



Welcome to Year 3 Elm Class



Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated Safeguarding Lead
Designated Teacher for Children Looked After



Louise McLellan
Deputy Headteacher
Deputy DSL
Prevent Lead



Jenny North
Assistant Headteacher / SENCo
Deputy DSL
Mental Health Lead



Georgia McNamara
Online Safety Lead (Maternity Leave)

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 3



Mrs Linda Thomas
Elm Class



Mrs Hana Earley
Year 3 Teaching Assistant



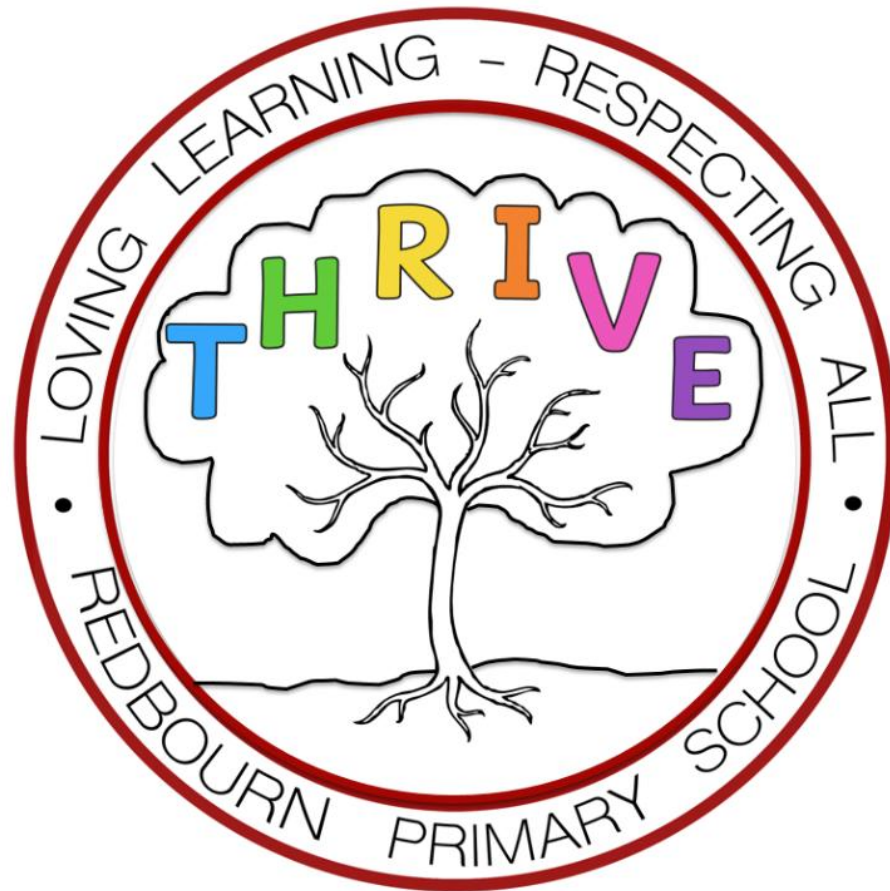
Miss Ruth Larby
Recorder Teacher

Miss Kimberley Turner
Fir Class



Miss Charlotte Toms
French Teacher

Head of RE



T - Team

H - Healthy

R - Responsible

I - Innovative

V - Valued

E - Empathetic

A typical day and week in Elm Class

W/C 14.10.26	8.40 – 8:55	8:55 – 9	9:00 – 9:15	9:15 – 10:15		10:15 – 10:30	10:30 – 11:00	11:00 – 12	12 – 1	1:00 – 1:15	1:15 – 1:30	1:30 – 3		3 – 3:20	3:20
Mon	Early Morning Activity / Handwriting / Feedback Individual Readers / spelling	Register	8:45 – 9:45 PE	English		<u>Break and Snack</u>	Guided Reading	Maths	LUNCH	Register and TTRS	Assembly	Geography		Class Reader/ Story time	HOME TIME
Tues			Spelling – new rule	English			Guided Reading	Maths				French 1:00 to 2:15pm Hana – 2:15 to 2:30pm	RE		
Wed			Library	Spelling	English		English Cont.	Maths				PE 1:30 – 2:15pm	Through the Keyhole to parents		
Thurs			Spelling	English			Guided Reading	Maths				Recorders	Computing		
Fri			Spelling	Science			Guided Reading	PSHE/Art				Art		Home Learning	



