afsana

Caribbean

Seema

Across Year 3: Ruma – HLTA for Year 3 and 4

Support Staff: Fawziyah, Ahaz, Nessa, Rumena

and Jamila



# Uniform Expectations



- Dark grey/ black trousers (no tracksuits or jeans)
- White polo shirt
- Dark grey/ black skirt or pinafore
- Dark grey/ black shorts
- Blue gingham dress
- School jumper/ cardigan with logo
- Plain black shoes or trainers – no open toed sandals
- Blue/ dark grey/ white Hijab (optional). It must be one piece pull on and not long and loose.
- No Jewellery



# P.E Uniform Expectations

Your child will have P.E lessons twice a week (one indoor and one outdoor lesson)

## PE Kit

Plain white t-shirt with long or short sleeves

Plain black/dark blue shorts/leggings (summer) or joggers/leggings (winter)

Plain black plimsoll shoes / trainers

For girls – sports hijab (optional)

Please ensure that your child brings in their PE kit on their PE days.



# Year 3 Curriculum

Here are some of the topics that will be covered...

History: Stone Age



Ancient Egypt



Geography: Map Skills –  
Human and Physical Geography







The full curriculum overview can be viewed on our school website.



# Year 3 Curriculum

## English

	Autumn 1	Autumn 2
Core Text & Unit written outcomes	3 weeks  Stone Age Boy – Satoshi Kitamura <b>Written Outcomes:</b> Setting Description Narrative – own chapter Information text	3 Weeks  Tunnel – Anthony Browne <b>Written Outcomes:</b> Setting description Narrative - Alternative Story
Core Text & Unit written outcomes	3 weeks  Our Story Starts in Africa – by Patrice Lawrence <b>Written Outcomes:</b> Recount – Diary entry Fact File	3 weeks  Wolves – by Emily Gravett <b>Written Outcomes:</b> Alternative ending Non-chronological report
Poetry	1 week <b>Poetry Performance:</b> Kennings	1 week <b>Poetry Performance:</b> Quatrains

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# Year 3 Curriculum

Science	Rocks	Forces and Magnets	Animals including Humans	Light	Plants
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DT	<p><b>Core Discipline: Textiles</b></p> <p><b>How can you make a box out of cloth?</b></p> <p>In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.</p>	<p><b>Core Discipline: Structures</b></p> <p><b>What makes a bridge strong?</b></p> <p>In this block, pupils will investigate how the shape and features of a bridge can affect how strong it is. They will also identify types of bridges and the structural changes that engineers and architects make to</p>	<p><b>Core Discipline: Mechanisms</b></p> <p><b>How can you do a lot of work with little effort?</b></p> <p>In this block, pupils will investigate various linkages and levers to design and make their own linkages and levers product. Pupils will select and use a variety of modelling materials to</p>	<p><b>Core Discipline: Food and Nutrition</b></p> <p><b>How does food affect your body and mind?</b></p> <p>In this unit, pupils will explore the nutritional value of food and its effect on our physical and mental health. Pupils will practise methods for preparing a range of vegetables and apply these skills to create</p>	<p><b>Core Discipline: Systems</b></p> <p><b>How are things powered?</b></p> <p>In this block, pupils will look at different types of energy and how these can be used to power different devices. They will consider how design choices are influenced</p>	<p><b>Core Discipline: Food and Nutrition</b></p> <p><b>What do we mean by a balanced diet?</b></p> <p>In this block, pupils will consider what a balanced diet is. They will make three products that are often bought pre-made or highly processed.</p>
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Year 3  
Design &  
Technology



The full curriculum overview can be viewed on our school website.



# Year 3 Curriculum Newsletter

## YEAR 3 AUTUMN 1 - CURRICULUM NEWSLETTER



### Helpful resources you can use at home

#### LITERACY

##### **Trips**

- Go to the library to explore authors your child may enjoy.

