

All About Year 3

Meet your new Year 3 team for September 2023





Meet the staff

- Miss Klever
3K Class Teacher and Year Group Leader
- Mr Mantle
3G Class Teacher
- Miss Madan
3M Class Teacher
- Mrs Moore, Mrs Forde, Ms Apcar
Year 3 Teaching Assistant
- Friends of Chase Bridge – class rep
to be announced!



Uniform and school bags

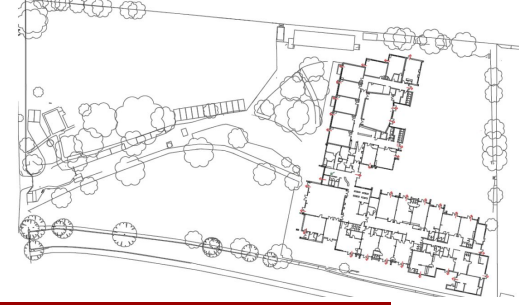
Please refer to the uniform policy and remember that:

- ☐ **No jewellery** should be worn
apart from a plain watch and small stud earrings
- ☐ **Plain black school shoes**
(no boots or sport shoes) & school socks
- ☐ Long **hair** should be **tied up** with no fussy hair
accessories or shaved patterns
- ☐ **PE kit** worn to school on your child's PE day - Monday
- ☐ **Bags**
plain, compact/sensible small size





Start of the day

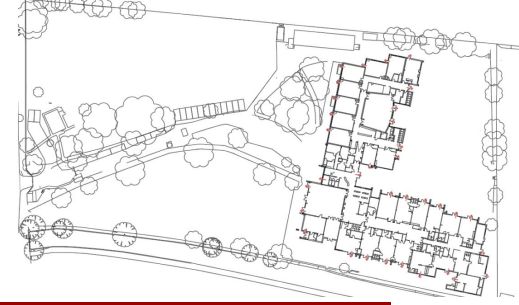


- ☐ Children will start school at 08:40 with a soft start (Registration at 8:55)
- ☐ Parents say goodbye to children at the Lion's Gate. The children will then walk sensibly to their classroom across the playground just like in Y2.
- ☐ Children will enter through the rear doors of the classroom (onto the main playground) and begin a morning challenge.

To avoid congestion, we ask that you please leave the school site as soon as your child has left to go to their classroom.



End of the day



- ☐ Children will finish school at 15:25
- ☐ Children will be dismissed from the Chase Hall.
- ☐ We are required to have a recorded list of those who are collecting children - please contact the office to update arbor permissions.

- ☐ The playground will not be in use after school. As pick up points are used for different year groups at their end of day time, all parents are expected to leave the school site as quickly as possible to ensure a safe and calm environment.



Preparing for September

Get to know our units of work and learning expectations -
All year 3 curriculum details are available on the website:

<https://www.chasebridge.richmond.sch.uk/our-classes/year-3>

Read our Online Safety overview - and discuss with your child
(age appropriate)

<https://www.chasebridge.richmond.sch.uk/online-safety>



What we learn

SCIENCE

Children will learn about:

Autumn: Rocks and soils: classification of rocks and soil; formation of stone; fossilisation.

Light: absence of light; reflection and the dangers of UV

Spring: Forces and Magnets: gravity; push; pull; friction and the behaviour of magnets

Summer: Living things: nutrition; skeletal structure; how things grow from seed to plant

HISTORY

Children will learn about:

Autumn: Stone Age to Iron Age: ancient homes; hillforts; tools and hunting; cave art and tribal culture

Spring: Ancient Egypt: timelines of civilisation; mummification; Egyptian afterlife; Egyptian society; pharaohs; the importance of the Nile

Summer: Open our Road: local history; evacuation of children during WW2; the development of the railway; Twickenham stadium.

GEOGRAPHY

Children will learn about:

Autumn: Poles Apart: Ross Amundsen, Captain Scott; extreme weather; polar conditions; animal adaptation

Spring: Ancient Egypt: rivers; settlement; development; man made and natural features

Summer: Down Our Road: map reading; orienteering; coordinates; satellite imagery; local landmarks; continent; country; county; borough

RELIGIOUS EDUCATION

Children will learn about:

Autumn: Symbols: the importance of symbols in religion; how symbols convey identity and story

Spring: Christianity: important religious figures; Christian art; religious ceremonies, festivals and stories

Summer: Muslims: important figures; teachers and students; religious clothing; religious art; values of religion; celebrations; festivals and

PSHE/RE

Children will learn about:

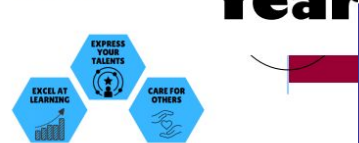
Autumn: Being Me in My World: help others to feel welcome; our dream school; mental health; consequences and our learning charter

Spring: Celebrating Differences: families; family conflict; wishes and feelings; words that harm and complementing differences

Summer: Dreams And Goals: ambitions; new challenges; overcoming obstacles; celebrating learning

Healthy Me: being fit and healthy; safe substances; being safe and my amazing body

Chase Bridge Foundation Subject Overview



LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

Autumn: Introduction to French: French greetings; my name is positive or negative emotions

Spring: French Vocabulary: Ancient Britain, France.

