



Monday 16th September 2019

Dear Parents and Carers,

Welcome to the Autumn Term in Year Three, Swan Class! All the children look very smart in their new uniform and have come to school excited and ready to learn. Everyone in the classroom has taken on board their new responsibilities that come with moving into Key Stage Two.

Class Teacher: Miss Tuck

Teaching Assistant: Mrs Donaldson

On **Tuesdays**, the children will be taught P.E., computing and spelling by Mrs Connors

On **Friday mornings**, the children will have a P.E. lesson with Miss Tuck.

The Curriculum

All lessons taught are in line with the National Curriculum for Key Stage Two. I have attached the Year Three Curriculum Overview which will give further details of this. We're starting off the year with a topic called Around the World. This topic will be a key topic in addressing many areas of the Geography curriculum and will focus on learning about human and physical geography of our planet.

We have daily maths lessons and this year we will be 'blocking' the topics on the Year 3 maths curriculum to enable the children to gain a deeper understanding and to build on the small steps they make in each lesson. In Key Stage Two, there is a very strong focus on times tables. We practise these regularly in school but it is also essential that children practise them regularly at home. It is important that the children realise the value of learning their times tables as it is essential in many different aspects of Maths, including fractions, division and algebra. It would also help your child to practise telling the time daily, both on the digital and analogue clock.

In order to motivate the children to practise their times tables, we have a weekly quiz named 100 Club. This quiz consists of 100 times tables questions and they must aim to complete as many as they can in 10 minutes. If they get 25 or more correct, they join the 25+ Club. Likewise, for getting 50 or 75 correct. All children begin at Bronze level, and by achieving 100 correct in Bronze, they move up to Silver Club. In Year Three, it is not expected that all children will reach the 100 Club straight away, but they are certainly capable of achieving it through practise.

English is also taught daily. Spelling is a large focus in the National Curriculum; it gives a spelling list and a variety of spelling patterns that the children are expected to learn. The children will be given weekly spelling tests and house points are always awarded for improvement and great scores. The words they will be tested on will be practised in school and also sent home, so it would be highly beneficial if your children practised these at home too. You may hear the children talking about SPaG which stands for Spelling, Punctuation and Grammar. This will be taught daily through English and Guided Reading lessons.

Homework & Reading

Homework is an important part of school. It enables children to:

- Make maximum progress in their academic and social development;
- Develop as independent learners;
- Create a dialogue between home and school in supporting their learning;
- Practice and consolidate their skills they have learned in school;
- Develop good working habits for the future.

For children to complete homework successfully, they will benefit from having a designated working space at home. They will need basic stationary supplies to complete their homework (pencil, ruler, sharpener, eraser, coloured pencils, scissors and a glue stick). They can take their pencil case home from school if they would like to. Please help your children and get involved with their learning!

The children will be given one piece of homework a week. It will be given on a Friday and expected to be handed in by the following Thursday. If the children forget their homework on Thursday, then it must be handed in on Friday or they will miss their morning break. For children who consistently do not submit their homework, a letter will be sent home to inform their parents. During Half Terms, we will often send home longer projects to prepare children for their future learning.

We expect the children to be reading every day and recording this in their Reading Record. The children may read independently and write this in their record, however it is also important that they read to their parents. They may read any book at home, and we encourage you to read to them too. By also asking them questions about the text, they develop their comprehension and inference skills, allowing them to become better readers for both pleasure and purpose. I check reading records weekly and house points are rewarded for each day that your child reads. However, we do require that their reading records are in school every day, and go home each night. I recommend that the children always keep it in their school bag.

P.E. & Swimming Lessons

Many of the children are very excited to begin swimming and it is a big part of being in Year Three. This year, Falcon and Peacock class will also be having swimming lessons; each class will have lessons for a term. This means that once the children start learning the skill, they can continue to build on it each year. Swan class will be swimming in the summer term and I will send out more information about timings and equipment needed later in the year.

It is essential that children attend all Swimming Lessons as it is part of the National Curriculum. **No child will be excused from swimming without a note from their doctor.** By the end of Key Stage Two, it is expected that all children are able to swim confidently and competently over a distance of 25 metres.

