



**HAPPY
NEW YEAR**

Badbury Park Primary



Welcome Handwriting and Common Exception Words in Year 3 and online safety

This evening we will cover the following..

- Quick overview of the term for the different subjects
- Handwriting
- Common exception words
- Key reminders
- Online Safety
- Safeguarding
- Any questions



Years 2 and 3
Spring Term Yew, Maple and Hazel

Step Back in Time



English

We will be...

- Writing myths
- Writing a recount (newspaper report)
- Writing winter poems and Earth poems
- Continuing to learn Year 1 and 2/3 and 4 common exception words and spelling patterns.

We are reading...



Maths

Year 2: Multiplication and division

Fractions

Time

Year 3: Multiplication and division

Fractions

Time

Science

- What are materials?
- What are things made from?
- What's the best material?
- What are rocks?
- What are soils?
- Using simple equipment to answer questions.
- Predicting what might happen in an investigation

PE

Dance

- Create expressive movement in response to different sounds and music.
- Perform with control & co-ordination, extending and adapting movement phases.
- Improvise freely on my own & with a partner.
- Create, adapt and link a range of dance actions that communicate ideas.

Gymnastics

- Repeat a sequence of gymnastic actions using smooth transitions and stillness.
- Perform basic gymnastic movements using control and coordination.
- Prepare and put down various equipment, while recognising risks involved.
- Develop flexibility and balance to use controlled movements.
- Perform combinations of gymnastic actions using floor, mats and apparatus.

Computing

Internet safety

Programming

Creating media

ESR

What is happiness?

Music

Year 2- African drumming

Three little birds

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

Forest School

- Making cave art brushes
- Using natural resources to protect humpty dumpty
- Rock hunting

PSHE/RE

- Living in the wider world.
- What does it mean to be a Christian in Britain today?

Humanities

History

Learning what life was like in the Stone Age.

Learning how civilisation started, how agriculture became huge and how metals changed the way people interact

Geography

Learning about rivers- types of rivers and how they change over time.

Art/DT

Art

- Stone Age art (pastels and natural self-made paints)

DT

- Stone Age house with a moving door

Handwriting in Year 3

Statutory requirements

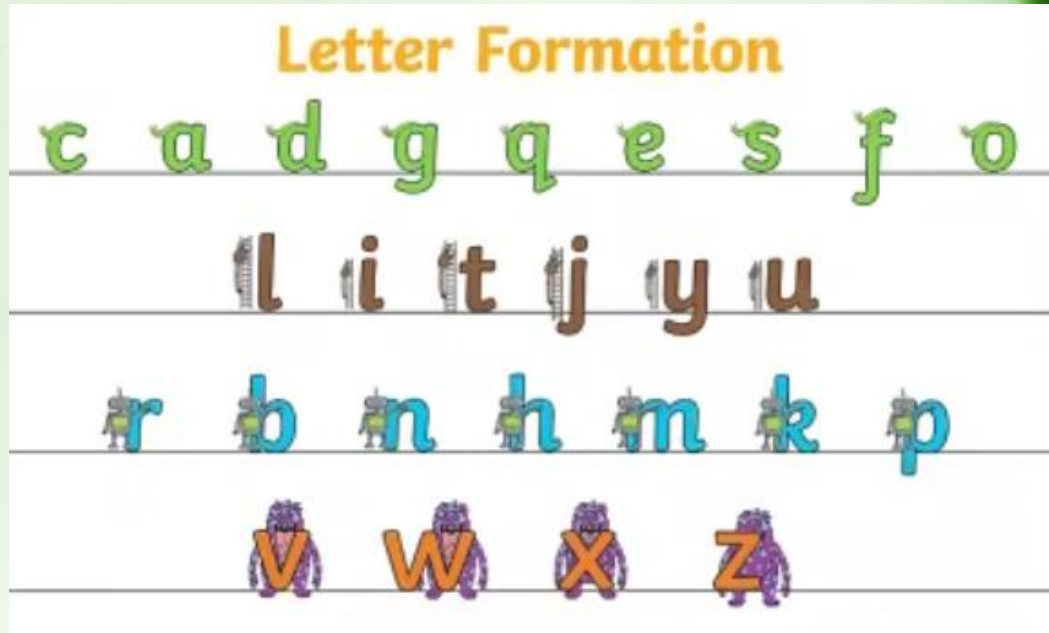
Handwriting

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].



Handwriting in Year 2



I can see a little boy.