##### **At home you could**

- Read the library book and talk about it. Can your child find and use the contents, index, glossary pages?
- Listen to your child read every day and sign their reading record. Ask them to retell what they have read. Discuss their favourite part. Ask them questions about the text to help them with their inference skills.
- Practise your child's spelling words with them each night. Make it a fun activity by getting them to see how fast they can write them, or get them to sing them to you, write them with felt pens or tell their older brothers and sisters.
- Practise handwriting together.

##### **Websites**

<https://home.oxfordowl.co.uk>  
<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>  
<https://www.gametolearnenglish.com/>  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk)

#### NUMERACY

##### **At home you could**

- Practise times tables, especially 2,3,4,5, 8 and 10 (Try up to 12 times)
- Can your child say the division facts for the tables too? E.g.  $3 \times 4 = 12$ ; 12 divided by 4 = 3; how many 4s in 12? Answer; 3.
- Practise doubling and halving.
- Count FORWARD and BACK in 4s, 8s, 10s, 50s and 100s from 0.
- Add & subtract 1, 10 or 100 from any starting number.
- Practise column addition and subtraction using exchanging.
- Write down some numbers and ask your child to put them in order from smallest to biggest.
- Practice writing numbers in words: 19 – nineteen.
- Ask them when a fraction is equal to a whole and when a fraction is equal to a half. Tell them to give you examples.
- Practice finding a fraction of a number using multiplication and division facts-  $\frac{1}{4}$  of 24 = 6
- Practise equivalent fractions e.g.  $\frac{1}{2} = \frac{2}{4}$
- Practise telling the time to the nearest minute
- Spot maths in their everyday life and make connections

##### **Websites**

<https://whiterosemaths.com>  
[www.nrich.maths.org/early-years](http://www.nrich.maths.org/early-years)  
<https://www.bbc.co.uk/bitesize>  
<https://classroom.thenational.academy/subjects-by-key-stage>  
<https://www.topmarks.co.uk/mathsgames/hit-the-button>  
<https://www.topmarks.co.uk/mathsgames/7-11-years/ordering-and-sequencing-numbers>

#### SCIENCE

##### **We are learning about: Rocks**

##### **At home you could**

- Go through your science knowledge mat - learn the key vocabulary, the definitions and sticky knowledge.
- Visit the library with your child and search for books about rocks.
- Go on a walk to your local park/woodland area and see what rocks you can find.
- Carry out some experiments at home from one of the science websites listed below.

##### **Websites**

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn>  
<https://www.stem.org.uk/primary/resources/collections/science>

#### HISTORY

##### **We are learning about: Stone Age to the Bronze Age**

##### **At home you could**

- Visit your local library to learn more about the Stone Age, Bronze Age and the Iron Age.
- Visit a museum to learn more about this topic
- Visit Stonehenge

##### **Websites**

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>  
<https://www.natgeokids.com/uk/teacher-category/stone-age-to-iron-age/>



# Year 3 Curriculum Newsletter

## ENGLISH

**Key text: Stone Age Boy by Satoshi Kitamura**

Our writing opportunities:

- Setting description
- Retell- Character's point of view
- Instructions
- Non-chronological report

Spelling & Grammar:

- Practise using conjunctions (when, before, after, while, so, because), adverbials of time, place and manner.
- Use expanded noun phrases to add detail.
- Spell words from the Year 3 spelling list.

## History

**Big Question: How did Britain change from the Stone Age to Iron Age?**

- What were the three ages of the Stone Age?
- What were the Palaeolithic, Mesolithic and Neolithic times like? How do we know?
- When was the Bronze Age and Iron Age? What was it like? How do we know?
- How was the Bronze Age different to the Stone Age?
- What changes do artefacts, burials and monuments tell us about these times?

## RE

**Big question: What do different people believe about God?**

We are learning to:

- Explore different religions including Christianity, Judaism, Hinduism and Islam.
- Discuss reasons why some people believe in God and some do not.

