



Welcome

Year 3

Badbury Park Primary
School



The Blue Kite
Academy Trust



Meet the Year 3 team

Teacher-

Miss Lester (Maple Tree)

Mrs Mason (Hazel Tree)



Teaching Assistants -

Mrs Leng, Miss Gamble, Mrs Phillips and Miss Lawrence



What uniform does your child need in Year 3?

School uniform:

- Grey school jumper/cardigan
- White polo t-shirt
- Black trousers/skirt
- Black shoes/trainers

PE kit:

- Green t-shirt
- Black joggers/shorts
- Daps/trainers



Please name everything!



What else does your child need in Year 3?

- Water bottle (with only water)
- Wellies and waterproofs
- Bookbag or folder containing your child's reading book and record (please bring this in every day)
- Spelling folder (every Friday)



Your child does not need a large back pack. They only need to bring a book and reading record which will fit in a book bag.

Please name everything!



PE

- At least 1 session a week, usually, 2 sessions

Maple Tree PE: Monday and Friday

Hazel Tree PE: Thursday and Friday

Please help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

All uniform will stay in school. PE kits will go home at the end of every term.

Please name everything!



Badbury Park Primary

Our Vision

We want happy, engaged learners within a beautiful, authentic learning space that is calm and consistent. We use natural, versatile, open ended resources that are carefully chosen to provoke creativity, wonder and concentration both inside and outside. We want an environment where children are confident to risk take and problem solve whilst learning both knowledge and skills and where the natural world takes center stage.

Nurturing and enrichment

We are aware that children will continue to need lots of nurture and wellbeing work and we have planned our curriculum around this. Interventions to help any children will be put in place once we get to know your children. Wellbeing and feeling safe and secure are our primary goals because without that, the learning won't take place.



Our School Day

8.45 School begins

8:55 Register

9.00 English

10.00 Phonics

10.30 Assembly

10.45 Playtime

11.00 Maths

12.00 Lunch

1.00 Circle time

1.10 Maths meeting

1.20 Whole class learning time (Foundation subjects)

3.00 Storytime and book talk

3.15 Home time



	8:45-9:00	9:00-10:00	10:00-10:25	10:30-10:45	10:45-11:00	11:00-12:00	12:00-1:00	1:00-1:10	1:10-1:20	1:20 – 2:10	2:15-3:00	3:00-3:15
Monday	Welcome, early morning tasks- priorities e.g. SPaG, register 9AM TA- targeted intervention (daily readers grouped)	English	Phonics/spelling rules/Big Reading	Assembly	Playtime	Maths	Lunch	Circle time cosmic yoga / peace out with Jamie	Maths Meeting	PSHE	Music	Storytime and book talk
Tuesday		English	Phonics/spelling rules/Big Reading			Maths				RE	Computing/ Art/ DT	
Wednesday		English	Phonics/spelling rules/Big Reading			Maths				PE		
Thursday		English	Phonics/spelling rules/Big Reading			Maths				History/Geography		
Friday		English (handwriting/ SPaG)	Phonics/spelling rules/Big Reading			Maths				Science		

KS1/KS2 Term 1 and 2
Autumn Term Yew, Maple and Hazel

Ancient Egypt

Maths

English

We will be...

- Learning about a significant figure from Ancient Egypt and writing a biography about them
- Writing a historical narrative
- Writing poetry
- Writing instructions
- Beginning to learn Year 1 and 2/3 and 4 common exception words and spelling patterns

Year 2:

Place value within 100

Addition and subtraction within 100

Multiplication

Year 3: Place value within 1000

Addition and subtraction within 1000

Multiplication

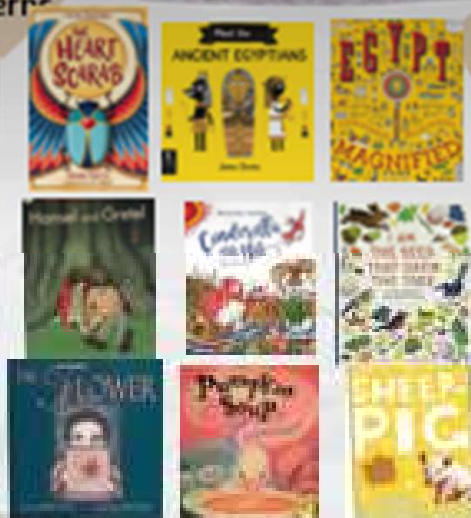
Science

- What humans need to survive
- Skeletons and muscles of humans and animals
- Nutrition and exercise
- Using simple equipment to answer questions.
- Predicting what might happen in an investigation

PE

- Developing balance, agility and co-ordination skills (year 2)
- Developing flexibility and strength through skills and movements (year 3)
- Building teamwork and resilience through games and sports and (year 3) orienteering.