He has blue eyes and he

has brown hair.

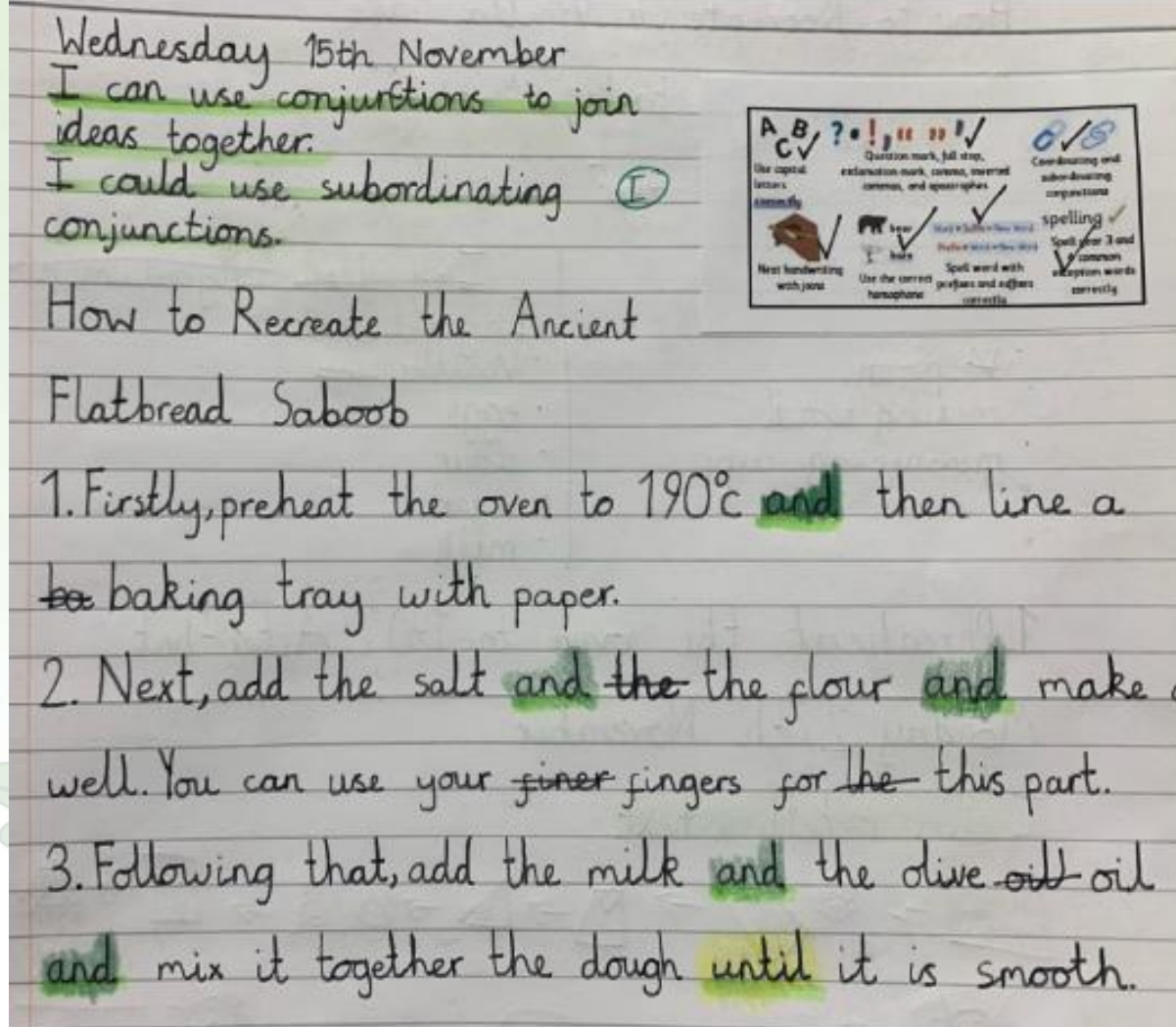
Joined Handwriting

oy oi oa ow wh

ee le ng ch ay ai ir

Pen licence

When children consistently join correctly, and when letters are of appropriate size and orientation, they are awarded a pen licence!