P.E. lessons will take place every Tuesday and Friday morning. However, it is important that the children have their full P.E. kit with them in school throughout the week in case of timetabling changes. Their P.E. kits will be sent home every half term. During gymnastics and dance lessons, children participate in bare feet, however they will require verruca socks if your child has verrucas. If your child cannot participate in a P.E. lesson, a note is required. On PE days, we ask that all jewellery, including earrings, are removed.

School Uniform & Equipment

Please ensure that all of your child's possessions are named or initialled. This includes your child's P.E. kit, rucksack, lunchbox and pencil case and its contents, as well as their everyday uniform. Cardigans and jumpers are often misplaced and, without a clear name tag, they can sometimes be missing for a long period of time.

Our school uniform policy also states that hairstyles must be sensible and girls must always have long hair tied up with small blue, black or white accessories. They should wear a shirt and tie to school every day. Trainers and plimsolls are not accepted as school shoes and their socks should be plain white for girls or grey for boys. Please ensure that your child is always wearing the correct school uniform before leaving home in the morning.

All the stationery that the children will need is available in school, so it is not necessary for the children to have a pencil case. However, many children enjoy the responsibility of having their own equipment. If your child chooses to bring in a pencil case, it must be **transparent**, so that any adult can see inside, and they must not contain felt tips or gel pens. If they choose to bring a pencil case to school, we suggest having the following inside:

- HB pencils
- Eraser
- Sharpener
- Coloured pencils
- Glue stick (not coloured)

As mentioned previously, please check that everything inside their pencil case is named. If something goes missing, it is often not found again!

Fruit & Water

Research has highlighted the importance of children have constant access to water during the day, as dehydration inhibits their concentration and performance. It is recommended that all children bring in a 'sports style' water bottle (not one with a screw cap in case of spillage) with their name on. This means that they can have it near them when they work. We request that these are not frozen as when they defrost the desks become wet.

Now that the children are in Year Three, they **do not** receive milk at morning break time, but there is still fruit available for them to eat. They also have longer mornings and do not go to lunch until 12.30pm. Children are not allowed to eat snacks other than fruit at play.

Behaviour Policy

We expect the children to always be very well behaved during school time. All the children are fully aware of Kingfield's behaviour policy and what happens if they choose to break the rules. In Swan class we have a traffic light behaviour system. All children start the day on 'Green', if they choose to break the rules;

1. The child will receive a verbal warning.
2. The child's name will be moved to orange and they will miss some of their break time.
3. If they continue to make poor choices, they will be moved to red and sent to Mrs Harward for an agreed period of time.

4. If they make good behaviour choices, their name will be moved back up the traffic light system.
5. If they make particularly good choices they may be moved to the star and receive a sticker at the end of the day.

In serious incidents, adults may choose to send a child to Mrs Harward straight away.

However, good behaviour is definitely worth praising and we have many ways to praise this at Kingfield! Two children each week are selected by the class teacher for a certificate and a golden leaf in Friday's Celebration Assembly. Children are given blue cards at break time for excellent behaviour outside on the playground. For outstanding pieces of work, children may be asked to show another teacher or show Mr Jackson and receive a stamp in their book! If the children are seen showing our values, they will receive house points and have the opportunity to place a star into Mr Jackson's bucket. House points are also rewarded regularly for good behaviour, good working or showing our values. We also hope to make the children feel proud of themselves by praising them and smiling at them!

Attendance

All children should be in school unless they are unwell. Please avoid booking any doctor or dentist appointments during the school day. Children can struggle to catch up if they miss a lesson. The school doors open at 8.35am and are expected to be in the classroom and ready to learn by 8.45am. Miss Tuck works closely with individuals or small groups at 8.35am and therefore your child will benefit from being in school early. If they arrive after 8.45am, it is recorded as a lateness. Those children with 100% attendance for each Term and Half Term are awarded with a certificate by Mr Jackson in assembly. The class with the highest attendance for the week always wins Mac, Surrey's mascot for Making Attendance Count. They also receive extra playtime for being the class with the highest attendance that week.

If your child is unwell, please ensure that you have called the school office before 8.30am. Any absences known in advance should also be recorded with the school office.

Parent Helpers

If you have expertise or objects to show relating to any of the topics that we will be covering, we would love to invite you to come and speak to the children. We are always grateful for support with hearing children read and in other areas you may feel you can offer your services! Occasionally, notices will be put up on the Year 3 bulletin board asking for additional support. Any help would be greatly appreciated!

