



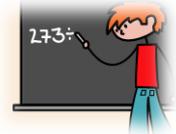
CURRICULUM EVENING 2018-2019

Secular teacher – Bellinese Chetty

Year 3 Teaching Assistant: Rita Luzon

Kodesh teachers – Elisheva Basalian, Rivka Stern

Ivrit : Morah Bilha



Dear Parents,

We hope that everyone has had an enjoyable summer and that the children are refreshed and ready for the busy academic year ahead.

The transition into the Key Stage 2 is important for the children academically and socially. In Year Three, the children will be building on prior knowledge and developing the skills they have learnt in Key Stage 1. They will also become increasingly independent in their organisational skills. It is expected that children always try their hardest and are respectful towards each other and the adults around them.

This letter contains information about the general routines and expectations for Year 3. It also outlines the curriculum topic areas that we will be covering throughout the year within each subject as well as subjects covered by specialist teachers.

Thank you very much for your time this evening. We hope that this meeting is informative. We look forward to spending the rest of the year with your children and continuing working as a team with you all.

General Routines

Throughout the school, we teach good behaviour by modelling and practising the 'right' ways to behave towards each other. This is achieved through positive praise and administered through different behaviour systems. **At the moment, we are all using Raffle tickets to give individual rewards too, most of the time this becomes whole class rewards.**

Children are constantly rewarded in the class with praise, stickers and certificates. In the event of severe misbehaviour, a child may be given a Behaviour Sheet to reflect on, which will be sent home for parents to sign.

Green bags:

Please make sure that your child brings their green bag to school every day. These should contain reading folders, homework and any letters or correspondence between the school and home. Please make sure that these are emptied regularly. We do check green bags, but soon the class will be independently emptying their own bags. Any important letters may be placed in your child's hand so they remember to give it to us straight away.

Contacting the teacher:

We are unable to speak with parents during the school day, as we are sure you can appreciate, this is a very busy time. However, we are more than happy to meet with parents at an arranged time to. You can do this by emailing me at bell.chetty@nrps.co.uk

Please make sure to let the teachers know of any changes that may affect your children, such as a sick relative, a parent going away, a family celebration or anything else that we should be aware of. Please also make sure we know of any appointments well in advance. If your child is ill, please send in a note the day they return.

Snacks:

We encourage the children to eat healthy snacks during the day. This consists of fruit, vegetables and crackers. Please do not send in any cakes, flavoured biscuits or sugary cereal. Please send a labelled bottle of water in with your child every day. Please ensure all lunch bags are clearly labelled. **Please remember that the school is a nut-free**



zone; therefore check all bars as many do contain nuts. Please also note that the school is 'Chalav Israel'. Crisps and pretzels may only be sent into school for Rosh Chodesh.

Uniform:

Full school uniform is expected at all times whilst on the school premises. The uniform should be clearly labelled; this includes the P.E kit. The children are not allowed to wear nail varnish or jewellery, apart from a watch and stud earrings. Children should come to school correctly dressed and groomed: nails short, girls' hair tied back and boys with short hair. Correct uniform and attire helps a child get into the right frame of mind for school.

Birthdays:

You will receive a birthday reminder towards your child's birthday, where you will be asked to bring in a plain cake (e.g. Osem) for a class party. Siblings and parents are welcome. Class birthdays are usually celebrated at 15:45. Books, money or other gifts for the class in honour of their birthday are greatly appreciated.

Homework:

Homework will be given out every Tuesday (Maths)and Thursday (English) and needs to be handed in on the day stated in the Newsletter. Please ensure that your child completes their homework. **Reading is very important and; please refer to the ' Top tips for Reading at Home' leaflet.** Children in Year Three are expected to read aloud every evening to an adult. Please could parents sign and indicate the pages read in the yellow reading diary on a daily basis. We ask that the adult questions the child on the content of the text and points out features of the writing, such as capital letters, full stops and speech marks. Parents can also model reading to their children, with expression and intonation, a skill, which your child will pick up.



Timetables are just as important so please ensure that your child is practising regularly daily. (2,3,4,8,10,11 and 12)

The Annual Curriculum

We want children to be independent learners who are academically curious and we aim at developing and encouraging their desire to increase their knowledge, skills and understanding in all areas of the curriculum.

The aims of the year, to be achieved through these subjects, are to consolidate and extend the children's prior learning, introduce new skills and concepts, and develop children's perseverance when approaching new or challenging situations.

English: SPAG

Spellings and Phonics – See Spelling Pack for all Year 3 Spellings. Spelling homework will be set every Tuesday. Spelling Tests will be done every Friday.