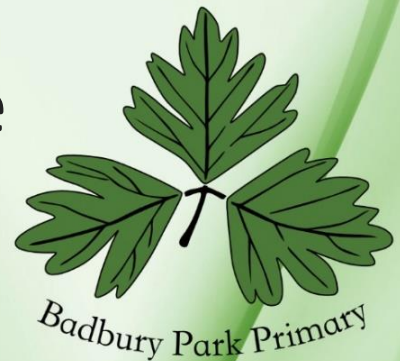
Example of a current Year 3's writing with a pen licence.





Common exception words

Common exception words are important because they are just that: common. They are words that appear frequently in texts and these words help readers understand what they are reading. For example, 'the' is a common exception word taught in most programmes at the beginning of the Reception year.



Year 1 and 2 Common Exception Words

Year 1

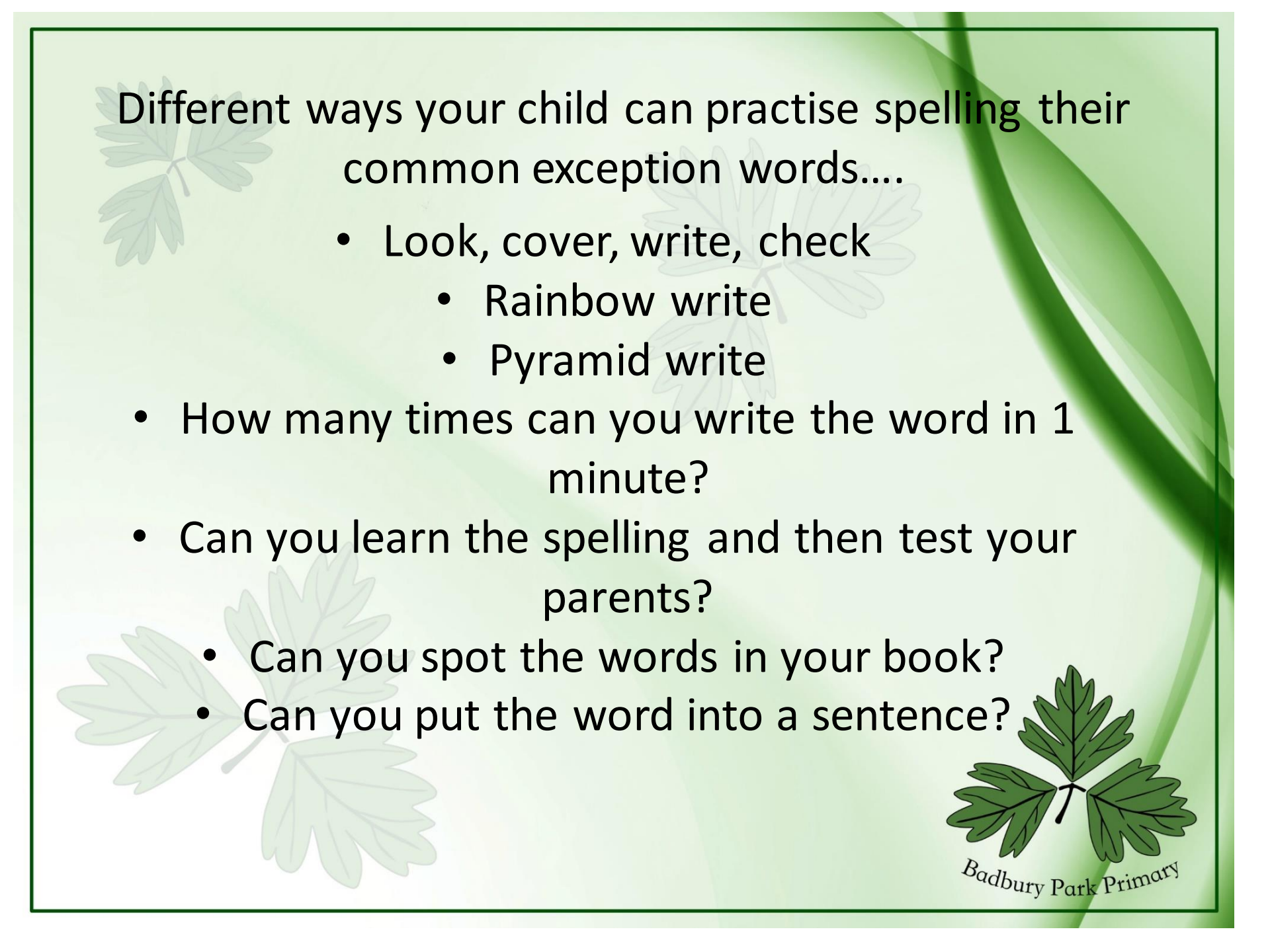
| | | |
|-------|-------|--------|
| the | they | one |
| a | be | once |
| do | he | ask |
| to | me | friend |
| today | she | school |
| of | we | put |
| said | no | push |
| says | go | pull |
| are | so | full |
| were | by | house |
| was | my | our |
| is | here | |
| his | there | |
| has | where | |
| I | love | |
| you | come | |
| your | some | |