Talk to Us

Any member of staff at Kingfield School is more than happy to meet with you to discuss any comments, questions or worries you may have. At 8.35am, there are two members of staff on morning duty who can be found on the playground. Alternatively, you can leave a message with the office. If you wish to speak to Miss Tuck, you can request an appointment through the school office or find her at the

end of the day. We will also do our best to inform you of anything concerning your child during the school day.

It is going to be a very exciting and busy term! If you have any questions, comments or concerns, please do not hesitate to contact us.

Thank you,

Miss Tuck

| | Autumn 1 | Autumn 2 |
|----------------|---|---|
| | Around the World | |
| English | <p>The Miraculous Journey of Edward Tulane This story will help us explore the idea of travel. We will explore the story through drama, shared writing and personal narratives.</p> <p>Poetry from Around the World We will be studying a variety of poets and their language choices and techniques used.</p> <p>Stories from Other Cultures Children will read a variety of stories from other countries and will look closely at setting and characterisation before they go on to write their own story.</p> | <p>Persuasive Writing This unit of writing will have a direct link to our topic! We will be practising different persuasive techniques to create a travel brochure persuading others to visit Sicily.</p> <p>Non-Chronological Reports To finish our Autumn topic, we will be writing reports about how Christmas is celebrated differently around the world.</p> |
| Maths | Number and Place Value Addition and Subtraction | Addition and Subtraction Multiplication and Division |
| Science | <p>Forces and Magnets We will compare how things move on different surfaces; explore how magnets attract and repel; compare and group a variety of everyday materials on the basis of whether they are attracted to magnets.</p> | |
| Topic | <p>Around the World During the first Half Term, we will be focusing largely on Planet Earth as a whole. We will spend time using maps and atlases accurately. By the end of the Half Term, we expect all children to be confident in their knowledge of the Equator, Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, using latitude and longitude and a good understanding of time zones. In the second Half Term, we will look closely at land formations in creating volcanoes and earthquakes. We will then spend time studying different land formations in the United States of America, before moving on and looking at the differences between the lives of people in other countries and our lives.</p> | |
| Art | <p>Silk Painting In this topic the children will research different materials and patterns from different cultures. They will then explore ways to create and design a pattern using shapes. Finally, the children will transfer their design onto fabric to make a decorative textile piece.</p> | |
| D.T. | | <p>3D Modelling We will be using papier-mâché and our knowledge of nets to design, create and evaluate our very own hot air balloon models!</p> |

