



**WELCOME TO YEAR
3 at Beaver Road!**



Meet the team...



Mrs Taggart
3T - HOY3



Mrs Davis
3D



Mr Smart
3S



Miss Marrett
3M



Mrs Jeacock
3JN



Miss Naik
3JN



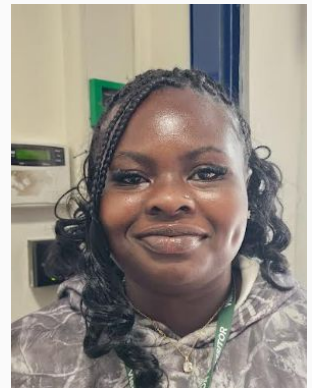
Ms Rajiti



Ms Wood



Mrs Khan



Miss Gift



Learning @ Home in Year Three

Seesaw



BR BEAVER ROAD PRIMARY SCHOOL

Our home learning grids explain the activities you can do at home this half term that will complement the learning you will be doing in class. Completed activities can be kept inside your purple folder and will be celebrated in class during the last week of half term.

Every Week	Maths	English
Times Tables Rockstars - more information to follow Half termly spelling list (will be sent home this week) Daily reading of your school reading book	Access this website to play the place value game: www.topmarks.co.uk/maths/games/7-11years/place-value	Choose your favourite book or film and select a character from it. Can you write a description of your character? Think about... What they look like/ physical appearance Their personality Their likes, dislikes and reasons
Science Can you investigate what happens to your pulse before and after exercise?	ICT Practise using a keyboard for typing. Can you type your full name with accurate capital letters? Can you type your address, moving down onto a new line each time?	Design & Technology Can you explore different packaging at home? How do the manufacturers draw you into buying the item? Make a scrapbook page of interesting logos, advertising, competitions etc. and bring into school to share.
Geography/ History Can you research a famous brand such as Kellogg's or Cadbury? How has the packaging advertising changed?	Art/ Music In the style of Andy Warhol can you...	PE - Get Active Get outdoors and keep active! Can you record all the exercise you have completed

V.I.V - Very Important

	Spellings	Spelling Rule	Times Tables
Week 1	mouth around sprout sound ouch	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	X2
Week 2	touch double country trouble young	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	X5
Week 3	gym myth Egypt pyramid mystery	The /i/ sound spelled with a 'y'.	X10
Week 4	measure treasure pleasure enclosure composure	Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.	X2
Week 5	creature furniture picture nature adventure	Words with endings that sound like /ch/ is often spelt '-ture' unless the root word ends in (t)ch.	X5
	On week 6 and week 7 Please practise a random selection of the words above and Times Tables.		

Learning @ Home in Year Three

Weekly spellings



Oxford Reading Buddy is a website not an app.

www.oxfordreadingbuddy.com



What is book talk?

The purpose of 'book talk' is to generate discussion around books that children are reading at home.

Book talk takes places once per week and children are expected to talk to their peers about their current reading book.



Order MealsFoodAccount

Order Meals

Log Out

Full menuOrders listUpdate allergensShow Fat

Next Week

Thursday, 21 SepOrder placed

☐ S/S Fresh From The Deli Week 3 Thursday

☒ S/S Chef Specials Thursday (Week 3)

☐ Jacket potato with a choice of fillings

Friday, 22 SepNo order

☐ S/S Fresh From The Deli Week 2 Tuesday

☐ Harvest Menu 23

☐ Jacket potato with a choice of fillings

☐ Harvest Allergen Specials

10 minutes a day =
50 minutes a week =
Over 3 hours a month of time
not teaching!



Junior portions 4

-1

+1

+5

+10

Ingredients	Metric	Imperial
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Linked Recipes (fillings etc)

BR Beef Lasagne Verdi

View Recipe

Vegetable Lasagne Verdi

View Recipe

BR Gluten Free Beef Lasagne

View Recipe

BR Gluten Free Vegetable Lasagne

View Recipe

BR Dairy Free Beef Lasagne

View Recipe

BR Dairy Free Vegetable Lasagne

View Recipe

Allergens

There are no allergens in ingredients for this recipe according to information provided by the suppliers.

This information was correct to the best of our knowledge at the time of publishing. It may be subject to change, and should only be used as a guide.

How do we learn in Year 3?