## PE

This half term, Year 3 will be learning handball along with a variety of health and wellbeing activities.

**Please remind your child to pack their PE kit and bring it into school on the day of their PE lesson.**

## MATHEMATICS

We are learning to:

- Count 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, ones).
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Add and subtract numbers with up to three digits
- Estimate the answer to a calculation and use inverse operations to check answers.

## Stone Age to Iron Age



*How did Britain change from the Stone Age to Iron Age?*

## PERSONAL AND SOCIAL SKILLS (PSHE)

**Unit: Being Me in My World**

We are learning to:

- Know that our attitudes and actions make a difference to the class team.
- Understand the different roles in my school community.
- Understand how democracy works through the School Council.

To understand and know that my actions affect others and try to see things from their points of view.

## SCIENCE

We are learning about: **Rocks**

- Recognise that soils are made from rocks and organic matter.
- Compare and group different kinds of rocks on the bases of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

## ART, COMPUTING AND MUSIC

In ART, we are learning:

- To understand primary, secondary and tertiary colours.
- To know complementary/contrasting colours and understand chalk pastel techniques.

In Music we are learning how to play the xylophone.

In Computing, we are learning:

- To explore how digital devices function.
- To understand that digital devices accept inputs and produce outputs.

In DT we are learning:

**Textiles – How can you make a box out of cloth?**

In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go onto create a rigid box out of fabric.

## SPANISH

We are learning about: **About Myself**

Introducing vocabulary to:



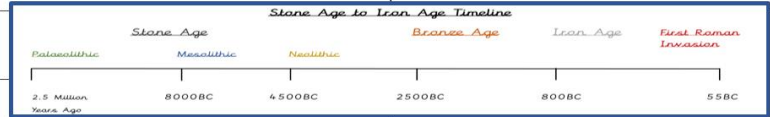
- Greet friends and adults.
- Counting numbers up to 10.
- Say where they live.
- Identify common classroom objects.



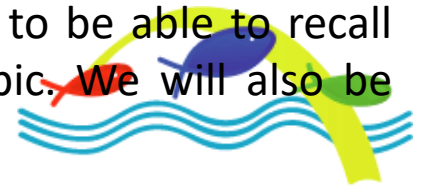
# Year 3 Knowledge Mats

To help children develop key knowledge and vocabulary related to subjects, we have created 'Knowledge Mats' in **Science, Geography and History**. These contain key information that children are encouraged to learn as part of the new topic they will be studying in class.

**Stone Age to Iron Age Year 3 Knowledge Mat**  
 Historical enquiry question: How did Britain change from the Stone Age to Iron Age?

Subject Specific Vocabulary			Exciting Books	
<b>archaeologists</b>	People who discover our history by looking at artefacts that have been found		<b>Important</b>	
<b>artefact</b>	An object made by human beings, usually with historical or cultural interest	<b>Sticky Knowledge</b>		
<b>Prehistory</b>	The period of time before written records	<b>Skara Brae</b> The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.	<input type="checkbox"/> The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.	
<b>B.C.</b>	Before Christ. The date 250BC means 250 years before Christ was born		<b>Stonehenge</b> A famous Stone Age monument in Wiltshire.	<input type="checkbox"/> The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
<b>chronology</b>	The ordering of events, for example the Stone, Bronze and Iron Age	<b>Timeline</b>		<input type="checkbox"/> The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.
<b>hill forts</b>	A fort built on a hill			<input type="checkbox"/> During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
<b>hunter-gatherers</b>	People who mainly live by hunting, fishing and gathering wild fruit	A place where there were several Stone Age shelters, like a small village.		<input type="checkbox"/> During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.
<b>civilization</b>	When people live in a large society with a shared culture and rules		Search for and collect from waste	
<b>settlement</b>				
<b>scavenging</b>				

These Knowledge Mats are also designed to be used at home by parents to help children learn the information contained within them. We want every pupil to be able to recall the information on these mats off by heart by the end of the topic. We will also be learning the same information in class.