Learning in Year 3

Science

- Rocks
- Fossils
- Soils
- Lights
- Plants
- Magnets
- Biodiversity

History

- Stone, Bronze Age, Iron Age
- Romans
- Egyptians

Geography

- Are all settlements the same?
- Why do people live near volcanoes?
- Who live in Antarctica?

RE

- Hinduism
- Christianity

Computing

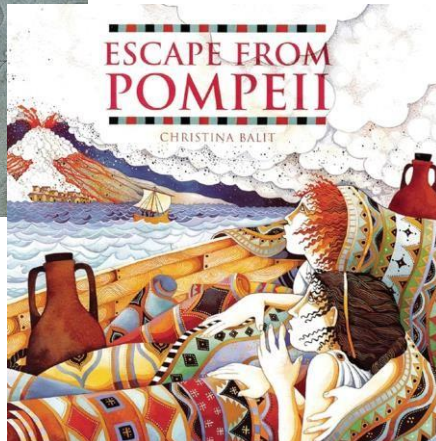
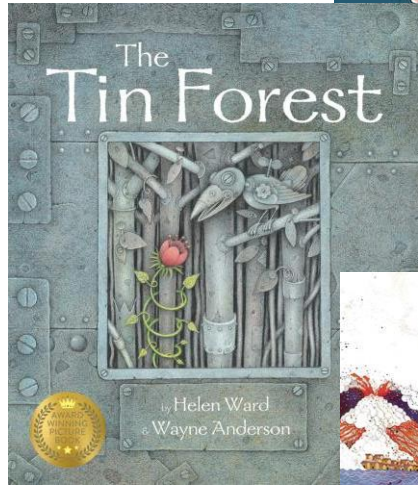
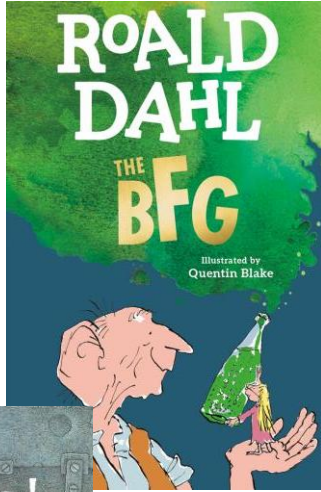
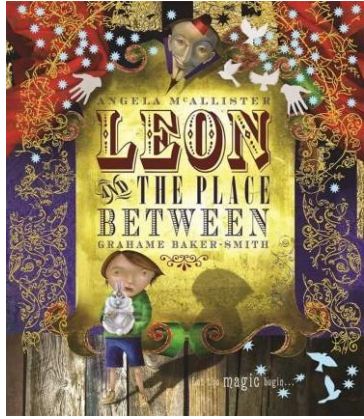
- E-safety
- Creating media
- Data and information

