

Welcome to Year 3's Parent meeting!



Fantastic Foxes
Miss Greaves



BFG's
Mrs Dunne-Wall & Mrs Merlino



- Transition
- A typical day
- Aims and expectations for Year 3
 - Writing and SPAG
 - Maths
 - Reading and Guided Reading
- Homework
- Behaviour management
- Equipment
- Communication

Transition Together



The Day-currently

- * Playground open from 8:30am
- * Drop and go at the gate
- * Children go straight to classroom
- * **Registration**
- * Reading, Maths/English,
- * **Break time** tbc (can bring fruit for a snack, snack is not provided anymore)
- * Maths/English, spelling
- * **Lunch** currently 12:15pm
- * Afternoon lessons currently start 1:15pm
- * Non-core subjects- Geography, History, Computing, ICT, HBHM, Art, Music with Mr Roberts
- * End of day - collect from junior playground. Teachers will bring children out and dismiss to an adult - KS1 siblings to be collected first

Spelling and handwriting

Autumn term will start off with revisiting Phase 5.

This will enable us to consolidate their learning and plug gaps that we have. Spellings will be linked to the Phase 5 revision that we will be doing. We will then move onto teaching children the Year 3/4 words.

Year 2/*Year 3 & 4	Read	Write	Year 3/4	Read	Write	Year 3/4	Read	Write
plant			centre			fruit		
path			century			grammar		
bath			certain			group		
sugar			circle			guard		
half			complete			guide		
money			consider			heard		
Christmas			continue			heart		
clothes			decide			height		
*accident			describe			history		
accidentally			different			imagine		
actual			difficult			increase		
actually			disappear			important		
address			early			interest		
although			earth			island		
answer			eight			knowledge		
appear			eighth			learn		
arrive			enough			length		
believe			exercise			library		
bicycle			experience			material		
breath			experiment			medicine		
breathe			extreme			mention		
build			famous			minute		
busy			favourite			natural		
business			February			naughty		
calendar			forward			notice		
caught			forwards			occasion		

How to Write Continuous Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Adverbial
phrase

conjunctions

prefixes

homophone



! ? . , '

" "

suffixes

Expanded
noun
phrase

Fronted adverbial

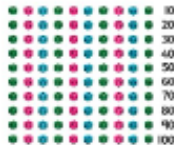
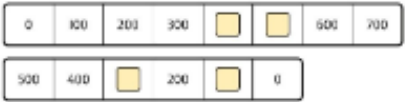
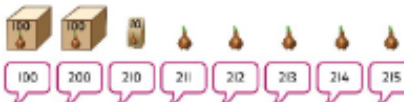
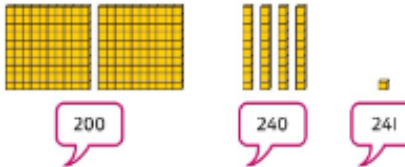
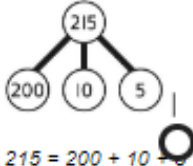
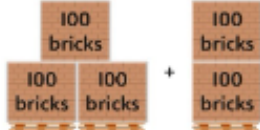
Features of writing	uses a varied and rich vocabulary
	organises paragraphs around a theme
	creates settings, characters and plot in narratives
	In non-narrative use simple organisational devices (e.g. headings and sub-headings)
	extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses
	uses adjectives, adverbs, prepositions (including phrases) and conjunctions
	uses the present form of verbs
	chooses nouns or pronouns appropriately
	uses conjunctions, adverbs and prepositions to express time and cause
	learns the grammar for Year 3 in the English Appendix Standard English

Punctuation	uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural.
	uses and punctuates direct speech.

Spelling	uses further prefixes and suffixes and understands how to add them (English Appendix)
	spells further homophones
	spells words that are often misspelt (English Appendix 1)
	places the possessive apostrophe accurately in words with regular and irregular plurals

Handwriting	develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
	increases the legibility, consistency and quality of their handwriting.

Content from Previous Years	joins words and joins clauses using subordination and co-ordination
	punctuates sentences using a capital letter and a full stop, question mark or exclamation mark
	uses a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
	uses expanded noun phrases
	uses tenses accurately
	uses different sentence forms

	Concrete	Pictorial	Abstract
Year 3 Addition			
Understanding 100s	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens. 	Unitise 100 and count in steps of 100. 	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0. 
Understanding place value to 1,000	Unitise 100s, 10s and 1s to build 3-digit numbers. 	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  Recognise numbers to 1,000 represented on a number line, including those between intervals.
Adding 100s	Use known facts and unitising to add multiples of 100.  $3 + 2 = 5$ $3 \text{ hundreds} + 2 \text{ hundreds} = 5 \text{ hundreds}$ $300 + 200 = 500$	Use known facts and unitising to add multiples of 100.  $3 + 4 = 7$ $3 \text{ hundreds} + 4 \text{ hundreds} = 7 \text{ hundreds}$ $300 + 400 = 700$	Use known facts and unitising to add multiples of 100. Represent the addition on a number line. Use a part-whole model to support unitising.  $3 + 2 = 5$ $300 + 200 = 500$

- *Topic covered throughout the year:
- *History: The Stone Age, The Roman Empire, Ancient Civilizations
- *Geography: Europe, countries within Europe, mountain formations and volcanoes
- *Science: The human skeleton, balances diets, functions of a plant and magnets and forces

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?



Reading Is Fun!

* **Reading
and
Guided
Reading**

Homework

Reading Maths (TTRS)



Behaviour Management

During our first week, the children come together and share ideas on what a positive learning environment looks like. We will listen to ideas from the children discuss how everybody has the right to learn in a safe and happy environment. Each class will then write up their own class charter.

Dojo's are used as a way of acknowledging and celebrating every child's efforts. Dojo's are used across the school where children may have an individual target or a whole class target where they will work together for a reward.



Equipment



- * Belongings clearly named
- * Children will still come to school in their ACS PE kit.
- * Water bottles
- * Pencil cases are required with the following:
 - * Handwriting pens, HB pencils, white board pens, rubber/cloth for whiteboard, colouring pencils, sharpener, glue stick, scissors, ruler.
 - * Pencils, handwriting pens and glue sticks can be purchased directly from the school.

Communication

- *Talk to us
- *Curriculum Newsletters
- *Friday Flyer
- *Email through the office
- *School website



Thank you for attending!

We're looking forward to an
exciting year!