Year 2

| | | | |
|----------|-----------|---------|-----------|
| door | gold | plant | clothes |
| floor | hold | path | busy |
| poor | told | bath | people |
| because | every | hour | water |
| find | great | move | again |
| kind | break | prove | half |
| mind | steak | improve | money |
| behind | pretty | sure | Mr |
| child | beautiful | sugar | Mrs |
| children | after | eye | parents |
| wild | fast | could | Christmas |
| climb | last | should | everybody |
| most | past | would | even |
| only | father | who | |
| both | class | whole | |
| old | grass | any | |
| cold | pass | many | |

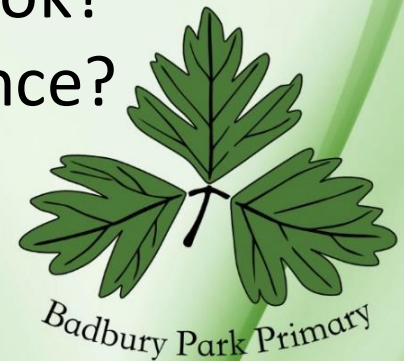
Year 3 and 4 Common Exception Words

| | | | | | | | | | |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| Aa | breath | consider | enough | grammar | interest | Nn | perhaps | question | suppose |
| accident | breathe | continue | exercise | group | island | natural | popular | Rr | surprise |
| accidentally | build | Dd | experience | guard | Kk | naughty | position | recent | Tt |
| actual | busy | decide | experiment | guide | knowledge | notice | possess | regular | therefore |
| actually | business | describe | extreme | Hh | Ll | Oo | possession | reign | though |
| address | Cc | different | Ff | heard | learn | occasion | possible | remember | thought |
| although | calendar | difficult | famous | heart | length | occasionally | potatoes | Ss | through |
| answer | caught | disappear | favourite | height | library | often | pressure | sentence | Vv |
| appear | centre | Ee | February | history | Mm | opposite | probably | separate | various |
| arrive | century | early | forward | Ii | material | ordinary | promise | special | Ww |
| Bb | certain | earth | forwards | imagine | medicine | Pp | purpose | straight | weight |
| believe | circle | eight | fruit | increase | mention | particular | Qq | strange | woman |
| bicycle | complete | eighth | Gg | important | minute | peculiar | quarter | strength | women |



Different ways your child can practise spelling their common exception words....

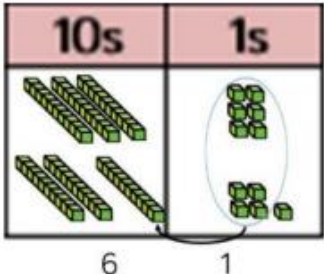
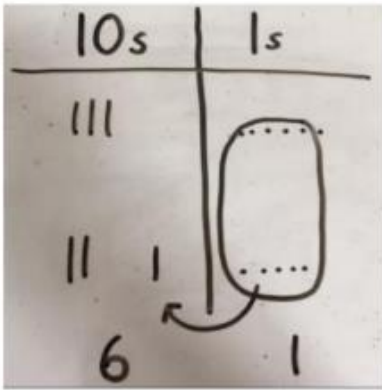
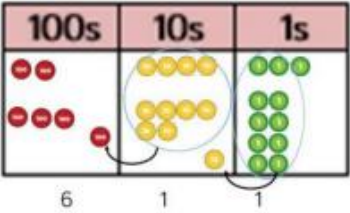
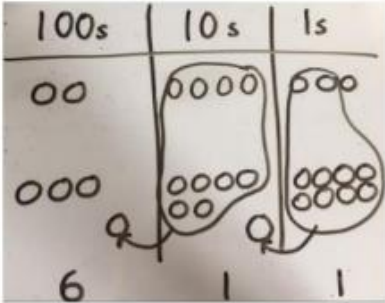
- Look, cover, write, check
 - Rainbow write
 - Pyramid write
- How many times can you write the word in 1 minute?
- Can you learn the spelling and then test your parents?
 - Can you spot the words in your book?
 - Can you put the word into a sentence?