Art

- Drawing
- Sculpture and 3D
- Egyptian Scrolls

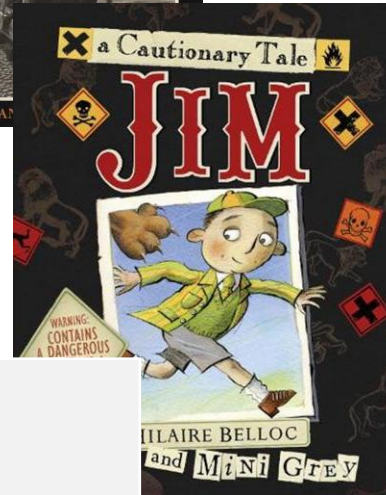
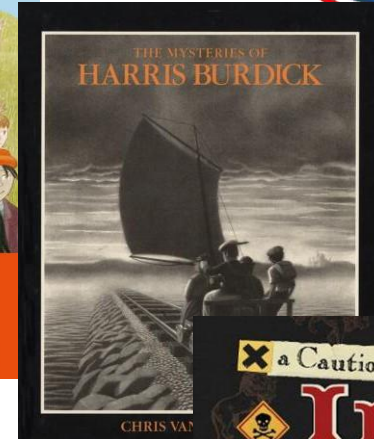
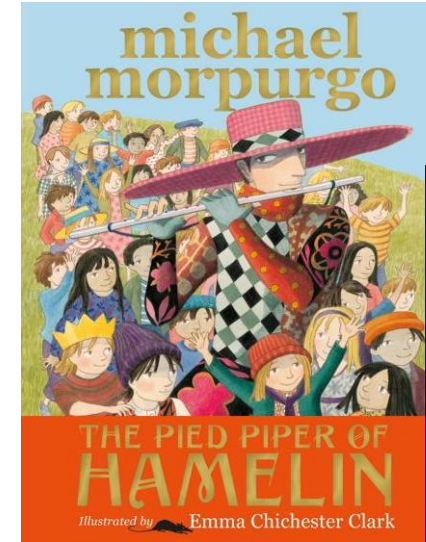
DT

- Nutrition : eating seasonally
- Textiles : cross stitch and applique
- Mechanical systems: pneumatic toys



ENGLISH YEAR3

- ❖ NEWSPAPER REPORTS
- ❖ INFORMATION LEAFLETS
- ❖ LETTER WRITING
- ❖ NARRATIVES (MYSTERY, HISTORICAL, FANTASY)
- ❖ DIARY ENTRIES
- ❖ POSTERS
- ❖ POETRY
- ❖ NON-CHRONOLOGICAL REPORTS
- ❖ RECOUNTS
- ❖ RECIPES





English Year 3

- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (mystery, historical, fantasy)
- ❖ Diary entries
- ❖ Adverts
- ❖ Poetry
- ❖ Non-chronological reports
- ❖ Recounts
- ❖ Dialogue

As a school there will be a greater focus on spelling this year.
More details for parents will follow soon.

WHAT. I

What is tea?

Tea is a ~~port~~ popular drink from all over the world. ~~Before~~ Before only rich people could drink tea but now it's for ~~eurey~~ every one because it's cheap and affordable. Have you ~~wondered~~ wondered how do we make tea? We get leaves in hot water. There are lots of ~~variations~~ variations of tea. Tea is drunk from England to China but mostly popular in Asia and it's still happening now!

Where is tea grown?

Assam tea is produced in the Brahmaputra Valley in ~~North~~ North east in India because there's rich soil and a tropical climate.

Green tea can be found in Shizuoka, is very near ~~the~~ Mount Fuji. ~~they~~ They made this tea because in the area is humid and ~~sub~~ subtropical which ~~is~~ is ideal for tea growing.



People who grow tea. People think making tea is easy but it isn't! ~~Grow~~ Growing and harvesting tea is hard work. Workers have hot and dusty conditions to work in and the ~~big~~ huge wicker baskets of tea are ~~heavy~~ very heavy. Some plantation owners are ~~unkind~~ unkind and force their workers to work too hard.



One ~~the~~ ~~Other~~ in a dark, eerie night in a forest, there was a girl named Siena. ~~Since~~ ~~She~~ ~~walked~~ ^{Since} ^{She} ^{wasn't} ^{scared} she walked in the forest it was quiet, gloomy, foggy and a bit ~~haunted~~ ^{haunted}, but she didn't give up. Every Everything was looming over ~~the~~ her head, until! She saw a dark, dingy, tall, wicked house. ~~There~~ ^{The moon} ~~was~~ ^{was} like a gazillion stars. And also there was ~~that~~ trees that were like wicked, pointy, creepy witches hands.

In a tremble, ^{As} she nervously, silently and in horror she ~~pushed~~ ^{opened} the gate slowly. In a fright ~~she~~ ^{she} stood there speechless! "Should I go in the haunted house or ~~not~~?" She ~~said~~ ^{to herself in a tremble} in a tremble. The wind ~~wooshed~~ ^{wooshed} through her hair. Siena ~~walked~~ ^{stepped} closer closer and closer! In horror she ~~opened~~ ^{opened} the creaky, wooden door, she and she saw...

