



St. Margaret's C.E. Primary School

Y3

September '18

Dear Parents,

Welcome to the Junior Department of St. Margaret's Primary school. We have a busy term ahead and this letter will, hopefully, give you some idea of the work we will be doing.

Our main topics for this term are as follows:

- Science - Rocks and Soils, Forces and Magnets,
- History -The Stone Age
- Geography - Our European Neighbours.
- RE - Christianity and Hinduism.

In PSHE, within 'Health and Wellbeing', we will be working on making good food choices and how to reduce the spread of bacteria and viruses. As part of our 'Relationships' focus we be looking at how to recognise and respond to a range of feelings in others as well as how to judge what kind of physical contact is acceptable and how to respond.

In our Literacy lessons this term we are taking a topical approach, reading books related to the Stone Age.

Each Monday the children will be given a spelling rule/sound to learn with a set of words from the autumn term spelling scheme (see attached). The children will no longer be given a formal spelling test for these. Instead, assessment will take the form of a dictation in which the child's understanding of the rule/sound is assessed. We would like the children to use either the 'look, say, cover, write, check' approach or 'magical spelling' technique to learn their spellings - as we do in school. The spellings may sometimes vary from those on the scheme as spelling objectives are based on on-going assessment.

Handwriting is an important focus again in Y3 and we encourage all children to develop a joined, fluent and consistent cursive style.

Children should be reading at home regularly but as some of the children are now reading more complex books they may not wish to read long passages out loud each night. We suggest that they prepare a page or two of text to read to an adult, and concentrate on reading with fluency and expression. Parents could help with understanding and comprehension by questioning the children about what they have read and explaining any difficult vocabulary. When your child reads to/with you, we ask that you sign the reading record, write in the title of the book (if it hasn't already been done) and make a small note about the session. Children will be able to change their books every morning between 8.45am and 8.55am.

A reading list is attached to the newsletter for your child. The list is intended to provide guidance about age appropriate books. It is also intended to help encourage your child to read a wider variety of genres and authors. We encourage the children to try reading some of the books from this list or to read them with someone at home. These books are all available to borrow from the school library.

In Maths, we will be continuing with the Mastery Maths approach used in Year 2 and starting with Place Value. In this unit we will be working on recognising and understanding the value of digits in a 3-digit number, and

identifying numbers shown in different ways. Throughout the year we will be learning the 4, 8, and then 3 times tables, linking the first two with their existing knowledge of the 2 times table. By the end of the year the children should be fluent with these tables and also know the related division facts.

Please could you ensure that all main items of clothing and equipment are named. This way we can do our best to return any lost property to the children concerned. Unnamed property is placed in the lost property basket.

Larger bags such as rucksacks are kept in the cloakroom rather than the classroom. It would be helpful if all the children could have a book bag or a similar sized 'plastic document wallet' to hold their reading book, reading record and letters, which may be needed during lesson times. We would be able to keep these in the classroom during the school day which would allow easy access. Please help your child to ensure they bring their reading book and record into school each day, in case we would like to read with them.

We are arranging visits for this term to enhance our topic work and will let you have details shortly. These will include Killhope Lead Mine and a visit from a Stone Age expert who will lead us in a themed day of fun! **Please sign the attached Annual Parental Consent form for short visits during this academic year.**

In order to give you an outline of your child's day a copy of the class timetable is attached to this newsletter. Please understand that the primary school timetable is very flexible, in order to keep it varied and interesting and this is given as guidance only.

We greatly appreciate the help given by parents on school visits. If you would like to help in this way you will need to be police checked and it would therefore be helpful if you filled in a DBS form as soon as possible (available from the school office).

Thank you for all your help and co-operation. Please get in touch if you have any queries or problems, now or in the future, and we look forward to an enjoyable and successful year.

Yours sincerely,

Mrs K Stoker and Mrs A Hague

Autumn Term	Example words
Revise vowel sounds	rain, wait, train, paid, afraid oil, join, coin, point, soil these, theme, complete day, play, say, way, stay boy, toy, enjoy, annoy home, those, woke, hope, hole
The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
New consonant spellings ph and wh	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
The /s/ sound spelt c before e, i and y	race, ice, cellar, city, fancy, pace, space, spicy, icy, price, entrance, balance
Adding the prefix –un	unhappy, undo, unload, unfair, unlock
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap, wreck, writhe
Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Contractions	can't, didn't, hasn't, couldn't, it's, I'll
The /aɪ/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July, supply,
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied copying, crying, replying
Revise and Review	

Year 3 Reading List

Cool	Michael Morpurgo
The Butterfly Lion	Michael Morpurgo
The Dancing Bear	Michael Morpurgo
Billy the Kid	Michael Morpurgo
The Twits	Roald Dahl
Charlie and Chocolate Factory	Roald Dahl
James and the Giant Peach	Roald Dahl
Fantastic Mr Fox	Roald Dahl
George's Marvellous Medicine	Roald Dahl
The Sheep Pig	Dick King-Smith
Pippi Longstocking	Astrid Lindgren
The Hundred Mile an Hour Dog	Jeremy Strong
Return of the Hundred Mile an Hour Dog	Jeremy Strong
A Bear Called Paddington	Michael Bond
Mister Magnolia	Quentin Blake
The Magic Faraway Tree Series	Enid Blyton
Secret Seven series	Enid Blyton
The Dragonsitter Series	Josh Lacey
Animal Ark series	Lucy Daniels
Horrid Henry series	Francesca Henry's
Charlotte's Web	E B White
Flat Stanley	Jeff Brown
Fungus the Bogeyman	Raymond Briggs
One Dog and His Boy	Eva Ibbotson
Harry the Poisonous Centipede	Lynne Reid Banks
Mr Majeika	Humphrey Carpenter
Please Mrs Butler	Allan Ahlberg
Dog Man	David Pilker
Bear Grylls Adventures	Bear Grylls
Dotty Detective	Claire Vulliamy
Magic Animal Friends	Daisy Meadows
Rainbow Magic	Daisy Meadows
The Pongwiffy Stories	Kaye Umansky
Beast Quest	Adam Blade
Tom Gates Series	Liz Pichon