Maths

Calculations policy- how do the children learn to calculate?

Addition

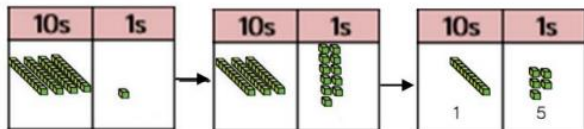
| | | | |
|-----------------|--|---|---|
| <p>Year 3 +</p> | <p>TO + TO using base 10. Continue to develop understanding of partitioning and place value.</p> <p style="text-align: center;">$36 + 25$</p>  | <p>Children to represent the base 10 in a place value chart.</p>  | <p>Looking for ways to make 10.</p> $36 + 25 =$ <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> $\begin{array}{c} 36 \\ \swarrow \searrow \\ 1 \quad 5 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{l} 30 + 20 = 50 \\ 5 + 5 = 10 \\ 50 + 10 + 1 = 61 \end{array}$ </div> </div> <p style="text-align: right;">36</p> <p>Formal method:</p> $\begin{array}{r} +25 \\ 36 \\ \hline 61 \\ 1 \end{array}$ |
| <p>Year 3+</p> | <p>Use of place value counters to add HTO+TO, HTO+HTO etc. When there are 10 ones in the 1s column - we exchange for 1 ten. Where there are 10 tens in the 10s column - we exchange for 1 hundred.</p>  | <p>Children to represent the counters in a place value chart, circling when they need to exchange.</p>  | $\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ 1 \quad 1 \end{array}$ |

Subtraction

Year 3

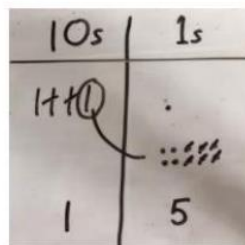
Column method using base 10 and having to exchange.

$$41 - 26$$

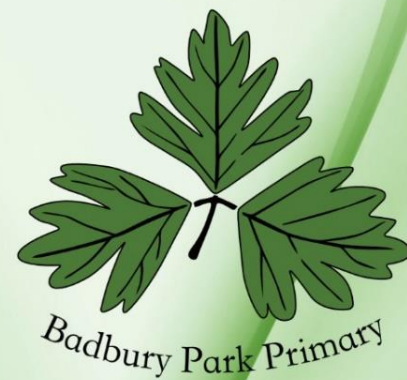
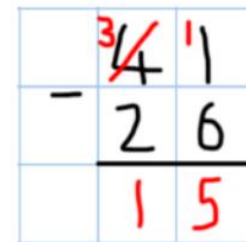


Children to represent the base 10 pictorially, ensuring they show the exchange.

$$41 - 26$$



Children use the formal column method, ensuring they understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$



Multiplication

Year 3
In line
with
Times
Table
policy

Formal column method, using base 1.

$$3 \times 23$$

| 10s | 1s |
|-----|----|
| | |

Children to represent the base 10 pictorially.

| 10 _s | 1 _s |
|-----------------|----------------|
| | |

Children to record what it is they are doing to show understanding.

$$3 \times 23 \quad \begin{array}{l} 3 \times 20 = 60 \\ 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

Year 3
In line
with
Times
Table
policy

Formal column method with base 10.

$$6 \times 23$$

| 100s | 10s | 1s |
|------|-----|----|
| | | |

| 100s | 10s | 1s |
|------|-----|----|
| | | |

1 3 8

Children to represent the base 10, pictorially.

| 100 _s | 10 _s | 1 _s |
|------------------|-----------------|----------------|
| | | |

1 3 8

Formal written method.

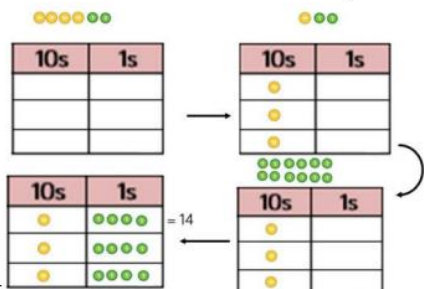
$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ 11 \end{array}$$

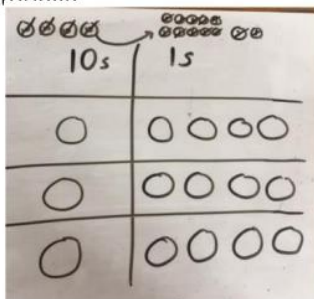
Division

Year 3

Sharing using place value counters.
 $42 \div 3 = 14$



Children to represent the place value counters pictorially.