End of year 3 assessment – Working at the expected standard (EX)						
Name:	A	B	C	D	E	F
The pupil can:						
• write effectively and coherently for different purposes						
• some use of paragraphs to group related material						
• some use of headings and sub-headings to <u>organise</u> non-narrative texts						
• using expanded noun phrases to describe and specify when describing settings and characters in narratives						
• some use of dialogue to show a character's attitude						
• selecting some vocabulary that fits the purpose of their writing						
• using the present and past progressive form mostly correctly e.g. <i>I was deciding, We were breathing.</i>						
• some use of the present perfect form of verbs instead of simple past						
• use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <u>although</u> it was raining, <u>because</u> it fell on the floor (cause), <u>while</u> we were asleep, <u>after</u> the tests ended (time)						
• use of adverbs to express time, place and cause e.g. <u>then</u> it was all over, <u>soon</u> he will disappear (time), he ran <u>away</u> , it shot <u>out</u> , (place), <u>therefore</u> he could not stay (cause)						
• some use of prepositions to express time, place and cause e.g. <u>before</u> midnight, <u>after</u> tea (time), <u>under</u> the tree, <u>down</u> the street (place) <u>because of</u> the rain (cause)						
• using mostly correctly:	capital letters					
	full stops					
	question marks					
	exclamation marks					
	commas for lists					
	apostrophes for contraction					
	Apostrophes to mark singular possession in nouns					

• some use of:	inverted commas to punctuate direct speech						
• using the correct form of a/an mostly correct							
• spelling most words with contracted forms							
• adding prefixes to spell some words correctly in their writing e.g. <u>dis</u> , <u>mis</u> , <u>in</u> , <u>il</u> , <u>im</u> , <u>ir</u> , <u>re</u> , <u>sub</u> , <u>inter</u> , <u>super</u> , <u>anti</u> , <u>auto</u>							
• adding suffixes to spell most words correctly, including where changes are made to the root word e.g. <u>ly</u> , <u>ed</u> , <u>ing</u> , <u>ness</u> , <u>ment</u> , <u>ful</u>							
• spelling some words correctly with <u>-ous</u> suffix e.g. <u>poisonous</u> , <u>enormous</u> , <u>humorous</u> , <u>courageous</u> , <u>serious</u>							
• spelling some words correctly with /shun/ ending e.g. <u>a</u> <u>tion</u> , <u>ci</u> <u>an</u> , <u>sion</u> , <u>tion</u> , <u>ssion</u> ,							
• spelling some words correctly with <u>-ture</u> or <u>-sure</u> endings e.g. <u>treasure</u> , <u>pleasure</u> , <u>puncture</u> , <u>picture</u>							
• spelling some words correctly with <u>ch</u> for /k/ sound e.g. <u>chemist</u> , <u>echo</u>							
• spelling some words correctly with <u>ch</u> for /sh/ sound e.g. <u>chef</u> , <u>machine</u>							
• spelling some words correctly with <u>gue</u> for /g/ sound e.g. <u>league</u> , <u>tongue</u> and <u>que</u> for /k/ sound e.g. <u>antique</u> , <u>unique</u>							
• spelling some words correctly with <u>sc</u> for /s/ sound e.g. <u>science</u> , <u>fascinate</u> , <u>scenic</u>							
• spelling some words correctly with <u>ej</u> , <u>igh</u> or <u>ey</u> for /ae/ sound e.g. <u>vein</u> , <u>reign</u> , <u>neighbour</u> , <u>they</u> , <u>obey</u>							
• use of the correct homophone in their writing mostly correct (the most common) – their/there/they're, to/two/too							
• some correct use of further homophones from the year 3 and 4 statutory word list							
• spelling some words correctly from year 3 and 4 statutory word list							
using the diagonal and horizontal strokes needed to join letters in most of their writing							

READING



YEAR 3 TARGETS:

- **DAILY READING**
- **READING CHAPTER BOOKS**
- **DEVELOP THEIR READING STAMINA**
- **ANSWER COMPREHENSION QUESTIONS IN A TIMED PERIOD – READ AND ANSWER USING KNOWN STRATEGIES.**
- **READING EGGS**

Questions 1–13 are about *Light and shadow* (pages 4–7)

1 Look at page 4.

What is light?