We are reading...



Computing

Internet safety
Computing systems and networks
Creating media

ESR

Know better, do better

- To understand what climate change is and how to take action against climate change

Forest School

- Making Egyptian symbols with natural resources
- Making the human body
- Using natural resources to create a healthy plate

Music

Year 2- African drumming

Let your spirit fly

- Learning the song
- Playing the song
- Clapping rhythms
- Call and response
- Improvisation

PSHE

- Families and friendships
- Safe relationships
- Respecting ourselves and others

Humanities

History

Learning the chronology of Ancient Egypt and what life was like in Ancient Egypt.

Geography

Looking at the local area and land use and how facilities and transport have changed.

Art/DT

Art

- Egyptian cartouche

DT

- Egyptian bread

About Year 3...

In Year 3, children will continue to follow the National Curriculum in all areas and will develop knowledge and skills that builds on from their learning in Year 2. There will be a continued focus on independent learning alongside whole class and small group teacher led sessions.

We will be assessing against the age related expectations for the year group that your children are working in. In the next few slides you will see examples of work that are at ARE (Age related expectations). Please remember that this is what we are striving for by the end of the year- you might not be seeing this right now!



Example of ARE writing

I started playing the guitar while Harry (My dog) took my hat and started to collect the money from people. When I had finished, I rode on my bike home. Then a man with a van splashed water on me and didn't say SORRY! Finally, I arrived at my boring house with Harry and shut the window because it was too noisy.

I placed the money into the jar. This routine just keeps on going everyday. I scanned anxiously through the room to find the picture of my dream. At last, the money jar was full. The next morning I gave Harry a surprise. I didn't have a good home or good food for him so this is what I did. Before that morning, in bed I layed down with Harry and I couldn't fall asleep.

I knew that the motorbike wasn't as important so instead I brought dog food for Harry and I went to live in the countryside. There was no rain. There wasn't much noise. There was

- Creates an appropriate setting, with characters and a clear plot
- Writes with a clear audience and purpose in mind
- Structures writing appropriately for the content
- Structures and organises narrative writing clearly into logical chunks and a series of linked sentences (not necessarily in paragraphs)
- Uses the past tense and present tense correctly
- Extends sentences using a wider range of conjunctions (when, because, if, while, after, also, as well)
- Uses "a" and "an" mostly accurately according to whether the next word begin with a vowel
- Uses punctuation accurately
- Spells appropriately using the statutory sounds and strategies taught so far from English Appendix 1: Spelling – Year 3/4
- Spells most words in the Year 3 spelling list
- Uses joined up handwriting in line with school policy



Writing in Year 3

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Example of ARE Maths


Year 3 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <input type="checkbox"/> Compare and order numbers up to 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. <input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers. <input type="checkbox"/> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominator. <input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. <input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators. <input type="checkbox"/> Solve problems that involve all of the above.

Year 3 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <input type="checkbox"/> Measure the perimeter of simple 2-D shapes. <input type="checkbox"/> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <input type="checkbox"/> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <input type="checkbox"/> 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, a.m./p.m., morning, afternoon, noon and midnight. <input type="checkbox"/> Know the number of seconds in a minute and the number of days in each month, year and leap year. <input type="checkbox"/> Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <input type="checkbox"/> Recognise angles as a property of shape or a description of a turn. <input type="checkbox"/> Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. <input type="checkbox"/> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']. <input type="checkbox"/> Use information presented in scaled bar charts and pictograms and tables.