# Character Education

## Character Education at Ben Jonson

### Autumn 1 Targets

- To perform a good deed at home everyday (**Personal Development**)
- To try a food or fruit that I haven't tried before (**Curiosity**)
- To practice my handwriting (**Discipline**)
- To talk about a country, I have visited (**Confidence**)
- To try my best at my work (**Perseverance**)
- To learn the ABCDE of Rights (**Citizenship**)



# Rights Respecting School Award (RRSA)



# What's it all about?

The UNICEF UK RRSA supports schools across the UK to embed children's human rights in their ethos and culture.

The Award recognises achievement in putting the UN Convention on the Rights of the Child (CRC) at the heart of a school's practice to improve well-being and outcomes for every child and to help all children realise their potential.



@UNICEFDawe



unicef  
for every child

Do you want to know more about children's rights?  
[bit.ly/childrightskonvention](https://bit.ly/childrightskonvention)

# What does it involve?

- The whole school community learns about rights and sees them as underpinning our values, vision and mission.
- Mutual respect for rights informs all practice and relationships in school.
- External validation recognises that we have embedded children's rights into our school's practice and ethos.

# Year 3 Homework

Homework will be posted on Google Classroom. Your child will have a homework book to complete their work in. If you do not have a device to access google classroom please speak to the teacher who will provide paper copies of the homework.

Homework will be posted on **Friday** and due back by **Wednesday**.

**The following homework is set each week:**

- **English** - will be work to consolidate and practise what they have learned in class.
- **Reading:** - every day for at least 20 mins and reading record to be signed every day by an adult.
- **Spellings** - up to 10 words each week and tested the following week.
- **Mathematics** - will be work to consolidate and practise what they have learned in class.
- **Times Table Rockstars** – Practise TTRS daily for a minimum of 10 minutes.



# Year 3

## The importance of reading!



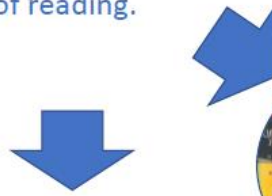
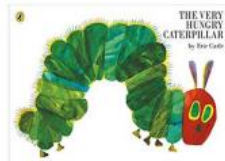
### Supporting Readers at Home



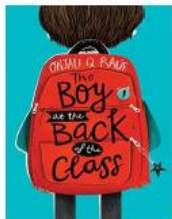
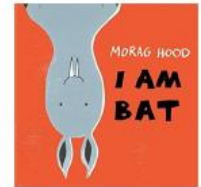
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

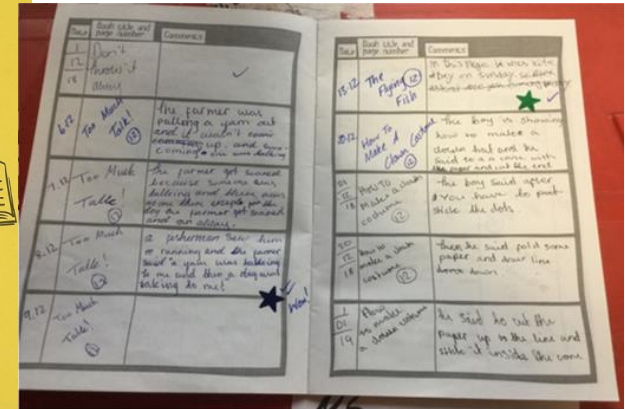
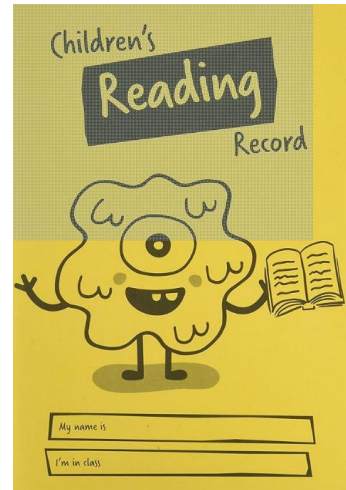


Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website:  
[www.ourfp.org](http://www.ourfp.org)

# Home reading



Your child will have a reading record. They are expected to read daily and record it in their reading records.