1 mark

2 Look at page 4.

It is **vital** to our life on Earth...

What does this suggest about light?

Tick one.

It is a special kind of energy.

☐

We cannot live without it.

☐

It is only found on Earth.

☐

We find it under the ground.

☐


1 mark



4

Look at page 4.

Find and copy two ways that people use light energy.

1. _____

2. _____

☐

1 mark

10

Look at page 7.

Find and copy one word which means the same as 'difficult'.

☐

1 mark

12

Look at pages 4–7.

Using the information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Light energy helps to provide our food.	☐	☐
Some animals create their own light.	☐	☐
Light travels in curved lines.	☐	☐
Shadows are a light source.	☐	☐
The longest shadows are cast by the Sun at midday.	☐	☐

☐

2 marks

Reading Book Bingo

Information for the children:

Each book **must** be recorded in your orange Reading Record. You can read the book yourself, have a grown up read it to you or listen to it via an audiobook. When you have completed a square, bring your grid to your teacher, who will sign it off.

Some squares have an additional condition! You must be ready to discuss what you have read with your class teacher in order for it to be signed off. Books that you have read in the past do not count but books you are currently reading do.

A lot of these books can be found in local libraries, in our school library or in our class library. Reading Eggs also has an online library where you can find some of these books. If you are registered with a local library, then Borrow Box is a great app where you borrow eBooks and eAudiobooks for free.

You will get a stamp for each square you fill in, a bookmark for each row you fill in and a certificate for completing the whole grid presented in celebrating assembly. What are you waiting for? Pick a square and see where your reading takes you!

Year 3 Reading Bingo Challenge!



Are you ready for the ultimate Year 3 Reading Bingo Challenge? How many squares can you cross off between now and the end of the year? Can you complete a row or even the entire grid?

Each book **must** be recorded in your orange Reading Record. You can read the book yourself, have a grown up read it to you or listen to it via an audiobook. When you have completed a square, bring your grid to your teacher, who will sign it off. Some squares have an additional condition! You must be ready to discuss what you have read with your class teacher in order for it to be signed off. Books that you have read in the past do not count but books you are currently reading do.

A lot of these books can be found in local libraries, in our school library or in our class library. Reading Eggs also has an online library where you can find some of these books. If you are registered with a local library, then Borrow Box is a great app where you borrow eBooks and eAudiobooks for free.

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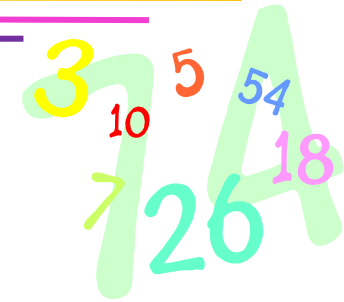
Task	Award
One square	A stamp on your Reading Bingo Card
One Row (Horizontal, vertical or diagonal)	A bookmark
Complete Grid	A reading certificate presented in celebration assembly

Name: _____ Class: _____

1. A book by Anne Fine For example, 	2. A book by Enid Blyton from the Faraway Tree collection 	3. A Roald Dahl Book 	4. A historical fiction book. 
5. A non-fiction book on a topic of your choice. 	6. A poem of your choice that you must be able to either recite or perform to your teacher or whole class if you wish to do so. 	7. Harry the Poisonous Centipede by Lynne Reid Banks (Ask your teacher for a copy) 	8. A picture book 
9. A funny fiction book 	10. A biography (This could be a book or an online fact file you read about an individual) 	11. A classic book. 	12. Free Square – any book of your choice
13. A magazine of your choice 	14. A book by Dick King Smith 	15. A fable, myth or legend 	16. A comic or graphic novel 

For some- use examples in the book banded books- such as graphic novel or myths

Maths



- We use the White Rose scheme for maths.
- Maths is taught 4 times a week
- Number, calculation, shape, space and measures with problem solving intertwined within these areas.