Maths in Year 3



Number – number and place value

Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Number – addition and subtraction

Statutory requirements

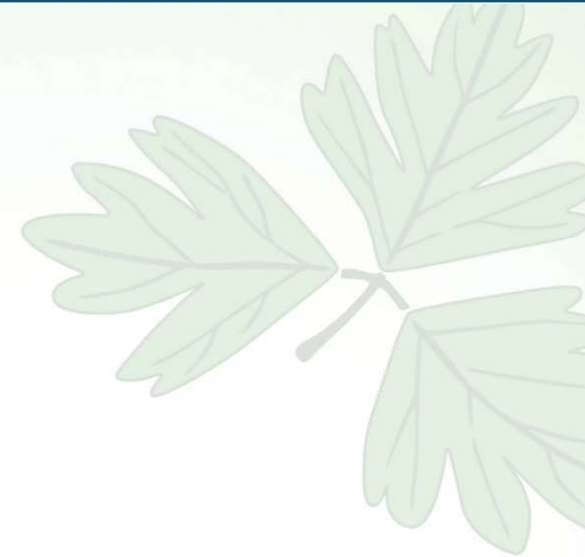
Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
 - 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
 - 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.
- 

Continued ..

Number – fractions

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statutory requirements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- 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, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Statutory requirements

Pupils should be taught to:

- 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
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Example of ARE Reading.

Government guidance is that a child working at age related expectations should be reading lime books by the end of Year 3

Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime



Reading at home is one of the best ways to support your child's learning. At Badbury Park we strive for five.

Please look after books!



Reading in Year 3

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Reading – word reading

Statutory requirements

Pupils should be taught to:

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

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.



Phonics



For those children who need it, phonics continues in year 3. Children will be taught at the phase they are learning at in order to continue sound recognition, segmenting and blending skills leading into reading fluency.



The National Curriculum

We provide a broad and balanced curriculum which includes teaching:

- English- grammar, spellings, handwriting, reading and writing
- Maths
- Science
- Design Technology
- Art
- Music
- RE
- PE
- PSHE
- History and Geography
- MFL



Outdoor Learning

In Year 3 children will still be having opportunities for outdoor learning. Our outdoor learning will include cross curricular links with the following:

- Education for social responsibility (ESR)
- Science
- Design Technology
- Art
- Geography
- English
- Maths



Assessments, parents evenings and learning journeys

- Parents evenings x2 and termly 'book looks'
- Termly report cards (PUC)
- End of year report assessed against the expectations for Year 3

We will also complete ongoing assessments to inform our planning. This may include things like live marking, show of whiteboards, questions and quizzes.



“How was your day?” “Fine!”

- Please remember that your child is at the beginning of their journey in education you are in it for the long haul but it is important to listen to children and start a dialogue about their days away from you.
- If we listen to the small stuff now, which to them can often feel like big stuff, when they are older children and it really is big stuff, they have built up a trusting relationship with you and will be in the habit of telling you things that are important to them.

Ideas of questions to ask your children...

- What did your friend tell you that you did not know before?
- Who did you sit next to at lunch?
- Who was the first person you smiled at?
- Who made you laugh?
- What was your favourite moment from today?
- What did you find easy and what did you find hard?

Also be ready to share some of your day too.



If things aren't going so well.....

- Please do come and talk to us.
In the morning, during lining up time it can get busy, but if it is urgent, please let us or the office know. You can make an appointment through the office. They have access to our diaries and also can pass a message on.
- Please speak to your child's class teacher first, as we work with your child everyday. If the class teacher is not available please speak to Mrs Debono as the teaching and learning lead.
- If you continue to have concerns you can then, after speaking to the class teacher and Mrs Debono, speak to an assistant head; Mrs Christmas and if you still do not feel that the matter is resolved, please speak to Mrs Dance. We have a formal complaints policy on our website.
- Please email, telephone or tell us if there is anything we need to know about your child or any change of circumstances.



Other notices:

First aid:

- We will notify you of a head injury or if we feel your child needs to be collected, as stated in our policy.
- You will receive a message if your child has been given first aid.

Communication:

- All important information is in the newsletter. Please make sure you read this as it will inform you of important dates that you need to be aware of.
- Reading volunteer / reading awards / ordering lunches



Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas** or **Mr Hanks** if Mrs Dance is not available.



Mr Hanks



Mrs Dance



Mrs Christmas