Children to be able to use the place value counters and write calculations to show the process.

$$42 \div 3$$

$$42 = 30 + 12$$

$$30 \div 3 = 10$$

$$12 \div 3 = 4$$

$$10 + 4 = 14$$

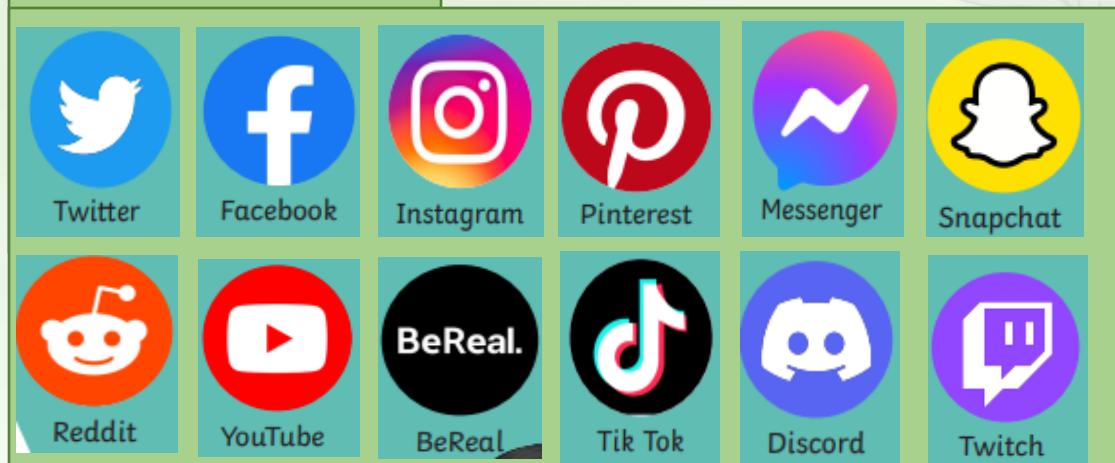
Times tables

| | | | |
|---|---|--|---|
| <p>Year 3</p> <p>In line with multiplication policy Teaching 3s and through doubling technique from 2s into 4s and 8s</p> | <p>Children will have been taught in multiplication lessons concept of counting in groups and using the vocabulary lots of and multiples</p> | <ul style="list-style-type: none"> • Visually recognising the multiples on counting stick method • times table song with all times table facts • deliberate practise of first 5 times table facts within that times table first day and second day up to 12 <p>X</p> <p>Multiples up on the Maths Working wall each week</p> | <p>Quizzes on TTR</p> <p>Work on White Rose App</p> <p>99 club on Fridays</p> |
|---|---|--|---|

All information is available on the school website in the Maths section.



Online safety – Age restrictions for social media platforms

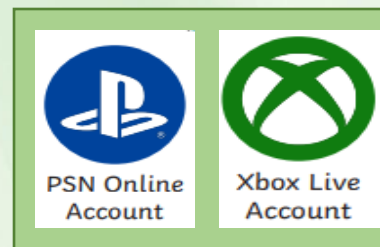


The age restriction is a **MINIMUM** age for each platform.

16



18



Online safety – Age restrictions for video games



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA



7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox



Online safety – Age restrictions for video games



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite



16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042



Parental controls

Google family link



Family Link from Google helps parents stay in the loop and keep their child or teen safer online as they explore across Android and ChromeOS devices.

Parental controls will allow you to:

- ❖ Restrict apps
- ❖ Set time limits
- ❖ Filter web content
- ❖ Restrict the game centre

Key reminders...

➤ PE kits -

Our PE lessons are on a **Monday** and **Friday** (Maple Tree) and **Thursday** and **Friday** (Hazel Tree). Please ensure your child has jogging bottoms/leggings as we may do PE outside.

➤ Forest School –

Forest School is on a Thursday for this term. Please ensure **named** wellies and waterproofs are in school ready for our forest school sessions.

➤ Appropriate clothing –

The weather is very unpredictable so please ensure is dressed appropriately for the weather. For example: a warm coat, a hat, scarf and gloves or a sun hat and suncream, appropriate for the weather.



Please ask us questions...

We would like all of our parents to know that we are always here and ready to support you, so please ask if you aren't sure or something isn't quite working.

We are here to help!



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





Thank you