Recall of number facts is so important for success.



We also complete Times Tables Rockstars daily from the Spring term.



Maths

Flashback 4

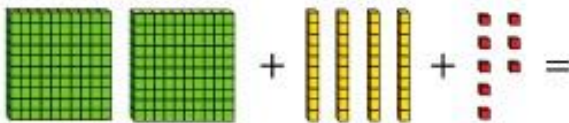
Year 3 | Week 4 | Day 5

$$8 \times 10$$

1) $365 + \square = 865$

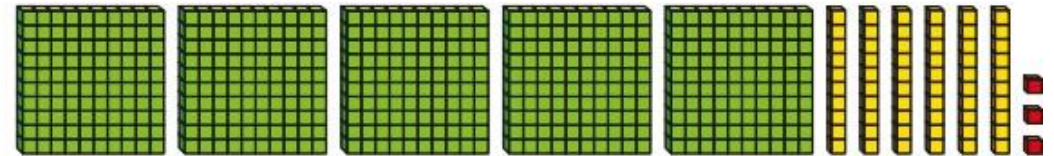
2) Use $<$, $>$ or $=$ to compare.
 $60 + 3 + 500 \bigcirc 563$

3) Write the total in numerals.



4) How many vertices does a triangle have?

2 Complete the number sentences.



a) $563 = 500 + \square + 3$

d) $563 = 200 + \square + 3$

b) $563 = 400 + \square + 3$

e) $563 = 100 + \square + 3$

c) $563 = 300 + \square + 3$

f) $563 = 160 + \square + 3$

Class Learning Vs Home Learning



Maths HL Journal -19.09.25

Please complete pages 7-9.

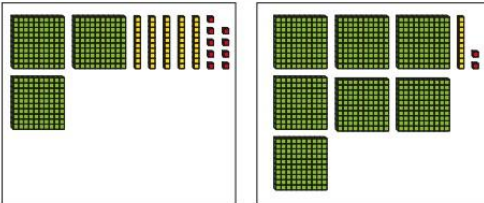
Scan the QR code to help you.



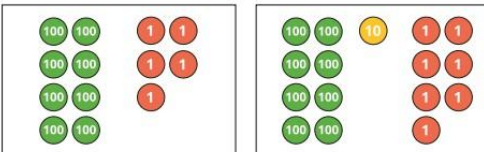
Compare numbers to 1,000

White Rose
MATHS

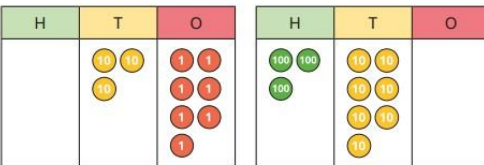
1 Which number is smaller? Tick your answer.



2 Which number is greater? Tick your answer.



3 Tick the greater number.



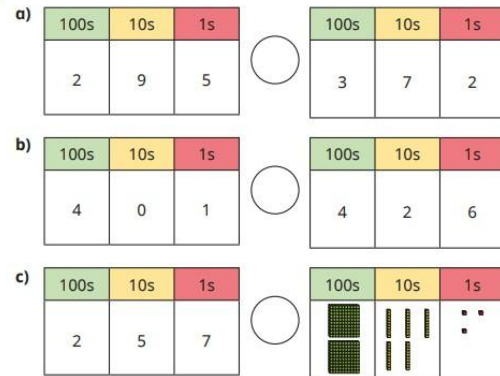
4 Circle all the numbers that are greater than 350

700 396 299 167 342 400

5 Circle all the numbers that are less than 718

634 800 715 720 66 1,000

6 Write $>$, $<$ or $=$ to make the statements correct.



d) Which place value columns did you have to compare in part c)?