Maths

Our focus for this year is mathematical reasoning and fluency of number

During lessons, children will be expected to:

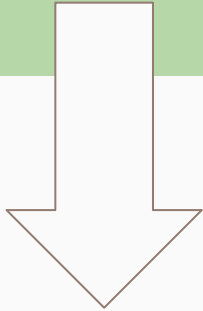
- Explain
- Use precise and correct vocabulary
- Prove their answers
- Recall key number facts
- See the Maths in different contexts



1. Times Table Booklet

By the end of Year 3,
children should know their:

- 2s, 5s, 10s (Year 2 Objective)
- 3s, 4s, 8s



B1.5 $1 + 35$

B2.5 $10 + 29$

B3.5 $8 + 79$

B4.5 $2 + 54$

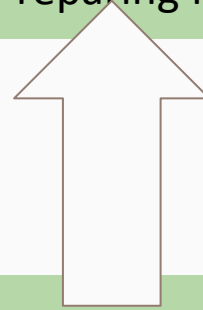
B5.5 $8 + 46$

2. Mental Maths Starter

- Practice a previous focus
- Prepare for today's lesson

4. Develop Learning and Talk Task

- Work collaboratively
- Preparing for the independent task



3. New Learning

- Contextual specific question
- Teach concept through the question



I choose $9 + 5$. You can use 'Make ten' because $9 + 1$ is equal to ten, and five is greater than one. So the sum of $9 + 5$ must be greater than ten.

I start with nine beads. I need to add five more. I know $9 + 1 = 10$. I partition five into one and four. $10 + 4 = 14$.



'Make ten' number bonds partition ones number line



5. Independent Task

- Show their learning
- Support available
- Further challenges if needed

Maths Meetings

This year we'll be starting two/three times a week maths meetings. As a class we'll be recapping key learning from previous lessons and year groups using songs, chants and collaborative strategies!



Mathematics Curriculum Map: Year 3

Mastery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Number sense and exploring calculation strategies			Place value		Graphs	Addition and subtraction			Length and perimeter	
	- Read, write, order and compare numbers to 100 - Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference - Derive new facts from a known fact			- Read, write, represent, partition, order and compare 3-digit numbers - Find 10 and 100 more or less - Round to the nearest multiple of 10 and 100		Collect, interpret and present data using charts and tables	- Develop and use a range of mental calculation strategies - Illustrate and explain formal written methods – column method			- Measure, draw and compare lengths - Add and subtract lengths - Calculate perimeter	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Multiplication and division		Calculating with multiplication and division			Time		Fractions		
	- Understanding multiplicative relationships: commutativity and inverse - Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10		- Multiply and divide by 10 - Multiply a 2-digit number by a 1-digit number - Divide 2-digit by a 1-digit - Correspondence problems			- Tell, record, write and order the time analogue and digital 12-hour, a.m., p.m. - Measure, calculate and compare durations		- Part-whole relationships - Fractions as part of a whole or a whole set and as a number - Add, subtract, compare and order fractions		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Summer	Angles and shape			Measures			Applying multiplicative thinking	Exploring calculation strategies and place value	
	- Identify angles including right angles and recognise as a quarter of a turn - Identify and draw parallel and perpendicular lines - Draw/make, classify and compare 2-D and 3-D shapes - Measure the perimeter			- Read scales with different intervals when measuring mass and volume - Weigh and compare masses and capacities with mixed units - Estimate mass and capacity			- Representing multiplication and division problems - Solve a one-step problem	- Add and subtract mentally - Find 10, 100 and 1000 more or less - Order and compare beyond 1000 - Round numbers	



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

How do we learn in Year 3?

Reading

Reading is always a huge priority. It is used in all curriculum subjects!

- Daily guided reading sessions and reading for pleasure
- VIPERS

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

Reading books will be changed every Friday. Children are to record the name of their book on the learning with parents app. This will be set up shortly.

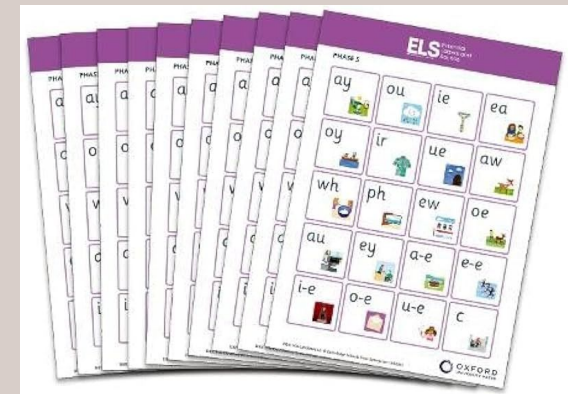
Spelling and Phonics

Phonics: Children will continue to learn how to

- Blend the right sounds when they read; and
- Visualise and name the right letters when they spell.

This year we will be focusing on letter names, spelling patterns and alternative sounds such as

a, a-e, ai, ay.



