Year 3 - Parents’ Briefing
September 2018
Aims:

- To give you a brief overview of the topics your child will be learning this year and any specific assessments.

- To let you know what targets your child will be working on this year in the core subjects of Maths and English.

- To give you ideas and support on how to help your child at home.
Along with the core subject of Reading, Writing and Maths, the children will be accessing a full and varied curriculum. Children will be learning in a variety of ways such as through practical experiences, trips, projects and writing and class work. These will be show-cased in our topic books which the children love doing and are a great reminder of the amazing learning they did throughout the year.
The Curriculum

🌟 Last year we obtained valuable feedback from parents about the topics we were covering. This helped teachers in their planning and ensured that the children engaged in their learning.

🌟 Parents will have the opportunity to share their own views on the topics and learning the children have done when we have our celebration of work.

🌟 This is really helpful, so please take advantage of this opportunity to share in your child’s learning.
Curriculum overviews are sent out at the beginning of the term, usually attached to the class letter. It is also available online. Please be aware that this is a working document and may well change as the year progresses.

**Autumn 1 – You’re a Bad Man Mr Gum!**

**Launch:** The Book – You’re a Bad Man Mr Gum! (It will be our first class novel.)

**Highlight:** Making creations for Mrs Lovely’s new Sweet Shop.

**Landing:** Grand Opening of Mrs Lovely’s new Sweet Shop!

**Progress Points Treat = Cycling at Lanhydrock!**

**English – Writing:**
- I can write a character description of Mr Gum.
- I can write a persuasive advert. (To visit the grand opening of Mrs Lovely’s new sweet shop.)
- I can write a non-chronological report about Mr Gum.

**English – Shared Reading:**
- You’re a Bad Man Mr Gum!
- News Reports from the Lamonical Chronicle [http://www.mrgum.co.uk/lamonical-chronicle/](http://www.mrgum.co.uk/lamonical-chronicle/)

**Maths:**
- Number and Place Value

**Science:**

**Working Scientifically:**
- I can identify differences, similarities or changes related to simple scientific ideas and processes.
- I can use straightforward scientific evidence to answer questions or to support their findings.
- I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

**States of Matter: (Making Sweets!**
- I can compare and group materials together, according to whether they are solids, liquids or gases.
- I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
6 Topics covered in Year 3

Autumn 1
Meerkat Mail

Autumn 2
Set in Stone

Spring 1
Mighty Metals

Spring 2
Scrumdiddlyumptious!

Summer 1
Romans

Summer 2
Shadow Dancers
Remember English covers - Phonics, Reading, Writing, Handwriting and SPAG.

Writing is the school’s biggest priority for improvement this year and the area that we want children to make the most progress in!
Rec - Year 3 - Target Writing Pencils

I am now going to go through with you how these will work in my classroom.
Year 4 - 6 Target Writing Boards

I am now going to go through with you how these will work in my classroom.

<table>
<thead>
<tr>
<th>Diary</th>
<th>CLASS</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I use a colon to indicate the beginning of a list.</td>
<td>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>INDIVIDUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am beginning to use a dictionary to check how words are spelled and what words mean.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

1 2 3
NEW: Writing Conferencing!

Last year we piloted writing conferencing 1:1 sessions with the teacher. Due to its success at showing progress we are rolling this out to Years 1-6.
Lotto Boards

Lotto Boards are continuing this year for some children. There are 22 boards which are focused on the Common Exception Words from KS1. These are words that often cannot be sounded out phonetically. In order for Year 2 to get Age Related Expectation at the end of KS1, we have to have evidence they can spell many CEW in their writing.

Even when your child completes them, we still check them on random boards every now and then and if they cannot read or spell them they will have the board back to learn. This will also happen if we see children spelling CEW wrong in their writing. These words must be embedded and not just learnt for a test.

Thank you for all your continued support with Lotto Boards, they really do help!
KS2 - Spellings

Your child will have spellings to learn each week that come from the National Curriculum. They will have a weekly test on a Friday. Every Friday, your child will still have a spelling test but spellings from previous weeks will also be included to make sure that children are retaining how to spell words rather than just memorising them for the test.

In class we will work on these spelling patterns as well as Statutory Words each week.

At the end of a half term, we will do a 20 word spelling test based on all the words learnt so far that year. Your child has taken a baseline assessment already so we can track progress!
Each term, there will be a Spelling Bee.

This will test how well your child has retained their learning.

I will let you know at least 2 weeks before, what spellings it will be focusing on.

It is a different approach to testing as the children have to spell them verbally.