Punctuation- The rules of punctuation are taught in SPAG lessons. Children have to apply what they have learnt in Creative Writing lessons. **See the Curriculum Outline below for more details.**

Grammar – In our grammar lessons, the children will learn the main rules and conventions of written English and will explore how language can be used to express and convey meaning in different ways. These rules also need to be applied to all Creative Writing. **See the Curriculum Outline below for more details.**

Handwriting – We practise our handwriting every day in order to help the children review and perfect their joined up writing. Children are encouraged to write within the specified handwriting lines and to keep their work neat. Please make sure that all homework is completed neatly, in pencil and in joined up writing.



Creative writing –The children will explore many different genres. Fiction will include stories with familiar settings, diary writing, and writing about characters, learning how to structure a story with a beginning, middle and end. Non-fiction includes instructions, writing a list, Explanations, Reports, Recounts, Persuasive writing, using a dictionary as well as books containing factual information. Poetry covered will be shape poems, riddles and poetic devices.

Reading Comprehension – Skills are taught in more detail. See 'Top Tips for Reading at Home', for more information about the strategies used.





Reading Books – The class each have a reading folder with their reading books and a reading record book. Reading books will be changed on different days, twice a week. We expect the children to read every night. Please make sure that you sign their reading record and add comments, as they complete each book. They must remember to bring in their reading folder on the 'changing book' days, which will be on Thursday. If this does not happen, we may not have another opportunity to change their books until the next allocated day. It is vital that children do read at home in order to practise their knowledge of words, sentences and texts and to understand and respond to the meaning. Children will also have quiet reading time, as well as, Guided Reading sessions. Class readers are (The BFG and How to train your Dragon)

Children use a green pen to edit their own work. Towards the end of the Autumn Term this skill is taught and is part of the National Curriculum. Peer editing is also taught.

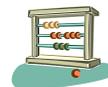
Research Projects are given after a topic has been taught in class – This is a good opportunity for children to practise writing and speaking and listening skills as well as develop research skills. Here the children are faced with the prospect of thinking about the best way to speak to suit the purpose and their audience. The children will present their work to the class at the end of the term.

Numeracy:



Many of the classroom activities are taken from the Abacus textbooks, which work together with the Active Learn Website. We also use a wide range of visual stimuli to help demonstrate the mathematical concepts. Additional material on Problem Solving is also used. Please purchase an analogue watch for your child to wear to school. Later on, watches with Roman Numerals may be purchased.

We will work on our mental maths skills in order to work things out quickly and in our heads. We will also be increasing our knowledge of our times tables by chanting them every day. Again, please practise times tables with your child as often as you can.



Foundation Subjects:

In *Science*, we investigate many topics including; Plants, Animals including Humans, Rocks, Light and Forces and Magnets. The children take part in various science experiments, which make all of these topics come alive!

In *History*, the class will be learning about the Egyptians and the Stone Age. After each topic has been taught a Research Project will be given to the children to extend their knowledge through English by applying what they have learnt using different writing genres. A great emphasis of History learning in Key Stage Two is placed on pupil understanding of chronology, which will be stressed throughout the year. Children will be encouraged to recognise that the past is represented and interpreted in different ways and to start giving reasons for this.

In *Geography*, the topics include; Volcanoes, Rivers- The River Nile and other links to Science and History topics.

Music

The children will be taught Music by Dahlia Malin this year. Pupils will focus on the use of percussion thus further developing their understanding of various rhythms and beats.

In PSHE, the aim of these lessons is to help pupils develop confidence and responsibility and make the most of their abilities. They will be encouraged to think about the way in which they make choices about a range of things and solve problems. The syllabus includes children learning about friendships and how to be good friend, also included are topics involving the children themselves and the choices they make as well as the world they live in, including how to improve our surroundings and the things that make it worse, such as pollution.

Additionally, we will always be working on trying to increase our general knowledge, as well as, being kept up to date with current news issues.

Physical Education:





The class has P.E. every Wednesday. Please ensure your child has a suitable P.E. kit with trainers to change into. Children without a fully equipped P.E bag will not be able to participate in this lesson.

English

En3/1 Spoken Language

- En3/1a listen and respond appropriately to adults and their peers
- En3/1b ask relevant questions to extend their understanding and knowledge
- En3/1c use relevant strategies to build their vocabulary
- En3/1d articulate and justify answers, arguments and opinions
- En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En3/1h speak audibly and fluently with an increasing command of Standard English
- En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En3/1j gain, maintain and monitor the interest of the listener(s)
- En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En3/1l select and use appropriate registers for effective communication

Reading

(The objectives for Reading are common across Years 3 and 4)

En3/2.1 Word Reading

- En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En3/2.2 Comprehension

En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. using dictionaries to check the meaning of words that they have read
- iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- v. identifying themes and conventions in a wide range of books
- vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- vii. discussing words and phrases that capture the reader's interest and imagination
- viii. recognising some [different forms of poetry](#)