## What you need to do?

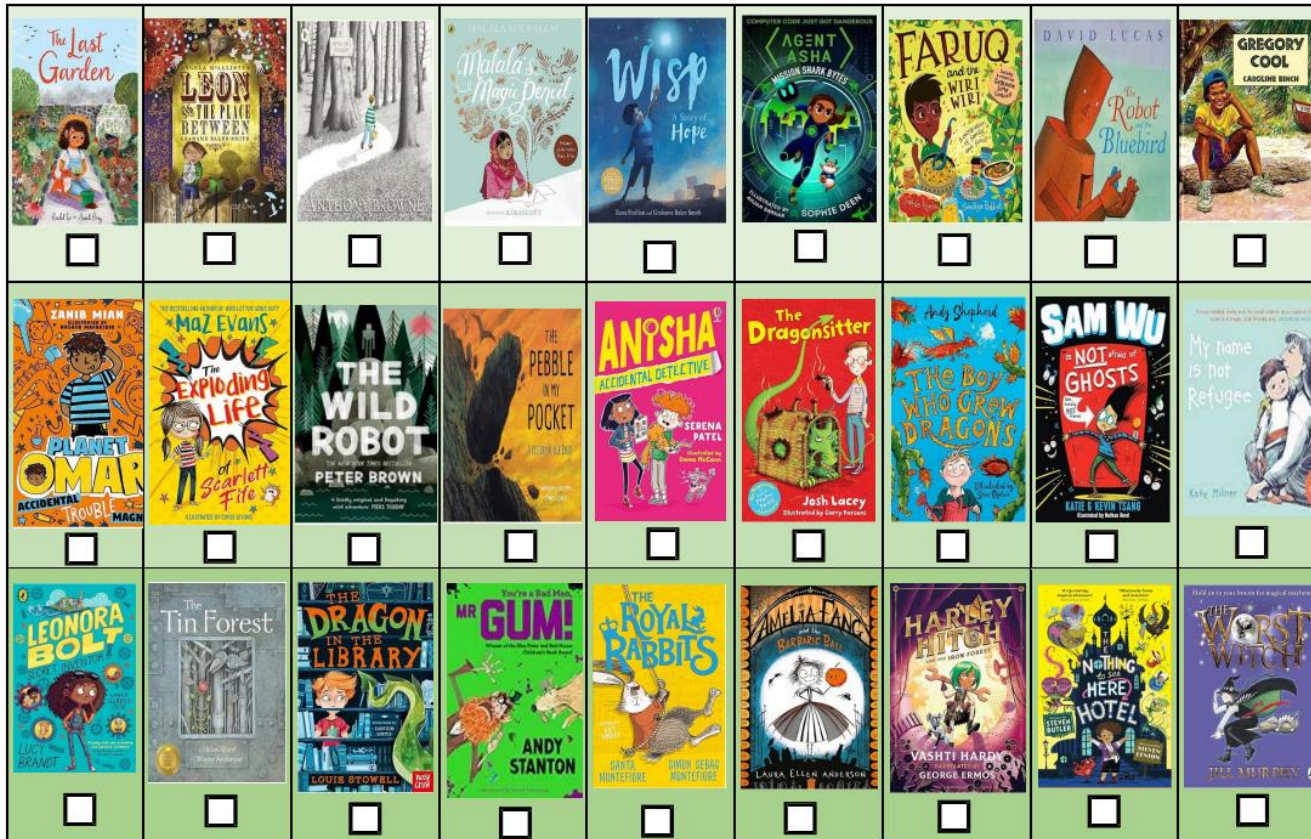
Read with your child or listen to them read and sign the reading record to indicate to teachers that they have read their library book.