How do we learn in Year 3?

The Year 3 curriculum

- Autumn 1: How are Volcanoes, Earthquakes and Mountains formed? (**Geography focus**)
- Autumn 2; How can I make a large structure to support sustainability? (**Design and Technology focus**)
- Spring 1: Who first lived in Britain? (**History focus**)
- Spring 2: How can we keep our bodies healthy? (**Science**)
- Summer 1: What are the wonders of ancient Egypt? (**History focus**)
- Summer 2: Why do people holiday in the Mediterranean? (**Geography focus**)

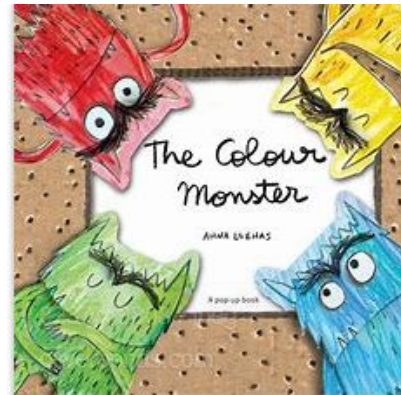
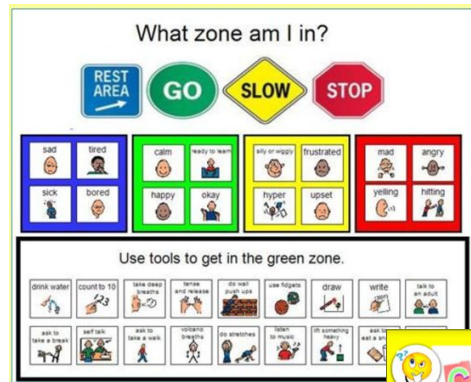
Planning, preparation and assessment time

Every Friday the children have a carousel of activities which include PE games and music.

On two of the half terms Year 3 children will also have the unique opportunity to learn the ukulele in Music with a music teacher.

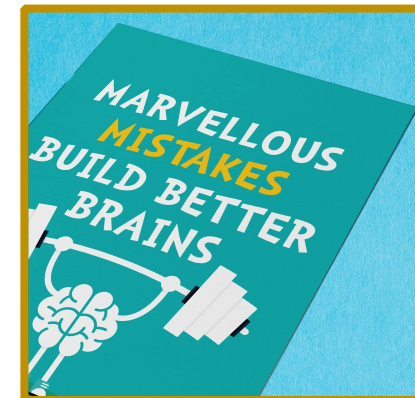
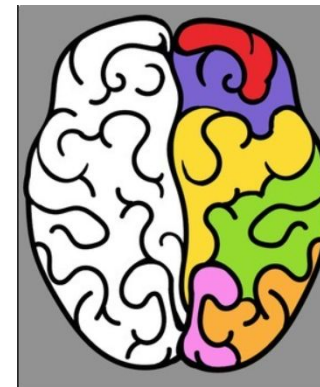
How do we learn in Year 3?

Emotion Coaching and Behaviour



Growth Mindset!

We encourage the children to have a *growth mindset* by celebrating hard work, learning from mistakes, showing resilience and perseverance, and for trying their best!



What does a typical day in Year 3 look like?

Usually, the morning will consist of: handwriting practise, guided reading, writing, spelling and maths, with topic, PE and creative learning challenges (such as art or design and technology) in the afternoon. We always like to end the day with a story before bringing the children out to meet you.

Our topics:

We plan and deliver our topics with the children's interests at the forefront. We link a story book to the topic where possible in order to engage the children, and we always start a half term with an interesting "hook" to excite and draw them in!

Additional Information



PE Kits

PE kits need to be in school every day to ensure your child can participate fully in PE lessons. PE will take place **every Friday and every Monday**.

PE kit is all black, black t-shirt with black shorts/skort/leggings, with trainers

***Not PE kit:** football shirts, yellow school uniform, normal school shoes.*

Snacks

In Year three, all children are still provided with a free **healthy fruit snack** at break time. There is also an option for your child to have milk, however this is at an additional cost. If you wish for your child to be added to the milk list, please contact the school office.

Please do not bring in snacks that contain nuts (Including Nutella).

Other useful information for Year 3

Please label all items of clothing, including shoes, coats and PE kits. We already have some brand new jumpers in lost property!

It is important that we all work together, to ensure your child achieves the appropriate levels for their age and ability and has a positive and successful experience in Year Three.

If you have any queries or questions, the Year Three team and I are here to support you so please don't hesitate to contact us.