En3/2.2b understand what they read, in books they can read independently, by

- i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ii. asking questions to improve their understanding of a text
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. identifying main ideas drawn from more than 1 paragraph and summarising these
- vi. identifying how language, structure, and presentation contribute to meaning

En3/2.2c retrieve and record information from non-fiction

En3/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

En3/3.1 Spelling (Your spelling pack includes all of the words below)



- En3/3.1a use further prefixes and suffixes and understand how to add them
En3/3.1b spell further homophones
En3/3.1c spell words that are often misspelt
En3/3.1d place the possessive apostrophe accurately in words with **regular plurals** and in words with **irregular plurals**
En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary
En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En3/3.2 Handwriting and Presentation

- En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
En3/3.2b **increase the legibility, consistency and quality of their handwriting**

En3/3.3 Composition

En3/3.3a Plan their writing by:

- i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ii. discussing and recording ideas

En3/3.3b Draft and write by:

- i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ii. organising paragraphs around a theme
- iii. in narratives, creating settings, characters and plot
- iv. in non-narrative material, using **simple organisational devices**

En3/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing and suggesting improvements
- ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

En3/3.3d proofread for spelling and punctuation errors

En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

En3/3.4 Vocabulary, grammar & punctuation

En3/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ii. using the present perfect form of verbs in contrast to the past tense
- iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- iv. using conjunctions, adverbs and prepositions to express time and cause
- v. using fronted adverbials
- vi. learning the grammar for years 3 and 4

En3/3.4b indicate grammatical and other features by:

- i. using commas after fronted adverbials
- ii. indicating possession by using the possessive apostrophe with singular and plural nouns
- iii. using and punctuating direct speech

En3/3.4c use and understand the grammatical terminology in accurately and appropriately in discussing their writing and reading.

Numeracy

Ma3/2.1 Number & Place Value

- Ma3/2.1a count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
Ma3/2.1b recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
Ma3/2.1c compare and order numbers up to 1,000



Ma3/2.1d identify, represent and estimate numbers using different representations

Ma3/2.1e read and write numbers up to 1,000 in numerals and in words

Ma3/2.1f solve number problems and practical problems involving these ideas.

Ma3/2.2 Addition & Subtraction

Ma3/2.2a add and subtract numbers mentally, including:

- i. a three-digit number and 1s
- ii. a three-digit number and 10s
- iii. a three-digit number and 100s

Ma3/2.2b add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction

Ma3/2.2c estimate the answer to a calculation and use inverse operations to check answers

Ma3/2.2e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Ma3/2.3 Multiplication & Division

Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Ma3/2.3b write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Ma3/2.3c solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Ma3/2.4 Fractions

Ma3/2.4a count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Ma3/2.4b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Ma3/2.4d recognise and show, using diagrams, equivalent fractions with small denominators

Ma3/2.4e [add and subtract fractions with the same denominator within one whole](#)

Ma3/2.4f compare and order unit fractions, and fractions with the same denominators

Ma3/2.4g solve problems that involve all of the above.

Ma3/3.1 Measurement

Ma3/3.1a measure, compares, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Ma3/3.1b measure the perimeter of simple 2-D shapes

Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts

Ma3/3.1d tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Ma3/3.1e estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

Ma3/3.1f know the number of seconds in a minute and the number of days in each month, year and leap year

Ma3/3.1g [compare durations of events](#)

Ma3/3.2 Properties of Shapes

Ma3/3.2a draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Ma3/3.2b recognise angles as a property of shape or a description of a turn

Ma3/3.2c identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle

Ma3/3.2d identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Ma3/4.1 Statistics

Ma3/4.1a interpret and present data using bar charts, pictograms and tables

Ma3/4.1b solve [one-step and two-step questions](#) using information presented in scaled bar charts and pictograms and tables.

Sc3/1 Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:



- Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them
- Sc4/1.2 setting up simple practical enquiries, comparative and fair tests
- Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes
- Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.

Sc3/2.1 Plants

- Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Sc3/2.1c investigate the way in which water is transported within plants
- Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Sc3/2.2 Animals including humans

- Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Sc3/3.1 Rocks

- Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Sc3/3.1c recognise that soils are made from rocks and organic matter.

Sc3/4.1 Light

- Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light
- Sc3/4.1b notice that light is reflected from surfaces
- Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object
- Sc3/4.1e find patterns in the way that the sizes of shadows change.

Sc3/4.2 Forces and Magnets

- Sc3/4.2a compare how things move on different surfaces
- Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others
- Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Sc3/4.2e describe magnets as having 2 poles
- Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

If you have any questions, queries or concerns, please do not hesitate to email me.

Kind regards,

Morah Bell