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|-------------------------------------|---|--|
| R.E. | How Can We Live Together in One World? This unit links to our topic Around the World, looking at how different communities and religions can live peacefully on Earth. | How Does the Bible Reveal God's Rescue Plan? This unit introduces children to Christianity in Year 3, looking closely at some passages of the Bible before looking in more depth at Christmas. |
| Learning 4 Life | Me and my relationships This unit covers feelings and emotions; conflict and conflict resolution; and friendships | Valuing difference This unit focusses on our British values and how to apply them to our lives. |
| Music | Animal Magic This unit introduces children to visually recording music; using different instruments to represent a different animal noise. | Glockenspiels Stage One This half term, children will begin to play the glockenspiel by reading and playing to formal written musical notation. |
| Computing | Coding Using the Purple Mash computer system, children will learn to create, edit and debug code. Online safety | Spreadsheets and Touch-typing Again, using Purple Mash children will explore how to create and use spreadsheets and improve their typing skills. |
| P.E. (led by Mrs Connors) | Dance from other cultures Children will learn moves from dances in other cultures. | |
| | Brilliant Ball Skills This Half Term continues to develop the children's control of playing games with all sizes of different balls. | Boot Camp The children will increase stamina and endurance through a Boot Camp unit. |
| French | Duolingo – children all have their own username and password to access Duolingo. They can use this both at home and at school to improve their vocabulary, listening skills and sentence construction. | |
| | Me & My Family We will be learning how to introduce ourselves and our family. | Jeux et Chansons (Games & Songs) We will be learning how to say months and numbers in French and begin to say what games I like to play. We will then look at Christmas in France. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|---|--|--|--|--|---|
| Themes | AROUND THE WORLD | | TOMB RAIDERS | | DEADLY 60 | |
| Topic (geography & history) | <ul style="list-style-type: none"> - Continents, oceans and key country locations - Equator, Tropics of Cancer and Capricorn, time zones, lines of latitude and longitude, the Arctic and Antarctic circles - Comparison of lifestyles in the UK to other parts of the world | | <ul style="list-style-type: none"> - Achievements in Ancient Egypt - Egypt in relation to World Geography - The River Nile | | <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - Stonehenge - Deadly Animals & Where they come from | <ul style="list-style-type: none"> - Protecting the Environment and caring for animals |
| Linked to all areas of English | <ul style="list-style-type: none"> - The Miraculous Journey of Edward Tulane - Persuasive Writing - Poetry from Around the World | <ul style="list-style-type: none"> - Stories from Other Cultures - Non-Chronological Reports | <ul style="list-style-type: none"> - Performance Poetry - Adventure Stories | <ul style="list-style-type: none"> - Adventure Stories - Newspaper writing | <ul style="list-style-type: none"> - Letter Writing - Animal Poetry - Animal Stories | <ul style="list-style-type: none"> - Stories in a Familiar Setting - Persuasive Writing |
| Mathematics | <ul style="list-style-type: none"> Number and place value Addition and subtraction Multiplication and division | | <ul style="list-style-type: none"> Multiplication and division Measurement - money Statistics Measurement – length Number - fractions | | <ul style="list-style-type: none"> Number – fractions Measurement – time Geometry – properties of shapes Measurement - mass | |
| Science | Forces and magnets | | Light | Rocks | Animals including humans | Plants |
| Computing | <ul style="list-style-type: none"> Coding Online safety | <ul style="list-style-type: none"> Spreadsheets Touch-typing | <ul style="list-style-type: none"> Email, including email safety | <ul style="list-style-type: none"> Branching databases | <ul style="list-style-type: none"> Simulations | <ul style="list-style-type: none"> Graphing |
| PE | <ul style="list-style-type: none"> Brilliant Ball Skills African dance | <ul style="list-style-type: none"> Boot Camp International dance | <ul style="list-style-type: none"> Gymfit Circuits Mighty movers | <ul style="list-style-type: none"> Cool Core (Strength) Gymnastics | <ul style="list-style-type: none"> Throwing & Catching (Field Games) Swimming | <ul style="list-style-type: none"> Active Athletics Swimming |
| Art | <ul style="list-style-type: none"> - Patterns from around the world - Silk painting | | <ul style="list-style-type: none"> - Portraits - Egyptian Artefacts | | | <ul style="list-style-type: none"> - Sculptures |

| | | | | | | |
|---------------------------------|--|---|--------------------------------------|--|--|--|
| DT | | - 3D nets / papier-mâché | | - Moving Monsters | - Scrumptious Sandwiches | |
| RE | - How we live together in one world | - How does the Bible reveal God's rescue plan? - Christmas | - What are important times for Jews? | - How did Jesus change lives? -Easter | - How did the Church begin? | - Why do Christians share communion? |
| Learning 4 Life | - Rights & responsibilities - Getting to know you/the class - Feelings & problem solving | - Bonfire Night - Bullying - Giving & Sharing | - Creating & assessing goals | - Relationships – getting on and falling out | - Sun Safety - Keeping Healthy - Relationships | - Pedestrian Safety - Changes |
| Music | Animal Magic – Exploring descriptive sounds | Glockenspiels Stage One | Egyptian songs | Class orchestra | Healthy Lifestyle songs | |
| | | | | | - Rocking Recorders - African Drumming | - Painting with Sound - Camille Saint-Saens |
| Modern Foreign Languages | - Location of France - Family | - Numbers - Christmas | - Songs, stories & rhymes | - Body Parts - Colours | - Animals | - Fruits & Vegetables |

