

Year 3, Morgan, Autumn 2023 Newsletter

I am very excited to be starting the new school year! But, more importantly, I am thrilled to welcome the children into Morgan class. I know this year is going to be fun, full of learning and I cannot wait to see what it has in store for us. Please see below for some notices regarding our learning this term. On a Tuesday afternoon, Miss Jackson will be covering the class for my planning time, and every other Wednesday afternoon the class will be taught by Mr Ashdown. If you have any questions, please do send me a message via Class Dojo or catch me at the end of the day.

Miss Taylor

Times Tables

One of our main focusses, this year, is going to be getting the children to recite their times tables confidently, as in Year 4 they will undergo a nationwide government times tables assessment; therefore, we want to make sure the children are confident and prepared for this. In addition, to daily times table practise sessions in school please encourage your child to practise at home as much as possible. TT Rockstars is a great resource and your child's login details will be put in their Reading Record shortly. Hit the Button is also a brilliant, quick way of speeding up recall of times tables facts. If your child does not have internet access at home, they could make flashcards on paper or ask a family member to quiz them.

Physical Education

During the first half-term, our PE days will be **Monday** and **Friday** every week. **On Fridays, we will be back in the swimming pool! There may be times when this changes, but I will update you all via Class Dojo.** Children will need to come to school wearing their PE kits in case we need to change our PE lesson. Your child will need to bring in a towel, goggles and slip-on shoes in a bag for their swimming lessons. We will walk across to the Silver Street site for our swimming lessons, and we will get changed there. On Mondays, we will have a normal PE session, so children can come to school in their PE kits for the whole day. Please remove earrings and ensure hair is tied up for both days.

Timetable

Subject	Autumn 1	Autumn 2
English	Here we are (2 weeks) Ironman	Ironman
Maths	Place Value/Addition and Subtraction	Area/Multiplication and Division
Science	Sound	Habitats and classifying
History		Post 1066-Victorians
Geography	Latitude/Time Zones	
Religious Education	Creation	Incarnation
Music	Y3 Samba tuition	Y3 Samba tuition
SCARF	Me and my relationships	Valuing difference
PE	Swimming and Games	Gymnastics and Boccia/ badminton
French	Greetings	Food and drink
Computing	Computer Systems and Networks	Stop-frame Animation
Art, DT & Engineering	Landscapes- J.M.W. Turner	Landscapes- J.M.W. Turner

Spelling

Please see below for the Year 1 & 2 and Year 3 & 4 Statutory Spelling lists. These are all the spellings that the children are expected to know by the end of Year 4. We spend lots of time practising these at school, but please also practise them at home as much as possible.

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Year 3 and 4 Statutory Spellings

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

Reading

Please listen to your child read at least three times each week and sign their Reading Record book on each occasion. These will be checked every Friday. We use VIPERS reading prompts in our English lessons to encourage children to think about the text in a deeper way. Please see below for some key questions you could ask your child while reading with them.

VIPERS	Questions to Ask- <i>Fiction</i>	Questions to Ask- <i>Non-Fiction</i>
V Vocabulary	<ul style="list-style-type: none"> •• Talk about new words Think of synonyms 	<ul style="list-style-type: none"> • Explore new words in the glossary if there is one • Think of synonyms
I Infer	<ul style="list-style-type: none"> • Which characters does the author want us to like or dislike? •• What is the mood of this story/chapter? How did _____ feel when _____ happened? • Is _____ a nice character? What makes you think that? 	<ul style="list-style-type: none"> • Why are some parts in bold/bigger/coloured print? • Does the author like the topic they are writing about?
P Predict	<ul style="list-style-type: none"> • What do you think will happen in the story? •• What will happen next? • What might _____ do? What advice would you give _____ in this situation? What would you do if you were _____? 	<ul style="list-style-type: none"> • What is the topic of the book going to be? How do you know? • Tell me about the pictures - what do they tell you?

<p>E</p>	<ul style="list-style-type: none"> • Why did _____ act in that way? 	<ul style="list-style-type: none"> • What tells you that this is a non-fiction book?
<p>Explain</p>	<ul style="list-style-type: none"> • How did _____ react when _____ happened? • Why did _____ do _____? What would you do? • Do the characters remind you of anyone? Why? • Was this story happy/sad/exciting? Is there a part of the story when the writer made you feel a bit worried/scared/excited? Why do you feel that way? • Why did the writer choose to use the word _____? What other words could they have used? How might this have changed the meaning? 	<ul style="list-style-type: none"> • Can you explain why some information is in a box, and some in a normal paragraph? • How are the pages different to a story book? • What makes a good title? Why? Look for rhyme and alliteration. Which part did you find the most interesting? Why? What are the labels used for on a picture?
<p>R Retrieve</p>	<ul style="list-style-type: none"> • Who is in the story? • What did _____ do? • Can you find the words which make you feel _____? 	<ul style="list-style-type: none"> • Can you find me a fact about _____? • What have you learnt from this book?
<p>S Summarise</p>	<ul style="list-style-type: none"> • What happened next? • Did _____ happen before or after _____? 	<ul style="list-style-type: none"> • Where might the index be? What does it do? • Where the contents page and what is its job? • What is a glossary?