

# Welcome to Year 3

Miss Scrivener

Miss Smart

Ms Taylor

Mrs Ashley

Mrs Smith

Mrs Matthews

Mrs Irons

Mrs Zaffari



# Our School Values

Positivity  
Belonging  
Respect

We have created promises together as a class so that we all know how to show our values through our behaviours.

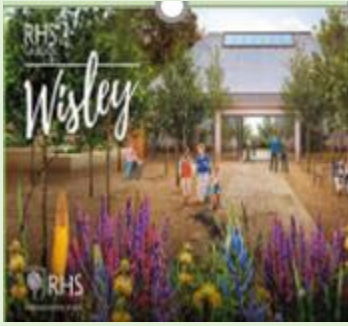
We have lots of opportunities to be recognised for our successes.





## Crawley Ridge Junior School Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Living things</b> <i>In this unit we study the continents, oceans and climates around the world and how plants are adapted to each climate zone. We move onto studying animals by beginning with vertebrates and invertebrates then move onto the function of the skeleton in mammals. After that, we link back to our knowledge of the world and investigate how mammals are suited to where they live.</i>		<b>Telling Tales</b> <i>People have used stories to breathe life into objects, make connections with different times, often different continents, cultures and beliefs, capturing a range of emotions for thousands of years. This unit will explore all types of storytelling across the curriculum.</i>		<b>Conquest!</b> <i>This unit begins with a focus on how the Celts lived in Britain. We look at where they built their homes, how they built their homes and what roles people had within their villages. This then moves onto exploring the Roman army and its attempts to invade Britain. We discuss what made their final invasion a success and the impact this had on the Celts. After that we explore what the Romans have done for us and our lives today</i>	
<b>Year 4</b>	<b>One World</b> <i>In this topic we build on the what we learnt about our school history in Year 3 and study the history and geography of our local area. We will also learn about our European neighbours and compare this to life in Kenya. This topic encourages us to consider ourselves as citizens of the local and global community.</i>		<b>Ancient Greeks</b> <i>As part of our learning in this topic we will look at the life and achievements of the Ancient Greeks and what impact they had on the Western world. It builds on our understanding of conquest from our learning about the Romans.</i>		<b>Habitats</b> <i>In this unit we learn about living things and investigate the different habitats they live in. We begin by studying our own school environment and then broaden our understanding to look at other global habitats including the polar regions, rainforests and deserts.</i>	
<b>Year 5</b>	<b>Egypt Past and Present</b> <i>This unit incorporates the history and geography of Egypt during the time of the pharaohs up to the modern day. We will conduct research on a global and local level, considering the use and impact of the River Nile and contrasting it with the River Thames. In addition, we will study the religion of Islam. This unit builds on the work we have done in previous year groups about ancient civilisations and the theme of conquest.</i>		<b>Space and Beyond</b> <i>We will look at the movement of the Earth, sun and moon and understand the impact of the tides. The planets of the Solar System will be examined in relation to their position with the sun. We will also study why we have day and night, the seasons and begin to look at the importance of modern-day space travel.</i>		<b>How We Used to Live</b> <i>In this topic we build on our knowledge and skills gained from the local studies made in years 3 and 4 and broaden our learning to incorporate life in England during the 15<sup>th</sup> Century. We will develop an in-depth understanding of the lives of both rich and poor Tudors in England, through the reign of Henry VIII.</i>	
<b>Year 6</b>	<b>WW2</b> <i>This unit of study will seek to explore the chronology of WW2 and how significant events such as the Battle of Britain and Blitz impacted on the people of the nation. We will look at advances in aircraft and we will visit Henley Fort to experience life on the home front.</i>		<b>The Mayan Civilisation</b> <i>Through this topic we will discover where and when the Maya built their civilization. We will develop skills in research, presentation and enquiry while investigating how the Maya lived, their culture and their legacy. As historians we will compare the Maya achievements to those of the Anglo Saxon civilisation in Europe that existed at the same time. We will also compare their lives with our lives today.</i>		<b>Wild World</b> <i>In this unit we will learn about how the ground we walk on and the weather we experience can be the cause of extreme events which impact on the physical and human geography of our planet. We will also explore how nature has adapted and evolved in order to survive.</i>	



*Live the Learning; Learn for Life*

# Trips and Visits



20<sup>th</sup> October: RHS Wisley  
17<sup>th</sup> November: Zoo visits us!  
*2<sup>nd</sup> February: Story Telling Day*  
*7<sup>th</sup> March: World Book Day*  
23<sup>rd</sup> April: Butser Farm  
14<sup>th</sup> June: Roman Day  
July: Selborne Village TBC





Autumn

Out topics



English:  
Non-fiction writing  
Descriptions  
Haiku Poems  
Character descriptions  
Persuasive

# Living Things



Maths:  
Place Value to 1000  
Addition and Subtraction  
Multiplication and Division