The school has spent a lot of money purchasing new books for the children to enjoy. Please ensure that your child looks after the library books.

**There is a charge for lost or damaged books.**

# Reading for pleasure at Ben Jonson!

## Congo (3) Reading Canon



Reading Canon  
Badges:

9 books = Bronze  
18 books = Silver  
27 books = Gold

Once they have read a book they need to write a book review!

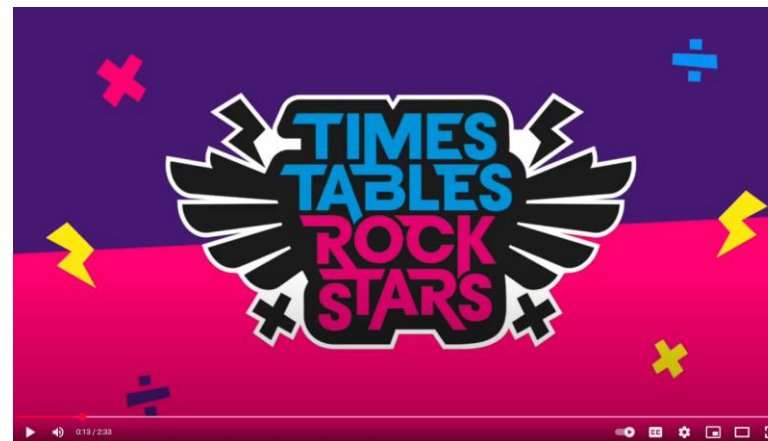


# Year 3

## What is NumBots?

NumBots is an online maths learning platform that helps children learn how to add and subtract, improving their fluency and recall in basic mental maths, and equipping them with maths confidence.

NumBots covers subitising, number bonds, and addition and subtraction of double-digit numbers; gradually helping your pupils to build a solid conceptual understanding of number sense.



Logging in NumBots is accessible via browser ([play.numbots.com](http://play.numbots.com)) or via the app, which is free to download on Amazon, Android and Apple devices.



# Year 3

# Attendance

**"The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment"** - [Working together to Improve school attendance \(DFE September 2022\)](#).

**Our school aim is 96% for every child.**

Term time holiday is unauthorised and could lead to penalties from the borough.



# Attendance – why is it important?

Being in school at least 97% of the time (184 to 190 days)

That is no more than 6 days off per year.

365 days in a calendar year

190  
school days in each year.

180  
days in school

171  
days in school

161  
days in school

152  
days in school

143  
days in school

100%  
attendance

95%  
attendance

90%  
attendance

85%  
attendance

80%  
attendance

75%  
attendance

Best chance of success

Poor attendance - less  
chance of success

Very poor attendance -  
serious impact on  
education

Did you know?  
There are 175 non-term  
dates in a school year.



# Year 3

## We need your support!

How can you help?

- Make sure that the children are spending their time completing their homework.
- If they are struggling then please talk to the class teacher.
- Make sure they are reading every day.
- Make sure they practise their number facts and times table facts every day on TTRS.
- Remind them to bring in their P.E kit on their P.E days.



# Other information!

- Birthday treat – no sweets
- Lunches: - free school meals at Ben Jonson
  - if your child has packed lunch – must be healthy and nut free
  - water only



# First Aid at School

## Head injuries

If your child sustains an injury to the head whilst at school, first aid will be administered and a member of the office staff will call you to inform you.

## Cuts and bruises

If your child sustains a cut or bruise whilst at school, first aid will be administered, an email notification will be sent to parents/carers.



# Any Questions?



# Thank you for coming today.

## Year 3 Team

At Ben Jonson we are:



*brave*



*kind*



*curious*



The Ben Jonson Way