Autumn term Week 6 Small steps 10-12

Addition and subtraction

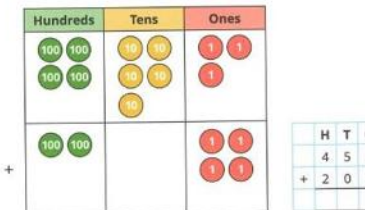
Date: _____

Let's remember

- 1 $630 - 70 =$ _____
- 2 $745 -$ _____ $= 345$
- 3 $365 = 300 +$ _____ $+$ _____
- 4 $10g + 10g + 10g + 2g + 2g + 2g =$ _____ g

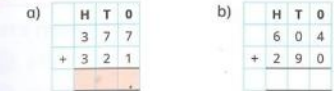
Let's practise

- 1 Complete the sentences.
 - a) There are _____ ones in 10
 - b) There are _____ tens in 100
- 2 a) How many ones are in 3 tens? _____
 b) How many tens are in 5 hundreds? _____
 c) How many hundreds are in 40 tens? _____
- 3 Complete the column addition.
 Use the place value counters to help you.



Autumn term Week 6 Small steps 10-12

4 Complete the column additions.

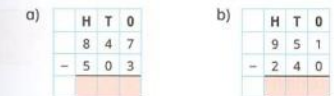


5 Complete the subtraction.

Cross out counters in the place value chart to show your working.



6 Complete the subtractions.



7 Find two odd numbers that add together to make 758

_____ + _____ = 758

Crack the code

Use your answers in the coloured boxes to crack the code.

4 201 711 50 400 698 344 10
h n e c e a g x

Explain what the code word means to someone.





TTRS Weekly Assessments

In Year Three, children will practise their Times Tables **FOUR** times a week under timed conditions. These include the multiplication and division facts for their times table they are currently mastering.

Children need to be practising weekly at home as part of their Home Learning.





Home learning

No more than **45 minutes a week** should be spent on Home Learning tasks, plus daily reading and times tables practice..

- Logins can be found in your child's Reading Record.
- Hear your child read- ideally 10 minutes daily
- Encourage reading of other books – Book Bingo
- At least weekly access on Reading Eggs
- Daily Times tables practice on Times Tables Rock Stars
- Weekly spellings - linked to spelling sessions and the Y3/4 Common Exception Words.
- Task from White Rose Maths Practice Journal.

Spellings and maths will be set on a Friday, to be returned by Wednesday.



Workshops, visits and Recorder Concert

There will be an History Off The Pages Workshop plus other trips. As soon as these are finalised, we will ensure you have the dates.

Elm Recorder Concert – TBC (sometime in February)

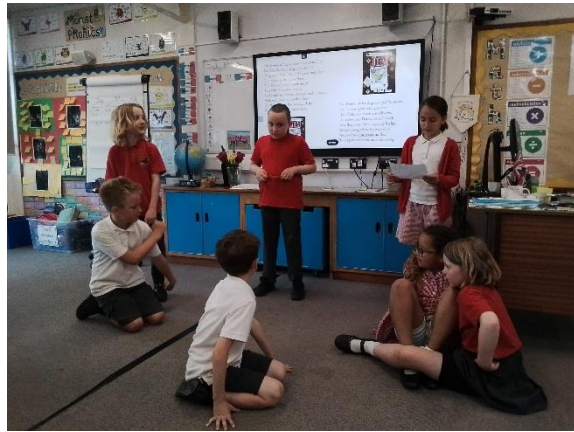
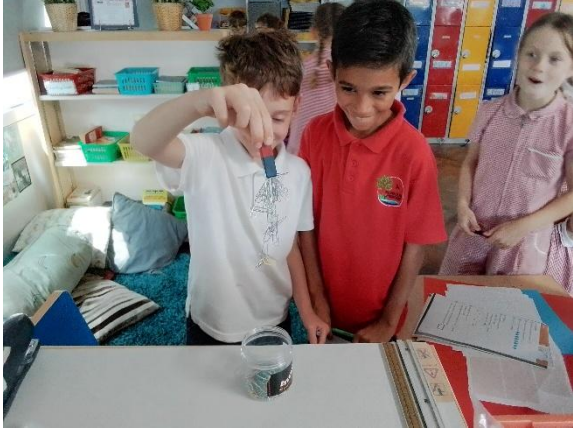
Online Safety



Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person

Independence





Thank you for coming!

Any questions?