There is a certificate(s) rewarded for our half termly Spelling Bee winners in Cup Assemblies.
Accelerated Reader is a reading scheme aimed to develop the reading skills at the level which best suits your child.

First, each child will complete a 'STAR test which will give them a reading range from 0-6 (not age related!) They will then choose a suitable book.

Once they have completed the book, they will complete an online quiz (at school and ideally within 24 hours) which analyses how deeply they have comprehended the text. 90% + = wiggly worm!!
Not every book we have in school has an AR book quiz but those which do will be easily identifiable. Children do not always have to choose an AR book to read. You may be surprised by some of the books your child brings home. For example, a higher level reader may bring home a shorter book and vice versa but it is the content which is important.

As your child accumulates test scores, AR provides teachers with evidence to help them monitor students’ reading practice and make informed decisions to guide their future learning. Certain aspects of the data form part of Parents Evenings. As your child reads, they will accrue a digital bookshelf.
Children have taken their baseline Star Reader test in school already to see if their ZPD level needs to change.

They will take a Star Reader Test every half term where we are hoping to see progress.

Quizzes - we are rewarding children who get 90%+ in quizzes with jelly worms, which the children still love!

To promote children moving up ZPD levels and achieving 90%+ in their AR quizzes children will be ‘reading for pleasure’ 3 times a week for 30mins. This will include working 1:1 with an adult as well as taking quizzes.

⭐ NEW - Reward system based on children’s word count and points! ⭐

More information to follow!
Whole School - Shared Reading!

We are continuing our shared class reading this year. This is where all the children have a copy of the same book. The teacher reads with the class and stops and asks comprehension questions based on VIPERS.

This happens 3 times a week and then they have written comprehension practise twice a week.

To help us measure progress, the children will do termly Reading Comprehension assessments.
Volunteer Readers?

Hearing children read regularly is vital. We are lucky that we have several parent volunteers in school in the afternoons, but we would love some more.

If you could spare a couple of hours a week any afternoon to support us in school with reading let us know.
### Mastery Maths - How we plan + teach Maths

**Roche CP School Long Term Maths Plan 2018-2019**

<table>
<thead>
<tr>
<th></th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement and Shape, prioritising Key Objectives.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>SATS Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td></td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td></td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td></td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td></td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
</tbody>
</table>

**Year 6** are to follow the same structure as other year groups but to their own timescale. End goal = KS2 SATS
## Summative Assessment Timetable - Continuing 18-19!

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn 1 (A) 12th Sept</th>
<th>Autumn 1 (A) 17th Oct</th>
<th>Autumn 2 (A+R) A on 12th Dec R on 18th Dec</th>
<th>Spring 1 (A) 13th Feb</th>
<th>Spring 2 (A+R) A on 27th March R on 3rd April</th>
<th>Summer 1 (A) 22nd May</th>
<th>Summer 2 (A+R) A on 10th July R on 17th July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>15 Q 20mins A = 15 Q 20mins Can have objects and be read to?</td>
<td>15 Q 20mins A = 15 Q 20mins R = 20 Q 35mins (Includes 5 Aural Q)</td>
<td>15 Q 20mins</td>
<td>15 Q 20mins R = 20 Q 35mins (Includes 5 Aural Q)</td>
<td>15 Q 20mins</td>
<td>15 Q 20mins R = 30 Q 35mins (Includes 5 Aural Q)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>24 Q 20mins</td>
<td>25 Q 20mins A = 25 Q 20mins R = 30 Q 35mins (Includes 5 Aural Q)</td>
<td>25 Q 20mins</td>
<td>25 Q 20mins R = 30 Q 35mins (Includes 5 Aural Q)</td>
<td>SATS</td>
<td>25 Q 20mins R = 30 Q 35mins (Includes 5 Aural Q)</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>26 Q 25mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
</tr>
<tr>
<td>Year 4</td>
<td>29 Q 25mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
<td>30 Q 25mins</td>
<td>30 Q 25mins R = 24 Q 45mins</td>
</tr>
<tr>
<td>Year 5</td>
<td>31 Q + 30mins</td>
<td>36 Q + 30mins</td>
<td>36 Q + 30mins R = 24 Q 40mins</td>
<td>36 Q + 30mins</td>
<td>36 Q + 30mins R = 24 Q 40mins</td>
<td>36 Q + 30mins</td>
<td>36 Q + 30mins R = 24 Q 40mins</td>
</tr>
<tr>
<td>Year 6</td>
<td>36 Q + 30mins (YEAR 6 MOCKS 10th - 12th September)</td>
<td>36 Q + 30mins</td>
<td>YEAR 6 MOCKS</td>
<td>35 Q + 30mins</td>
<td>YEAR 6 MOCKS</td>
<td>SATS</td>
<td>N/A</td>
</tr>
</tbody>
</table>
We have selected 7-8 Maths targets for your child this year.