Summer: French conversation: I can statements; instruments

DESIGN AND TECHNOLOGY

Children will learn and create:

Autumn: D&T: a candle holder

Art: a polar bear

Spring: D&T: a lever

Art: an Egyptian statue

Summer: D&T: a balanced

Art: houses with

Chase Bridge English Overview



En3/1 Spoken Language
(The objectives for Spoken Language are common across Key Stages 1 and 2)

En3/1a listen and respond appropriately to adults and their peers

En3/1b ask relevant questions to extend their understanding and knowledge

En3/1c use relevant strategies to build their vocabulary

En3/1d articulate and justify answers, arguments and opinions

En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En3/1h speak audibly and fluently with an increasing command of Standard English

En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En3/1j gain, maintain and monitor the interest of the listener(s)

En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En3/1l select and use appropriate registers for effective communication

Writing
(The objectives for Writing are common across Years 3 and 4)

En3/3.1 Spelling

En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)

En3/3.1b spell further homophones

En3/3.1c spell words that are often misspelt (English Appendix 1)

En3/3.1d place the possessive apostrophe accurately in words with irregular plurals

En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Reading (The objectives for Reading are common across Years 3 and 4)

En3/2.1 Word Reading

En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En3/2.1b read further exception word correspondences between spelling and so occur in the word.

En3/3.2 Handwriting and Presentation

En3/3.2a 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

En3/3.2b increase the legibility, consistency and quality of their handwriting

En3/3.3 Composition

En3/3.3a Plan their writing

- discussing writing's order to understand grammar
- discussing and new
- Draft and re-write
- composing and rephrasing progressively build range of sentence
- organising paragraph
- narratives, creating
- in non-narrative material

En3/3.3c Evaluate and assess the effectiveness of their writing

- proposing changes to improve
- including the occasion

En3/3.3d proofread for errors

En3/3.3e read their work with appropriate intonation and meaning is clear.

Topic Linked Class Texts



Chase Bridge Maths Overview



Number & place value in Year 3

Children will learn to:

- count from 0 in multiples of 4, 5, 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.

Children will learn 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

Children will 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
- use their knowledge of multiplication and division to 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.

Mathematical Approaches



Fractions in Year 3

Children will learn 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, $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$)
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Children will learn to:

- draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
- recognise angles in 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.

Children will learn to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2D 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).



Our Year 3 topics

All year 3 curriculum details are available on the website:

<https://www.chasebridge.richmond.sch.uk/our-classes/year-3>

**Stone Age to
Iron Age :A
look at the
dawn of
civilization.**

**Feel the Force :
Experimenting
and investigating
the science
behind magnets.**

**Ancient
Egyptians :**
Studying the
traditions of an
ancient culture.

Let it Grow :
A study of
plants, animals
and humans

Poles to Pole :
The great race
to the South
Pole.

**Down Our
Road :**
Looking at the
rich heritage
of our local
area.



Being prepared

- ☐ A water bottle



Please can every child also donate a tissue box to the school at the start of term.

A small pencil case containing ...

- ☐ a pencil,
- ☐ pencil sharpener,
- ☐ rubber,
- ☐ glue stick,
- ☐ high-lighter pens,
- ☐ colouring pens and pencils



The year ahead



- **Curriculum based trips**

Gurdwara, local area walk with a picnic in the park, Pizza Express and London Zoo (although some of these trips may change)

- **A few tests ...** End of year achievement is based on teacher assessment but we use termly assessments to help inform our judgements

- **Performances**

Ancient Egyptian dance performance

Recorder Performance

Strings Performance



Home-learning



At Chase Bridge, we believe in setting meaningful and purposeful home-learning opportunities that helps children to consolidate the core skills they have learnt at school.

Year 1 weekly expectations:

- ☐ **Reading** - minimum of 10 minutes a day
- ☐ **Maths Shed** - set bi-weekly
- ☐ **Spelling Shed** - set once a week + a weekly spelling test (from November 2023)
- ☐ **Seesaw** - set bi-weekly to consolidate, revisit or preview core learning linked with a broad range of curriculum subjects.



Home-school links



Seesaw is our primary platform for keeping in regular contact with you about your child's learning. If you haven't connected yet, please contact the office where they will be happy to send an invite request.