Year 3 Music – Learning the Ukulele



Every child in Year 3 will have the opportunity to learn to play the ukulele this academic year!

- **How Lessons Work:**

- Delivered in **1-hour dedicated sessions** on a rotation (carousel) system throughout the year.
- Every child gets a full block of weekly lessons.

- **Class Schedule:**

- **Autumn 1:** **Classes 3D and 3T will start this half term.**
- **Autumn 2 & Onwards:** Remaining Year 3 classes will take their turn in upcoming half terms.

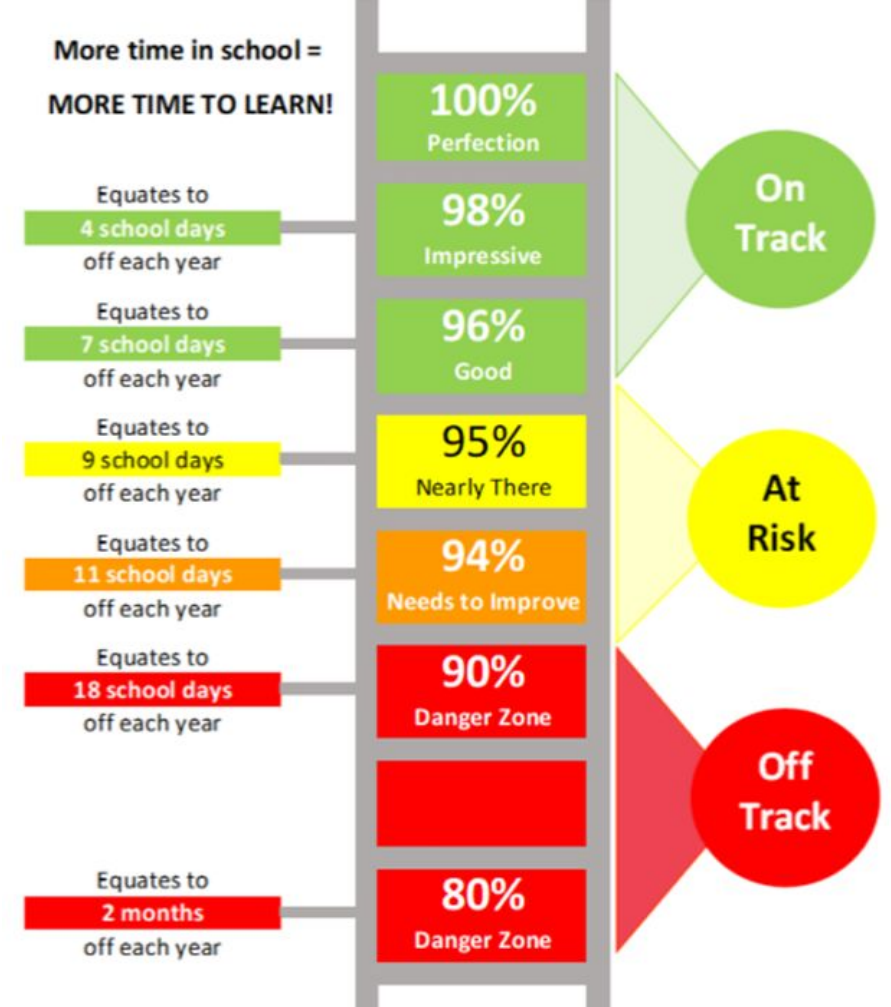
- **What Your Child Needs:**

- **Have a ukulele at home?** Your child is welcome to bring their own instrument to school on lesson days (please make sure it is clearly named).
- **Don't have one?** No problem at all—school will provide a ukulele for every child who needs one.

Attendance

Every day in school counts. It's not just about learning to read and write; it's also about building friendships, developing confidence, and feeling like a real part of our school community.

If your child's attendance becomes a concern, we will follow a clear process to help. This will involve meetings with the class teacher, the Head of Year, and eventually a member of our Senior Leadership Team. We want you to know this is a chance for us to collaborate and find solutions together, ensuring your child has every opportunity to thrive.



**Our doors
open at 08:50**

Robinwood Residential Year 3



**Monday 1st February to
Wednesday 3rd February**

robinwood
we make
a really positive
DIFFERENCE
developing children

Robinwood Residential Year 3

- Drop off and pick up.
- Kit List on Y3 page. Pack 1 bag only (light).
- Practise making beds - duvet and pillow cases.
- **Do not pack food**
- **No cameras**
- **Label all clothing.** Clothes are washed at Robinwood.
- Can bring 1 book or a small cuddly teddy for night.



Question time



**Thank you for
listening.**

Year 3 Team