English, science, art, history, geography, DT

Spring

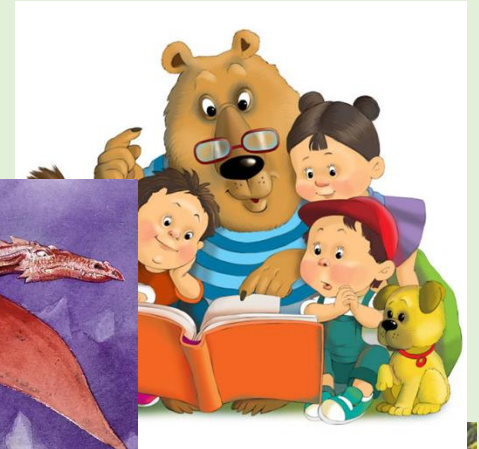


History



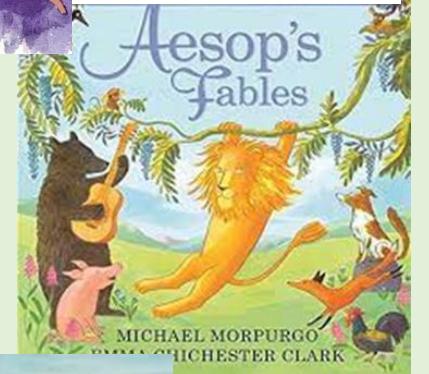
Science

English:  
Fairy Tales  
Just So Stories  
Fables  
Legends



# Telling Tales

Maths:  
Multiplication and Division  
Length and perimeter  
Fractions  
Mass and Capacity



English, art, history, geography, DT



Summer

Maths:  
Fractions  
Money  
Time  
Shape  
Statistics



Rocks, soil and fossils - science



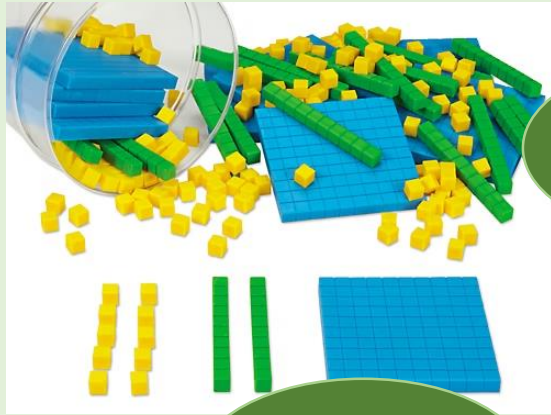
# CONQUESTS



English:  
Kennings Poems  
Diaries  
Letters  
Newspaper report  
Historical narrative

English, science, art, history, geography, DT

# English and Maths in Year 3



Place  
Value

PLACE VALUE CHART  
THOUSANDS TO ONES

Thousands	Hundreds	Tens	Ones

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with homework



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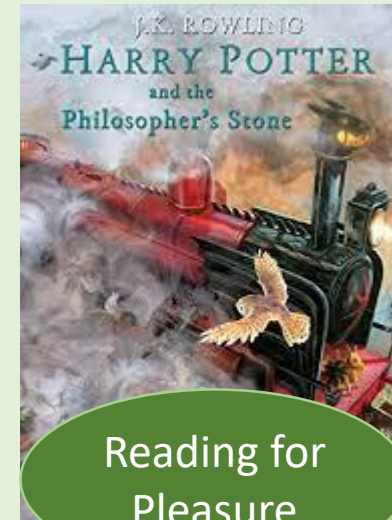
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Cursive  
handwriting

The quick brown fox



Whole Class  
reading lessons



Reading for  
Pleasure



Banded reading books  
Free Reader Books



# An example of a Year 3 English book

Thursday 13 <sup>th</sup> February 2013			Writing Page
Thinking Page			The Tunnel
Many moons ago:	Boy	Girl	sp Many decades ago, <del>they</del> lived an outdoor boy and an indoor girl who were different in every way.
Many decades ago:	active	calm	The boy loved football and exploring whilst the 'girl' liked relaxing and colouring in the window seat. At night, he slept easily, while she <del>passed over</del> the covers. They <u>always</u> squabbled.
Boy likes	Girl likes		sp
Football	Colouring		
Exploring	Relaxing		
Peacefully	Thinking of scary books.		
Cosily	Peered over		
At breakfast one morning:	Cross		14.2.13 At breakfast one morning after another argument, their mother had slipped their list. She passed them out together and hoped they would finally get along. One behind the other, they walked to the junk yard near a gleaming river. He meandered with his football. Meanwhile she perched on the damp box.
One day:	Kicked out		(VF)
On a gray Friday:	Forced		
One day Wednesday:	Strolled	Near a lake/river	
One behind the other:	Marched		
In silence:	Stamped		
Silence:	Amblled		
Soon	Grind	Loudly	21.2.13 Some time later, the brother belowed boldly, "Look! I've found a tunnel. I'm going through!"
Some time later	Belowed	Enragedly	"No we n-ow n-t!" She replied timidly. However, the older sibling <del>ambled</del> <sup>crushed</sup> her and scrambled his way in. The little girl stood there in hope but her brother didn't return.
	Exlainaed	Boldly	
	Called		
	Shouted		
Close to tears	Had no other choice		
Biting her lip	Decided		
Trunkling	Compelled		
Sunny	Birds chirping		
Bright	The sunlight glared on her gaze		
Green			
Warm			
Caln			
Leggy			
			belowed 1 belowed 1 belowed 3 belowed What can you use instead of 'ignored'? We had lots of ideas in class.

