

# Year 3, Ashton, Spring 2024 Newsletter

I can't believe we are already in our second term. I am excited to keep seeing the children's progression and improvements, across all areas of the curriculum. This term is packed full of fun with lots of things happening like the life skills visit, careers week and our Art Exhibition.

MISS ROY

## Forest School

Our Forest School Day, this term, is **Wednesday 31<sup>st</sup> of January 2024**, so please send your child in clothes you don't mind getting messy. In addition to this, I have been informed they need to all wear WELLIES, as well as bring in another pair of old shoes and a bag of spare clothes. Hopefully, the big water area on the field will still be there, so they will have the opportunity (if they want to) to go and play in the mud: they **MUST** have wellies and a bag with another full outfit in to change into, so they can change out of their wet and cold clothes.



## Times Tables

Our push on times table practise is still a big focus, this term, so please keep encouraging your child keeps going onto TT Rockstars, which is a great resource. Please do not feel this needs to be every day because they do need a break; however, the more times they can practise the more beneficial it will be for them in school. 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 this half term, our PE days will be **Monday** and **Thursday** every week. On Mondays, we are very lucky to be having an external company coming in to do Yoga. On both days, please send your child in appropriate PE clothes and trainers. Please remove earrings and ensure hair is tied up for both days.

## Timetable

Subject	Spring 1	Spring 2
English	Varjak Paw	The Last Alchemist
Maths	Multiplication and division Length and perimeter	Fractions Mass and capacity
Science	Electricity	States of Matters
History	Egyptians	N/A
Geography	N/A	Natural Disasters
Religious Education	Gospel	Salvation
Music	Charanga: 3 little birds	Charanga: 3 little birds
SCARF	Keeping myself safe	Rights and responsibilities
PE	Gymnastics and yoga	Gymnastics (apparatus) and tennis
French	Vegetables	Ice cream
Computing	Sequencing Sound- Scratch	Desktop Publishing

## 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	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

### 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	

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 once a week in school. In Ashton Class, the children are allowed

to change their own books once they have read their book properly, even though the children are in charge of this responsibility they are given a daily reminder, as well as adult supervision.

VIPERS	Questions to Ask- Fiction	Questions to Ask- Non-Fiction
<b>V</b> Vocabulary	<ul style="list-style-type: none"> <li>• Talk about new words</li> <li>• Think of synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Explore new words in the glossary if there is one</li> <li>• Think of synonyms</li> </ul>
<b>I</b> Infer	<ul style="list-style-type: none"> <li>• Which characters does the author want us to like or dislike?</li> <li>• What is the mood of this story/chapter?</li> <li>• How did _____ feel when _____ happened?</li> <li>• Is _____ a nice character? What makes you think that?</li> </ul>	<ul style="list-style-type: none"> <li>• Why are some parts in bold/bigger/coloured print?</li> <li>• Does the author like the topic they are writing about?</li> </ul>
<b>P</b> Predict	<ul style="list-style-type: none"> <li>• What do you think will happen in the story?</li> <li>• What will happen next?</li> <li>• What might _____ do?</li> <li>• What advice would you give _____ in this situation? What would you do if you were _____?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the topic of the book going to be? How do you know?</li> <li>• Tell me about the pictures - what do they tell you?</li> </ul>
<b>E</b> Explain	<ul style="list-style-type: none"> <li>• Why did _____ act in that way?</li> <li>• How did _____ react when _____ happened?</li> <li>• Why did _____ do _____? What would you do?</li> <li>• Do the characters remind you of anyone? Why?</li> <li>• Was this story happy/sad/exciting?</li> <li>• Is there a part of the story when the writer made you feel a bit worried/scared/excited? Why do you feel that way?</li> <li>• Why did the writer choose to use the word _____? What other words could they have used? How might this have changed the meaning?</li> </ul>	<ul style="list-style-type: none"> <li>• What tells you that this is a non-fiction book?</li> <li>• Can you explain why some information is in a box, and some in a normal paragraph?</li> <li>• How are the pages different to a story book?</li> <li>• What makes a good title? Why? Look for rhyme and alliteration.</li> <li>• Which part did you find the most interesting? Why?</li> <li>• What are the labels used for on a picture?</li> </ul>
<b>R</b> Retrieve	<ul style="list-style-type: none"> <li>• Who is in the story?</li> <li>• What did _____ do?</li> <li>• Can you find the words which make you feel _____?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find me a fact about _____?</li> <li>• What have you learnt from this book?</li> </ul>
<b>S</b> Summarise	<ul style="list-style-type: none"> <li>• What happened next?</li> <li>• Did _____ happen before or after _____?</li> </ul>	<ul style="list-style-type: none"> <li>• Where might the index be? What does it do?</li> <li>• Where the contents page and what is its job?</li> <li>• What is a glossary?</li> </ul>