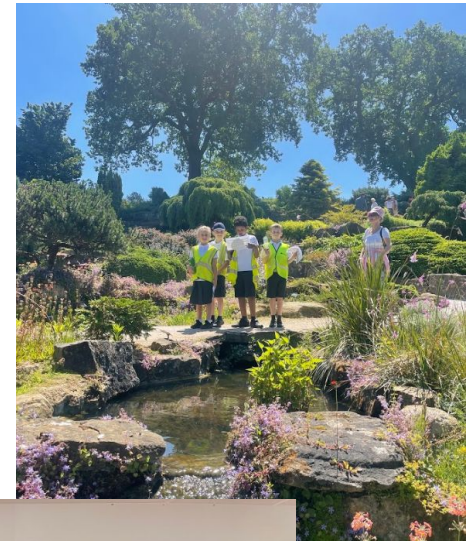
We will use Seesaw to:

- ☐ set weekly learning tasks for children in Years 1 - 6 that focus on reinforcing learning from the week, extending learning further, and/or previewing upcoming learning
- ☐ enhance the learning at school
- ☐ provide helpful announcements/reminders to families and children
- ☐ inform families of the weekly learning and how they can support
- ☐ celebrate awards and achievements
- ☐ Build a strong partnership between home and school

*Seesaw should **not** be used to send messages regarding incidents at school, concerns to raise, medical needs or absence requests. Messages are checked once a week and are used primarily for the teacher to contact parents to share learning celebrations and expectations; please email the info account if you wish to contact the teacher about any of the above.*



Year 3 Gallery



How you can help in school

Can you ...

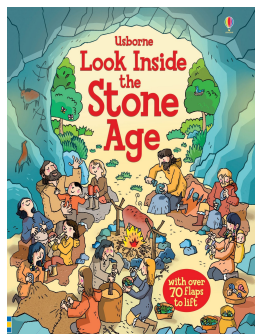
- ☐ Help in class?
- ☐ Listen to readers?
- ☐ Volunteer in our library?
- ☐ Help on a school trip?
- ☐ Share your expertise with the children?

Please make sure you talk to your class rep. and/or teachers and attend one of our **new helper induction sessions.**



Year 3 holiday reading list

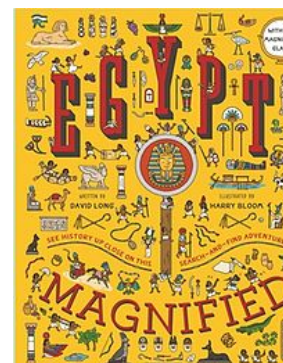
Here are some suggestions of great books that you could read over the holidays. Why not link this to the **Summer Reading Challenge at your local library** where you have to read six books?



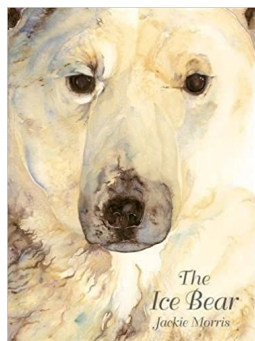
A lift-the-flap book packed with information about life from the Stone Age to the start of farming, early metal working and the Iron Age. A fun and informative first look at a key UK curriculum topic.



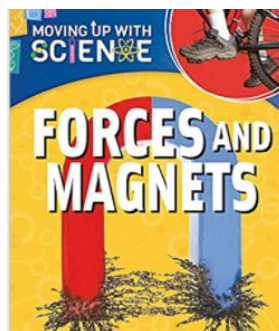
Marcy becomes trapped inside an Ancient Egyptian Sphinx. On her journey Marcy must learn to overcome her fears and challenge evil as she encounters hieroglyphs, Egyptian gods and ancient tombs as she goes about her quest.



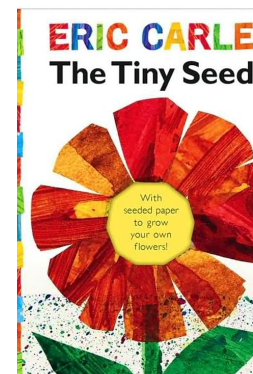
Readers familiar with the *Where's Wally?* books will dive right in without hesitation as they search for different characters, animals, symbols and objects that all build up to create a detailed picture of different aspects of life in Ancient Egypt.



In distant northern lands, the ice bear has given birth to two tiny cubs. As she sleeps, Raven the trickster steals one cub away, dropping him as a human child in the path of a hunter and his wife.



Takes you on a journey of scientific discovery. Find out how we use forces everyday; which force pulls objects down holes and why Earth acts like a huge magnet. Explore which materials are magnetic and discover how to test them.



Included with the book is an actual seed packet that's plantable so your child can see the story of the book with their own eyes.



Move Up Morning

- The children will spend the morning meeting their new teacher and getting to know their new classroom on Tuesday 18th July.



Any questions?



See you in September!