An independent write

Thursday 1<sup>st</sup> March 2023

The tunnel

Many years ago, there lived an active boy and a relaxed girl. They argued day after day and at night time the boy slept noisily while the girl lay too tight on just to be sure. One day, their mother had just had enough so she kicked them out and they slowly walked to an abandoned school.

The boy tried to find a place to kick his football. Meanwhile the girl read her book. At the boy was looking for a place to kick his football, he found a tunnel. When the boy found the tunnel, he shouted I've found a tunnel.

"No we can't go in the tunnel." But the boy ignored the girl and crawled into the tunnel. After hours and hours, the girl decided to go in. It was dark and deep and slimy and wiggly.

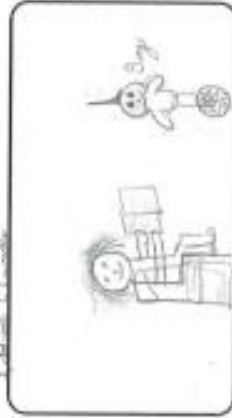
At the other side of the tunnel there was a lovely beach. But soon the palm trees ~~disappeared~~ <sup>covered</sup>. The girl soon got to a clearing and <sup>covered</sup> in vines but there was a golden acorn so she pulled the golden acorn off and the vines vanished. The girl hugged Jack and Jack hugged Kathrin. They both sprinted through the beach and all the way back home. Kathrin smiled at Jack and Jack smiled back.

A well structured story with lovely sentence starters!

Romy

I added 6 words

Arguments and cat



Many decades ago there lived an active boy and a relaxed girl.



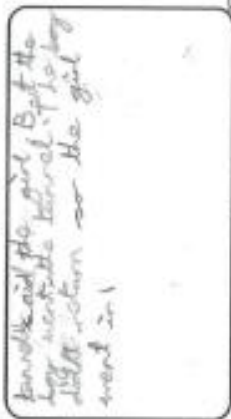
One day their mother had had enough so she told them to go out and play together.



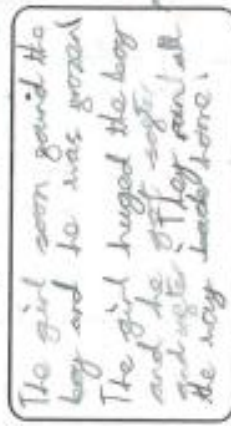
They soon arrived at an abandoned school. The boy tried to find a place where



While the boy was looking for a place to kick his football he found a tunnel.



The boy wanted to go in the tunnel but the girl said "No we can't go in the



At the other end there was a beautiful beach. But soon the beach's width



# Equipment

- A pencil case- (**clear**)
- 15cm ruler
- Rubber
- HB pencil
- 2B pencil
- Whiteboard pen
- Pencil sharpener (that contains sharpenings)
- Pritt stick
- Purple pen
- Basic set of coloured pencils
- Water bottle
- Black or white trainers (everyday)
- PE kit
- Forest School kit
- Waterproof coat (every day)

PE - Earrings and watches must be removed and hair must be tied back.

Forest School – trousers, long sleeved top, waterproof coat and a change of shoes.

Everything MUST be named.



# Homework

- Pupils are expected to read to an adult at least 4 times a week. Reading should be recorded in their reading record. These will be checked every Monday.
- Homework will be a double sided sheet of paper ( commencing after half term) – given out on a Friday to be handed back in the following Friday.
- This will normally include one maths and one English
- We will start with times tables and spellings.





## What can you do to help your child?

- Read regularly with your child. Listen to them read and read to them.
- Practise number bonds to 10, 20, 50, 100
- Practise counting in 2s, 5s, 10s
- Practise 2x, 5x 10x tables
- Count coins- look at values of coins and notes.
- Cook at home-use the language of grams and kilograms- measure amounts on a scale.
- Measure lengths with a ruler- use the language of centimetres, meters, kilometres.
- Look at the time on an analogue clock.(If you are thinking of buying a watch for a gift- buy an analogue watch!)
- Days of the week/ Months of the year.
- Start to use the language of fractions ( halves/ quarters)
- Help them to organise themselves for school- P.E kit/coat/ Stationery/ ensure everything is named



# Supporting Your child

We are always happy to discuss how we can work together to support your child.

Formal parent consultations will be held on 17<sup>th</sup> and 18<sup>th</sup> October.

Parents are invited to look at their children's books on 18<sup>th</sup> December at 3:05pm.

You may make an informal appointment through the office or come and see us at the gate.

Parent volunteers – if you would like to help on school trips and listening to readers you will need a DBS check obtained via the school office.





Thank you for taking the time to listen.

Questions?