Autumn Term 1 – Weekly Spelling Lists

| Week 2 – 9 Sep | Week 3 – 16 Sep | Week 4 – 23 Sep | Week 5 – 30 Sep | Week 6 – 7 Oct | Week 7 – 14 Oct |
|-------------------------------|------------------------------|-------------------------|---------------------------|--------------------------|-------------------------|
| Prefixes un- and dis- | Apostrophes for contractions | Statutory Spelling List | Rare GPCs spelt /eɪ/ | Homophones | Statutory Spelling List |
| disagree | can't | answer | beige | they're | circle |
| disallow | doesn't | appear | eight | there | complete |
| dishonest | don't | arrive | eighteen | their | consider |
| dislike | isn't | believe | neighbour | brake | continue |
| undress | it's | bicycle | reign | break | decide |
| unhappy | she's | breath | sleigh | your | describe |
| unlucky | there's | breathe | vein | you're | different |
| unusual | won't | build | weight | <i>yr3 word: centre</i> | difficult |
| <i>Yr3 Word: accident</i> | <i>Yr3 Word: actually</i> | busy | <i>Yr3 Word: calendar</i> | <i>Yr3 Word: century</i> | disappear |
| <i>Yr3 Word: accidentally</i> | <i>Yr3 Word: address</i> | business | <i>Yr3 Word: caught</i> | <i>Yr3 Word: certain</i> | early |

Autumn Term 2 – Weekly Spelling Lists

| Week 8 – 4 Nov | Week 9 – 11 Nov | Week 10 – 18 Nov | Week 11 – 25 Nov | Week 12 – 2 Dec | Week 13 – 9 Dec |
|------------------------|---------------------------|-------------------------|------------------------|------------------------|-------------------------|
| Homophones | Prefixes mis- and re- | Statutory Spelling list | sounds spelt -que | sounds spelt -gue | Statutory Spelling list |
| accept | misbehave | experience | antique | analogue | height |
| except | mislead | experiment | cheque | colleague | history |
| berry | misspell | extreme | clique | fatigue | imagine |
| bury | mistake | famous | grotesque | intrigue | increase |
| groan | reappear | favourite | mosque | league | important |
| grown | rebuild | February * | plaque | synagogue | interest |
| peace | remember | forwards | technique | tongue | island |
| piece | return | fruit | unique | vague | knowledge |
| <i>Yr3 Word: earth</i> | <i>Yr3 Word: enough</i> | grammar | <i>Yr3 Word: guard</i> | <i>Yr3 Word: heard</i> | learn |
| <i>Yr3 Word: eight</i> | <i>Yr3 Word: exercise</i> | group | <i>Yr3 Word: guide</i> | <i>Yr3 Word: heart</i> | length |

* Please remember this word **must** have a capital letter in order to be correct.

Half Termly Spelling Lists

Each Half Term, the children will be given a SPaG test to assess their learning. Part of this test is a spelling component, made up of 20 words. These 20 words are chosen from the Year 3 & 4 Statutory Spelling list, common exception words and spelling patterns that have been taught so far. So the children are familiar with the words, below are the two tests for the Autumn term.

| Autumn 1 | Autumn 2 |
|----------------|------------------|
| <i>grass</i> | <i>many</i> |
| <i>watch</i> | <i>pencil</i> |
| <i>dry</i> | <i>child</i> |
| <i>magic</i> | <i>because</i> |
| <i>race</i> | <i>hospital</i> |
| <i>change</i> | <i>improve</i> |
| <i>knee</i> | <i>break</i> |
| <i>edge</i> | <i>pretty</i> |
| <i>write</i> | <i>hour</i> |
| <i>bottle</i> | <i>people</i> |
| <i>walked</i> | <i>half</i> |
| <i>travel</i> | <i>should</i> |
| <i>careful</i> | <i>whole</i> |
| <i>dropped</i> | <i>cost</i> |
| <i>station</i> | <i>unusual</i> |
| <i>quiet</i> | <i>hopeless</i> |
| <i>brother</i> | <i>happily</i> |
| <i>climb</i> | <i>everybody</i> |
| <i>clothes</i> | <i>treasure</i> |
| <i>world</i> | <i>mind</i> |

At the beginning of the Year, the children sat a test to determine the spelling age. They will repeat the test at the end of the year to look for improvement. If you are interested in your child's spelling age, please speak to me. Finally, at the end of Year 3 or beginning of Year 4, the children will be tested on the full list of the Year 3 and 4 statutory words to determine their current knowledge of them.

Below is an example of a 100 Club sheet. The children will get 10 minutes to complete the whole grid. They will need to score 100 out of 100 in order to progress to Silver level.

Year 3 Bronze i)

| | | | | | | | | | | |
|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|
| x | 3 | 9 | 4 | 7 | 1 | 10 | 8 | 2 | 5 | 6 |
| 7 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| 6 | | | | | | | | | | |

Score: ____ / 100

Marked by: _____