We have picked very important ones for your child, but also ones that we feel you can support your child with at home.
We will briefly go through each one.

![Maths Targets](image)

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>On going</th>
</tr>
</thead>
<tbody>
<tr>
<td>[KEY] I know what each digit means in three-digit numbers such as 204.</td>
<td>[KEY] I can answer multiplication and division questions such as 16 x 5 or 46 divided by 9.</td>
<td>[KEY] I can tell and write the time from a clock with numbers</td>
<td>[KEY] Recall multiplication and division facts for 2, 5 and 10.</td>
</tr>
<tr>
<td>WT MA A</td>
<td>WT MA A</td>
<td>WT MA A</td>
<td>WT MA A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Autumn 2</th>
<th>Spring 2</th>
<th>Summer 2</th>
<th>On going</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use written methods to add or subtract two three-digit numbers.</td>
<td>I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].</td>
<td>[KEY] I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</td>
<td>[KEY] I know my 3, 4 and 8 times tables.</td>
</tr>
<tr>
<td>WT MA A</td>
<td>WT MA A</td>
<td>WT MA A</td>
<td>WT MA A</td>
</tr>
</tbody>
</table>

Give out handouts if necessary for parents.
The target walls will be highlighted at the end of each half term to let you know how your child has done.

We will also be discussing them at Parents’ Evenings in the Spring and Summer.

They will be stuck in either their Homework Book or Reading Record for the year so you have access to them.
Y2 Up - X Table System

- This year we will continue to test children on their multiplication and division facts interactively. In classes they will be focusing on embedding and applying their X Tables through repetition as we are finding children accelerating up through them are not then retaining them.

- They will be tested half termly in Cup Assembly week with a mixture of multiplication and division facts they should know for their year group:
  - Y2 - 2, 5, 10
  - Y3 - 2, 5, 10, 3, 4, 8
  - Y4,5,6 - ALL up to 12 x 12

- 100% = Certificate in Cup Assembly and they will also go on our 100% Hall of Fame display in school. (We appreciate this is going to be very challenging particularly in the Autumn term, but we want to make sure we have high expectations. We will also be looking at progress each half term as that is the most important thing and rewarding progress with certificates in the second Autumn term onwards!)

We also have an extension reward system for more able children. Anyone who scores 100% in two tests will receive a bronze 100% badge. Those achieving two or more 100% tests are then able to take a second test made up of associated facts and (for Y5 and Y6) square and cube numbers, with a silver 100% badge for those getting 100% in that test. Gold 100% badges and a golden calculator will be awarded to any pupil who goes the whole year getting 100% in the main test.

- We will be taking many opportunities to get children practising their multiplication and division facts in class, please can you also support them at home. They are vital for children to know!
**Free School Meals/Pupil Premium**

What it actually is...

The Government is giving money to schools to help children from lower income families do their very best. The funding is called a 'Pupil Premium.'

Yes your child will get a free school meal every day, but the school would also get £1320 a year.

If your child did have the funding, but then you were not eligible, your child would still get money for 6 years. It is called Ever 6.

It is not to be confused with the Government's KS1 Free School Meal funding. This is for everyone in KS1 and only equates to the meal.

No one will know you have registered and it will not affect any other benefits.

Chrissie has forms in the office.
You can also apply online at www.cornwall.giv.uk/schoolmeals

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**Qualifying Benefits**

- Income Support
- Income-Based Jobseeker’s Allowance (not Contribution Based)
- Income-Related Employment & Support Allowance (not Contribution Based)
- Child Tax Credit (CTC) with an annual income (as shown on your award letter from the Inland Revenue – TC602) of no more than £16,190.
- Guarantee element of State Pension Credit

Please note, if you are in receipt of Working Tax Credit, you do not qualify for Free School Meals, even if your annual income is below £16,190.
Official Parent Communication

Reminders:

😊 Sept = Parent Briefings
😊 January = Parents Eve 1
😊 April = Parents Eve 2
😊 July = End of Year Report

Remember you are welcome to make appointments with us at any time in the year.
**Trips**

To enhance the learning of our topic Meerkat Mail, we shall be visiting Screech Owl Sanctuary in October. A letter will be sent out nearer the time with full details.

Very exciting news!

Year 3 have the opportunity to attend Camp with Year 4 later in the year. More details will follow at a later date.
Do you have any questions?

We look forward to working with you this year.

PLEASE let us know if we can help support you in working with your child at home or you want to share any ideas of what works well.