



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

WELCOME TO YEAR 3

Miss McGarrity and Mrs Hilless

Year 3

Miss McGarrity-

Monday, Tuesday morning,
Wednesday, Thursday
morning, Friday



INSPIRE TO LEARN;
ACHIEVE
TOGETHER



Mrs Hilless
Thursday after
morning break.

Year 3 Teaching Assistants



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

Mrs Magness

Mrs Davison



Tuesday Afternoons



INSPIRE TO LEARN;
ACHIEVE
TOGETHER



**Our Spanish
Specialist -
Mrs Emery**



**Our Music
Specialist -
Mrs Young**

Transition & Responsibility

No
afternoon
break

Equipment



Lockers

Water
bottles

Learning Behaviours

Co-operative Group Worker



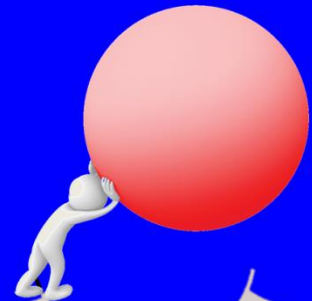
Resilient Risk Taker



Persistent Problem Solver



Determined Self Improver



Year 3 Curriculum



Year 3 Curriculum Coverage









<u>Subject</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Science	Light	Animals including Humans: Skeletons	Rocks	Forces and Magnets	Plants	Animals including Humans: Nutrition
History		Stone age to Iron age		Invaders and Settlers: Romans		Ancient Egypt
Geography	Climate Zones		North America		Rio and South East Brazil	
Art	William Morris		Famous Buildings		Seurat and Pointillism	
DT		Mechanical Systems		Textiles -2D/3D		Food- healthy eating
PE	Fundamentals Y3/4 Ball Skills Y3/4	Dance Tag Rugby	Gymnastics Yoga	Tennis Hockey	Athletics Handball	Cricket Rounders
Computing	Coding	Online Safety Spreadsheets	Touch Typing Email	Email Branching Databases	Simulations Graphing	Presenting
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Hinduism	Christianity Christmas	Islam Prayer at Home	Christianity Easter	Islam Community and Belonging	Islam Hajj

Resilient Risk Taker Determined Self Improver Persistent Problem Solver Cooperative Group Worker

Inspire to learn, achieve together

Year 3 English Curriculum

Deeping St James Year 3 English Overview 2023-2024						
YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 3 SPaG	Ready to Write – 4 weeks Determiners – 2 weeks	Determiners – 1 week Conjunctions – 4 weeks 1	Adverbs – 3 weeks Prepositions – 3 weeks	Speech – 3 weeks Tenses – 2 weeks	Nouns – 2 weeks Paragraphs – 4 weeks	Word families – 2 weeks Prefixes – 3 weeks
	Terminology: <ul style="list-style-type: none"> * Full stops * Capital letters * Exclamation marks * Question marks * Command * or, and, but * when, if, that, because * Consonants and vowels 	Terminology: <ul style="list-style-type: none"> * Consonant * Vowel * Conjunction * when, if, because, although * before, after, while, so * Clause * Subordinate clause 	Terminology: <ul style="list-style-type: none"> * Adverb * then, next, soon, therefore * Preposition * before, after, during, in, because of 	Terminology: <ul style="list-style-type: none"> * Direct speech * Inverted commas * Speech marks * Present perfect * Simple past * Past tense 	Terminology: <ul style="list-style-type: none"> * Common noun * Proper noun * Collective noun * Noun phrase * Abstract noun * Headings * Sub-headings 	Terminology: <ul style="list-style-type: none"> * Word families * Common words * Prefixes * super- * anti- * auto-
YEAR 3 Writing: Book Focus Outcomes: Narrative Non-Fiction	Charlotte's Web  E.B. White Novel as a theme Discussion and debating	Ug: Boy Genius of the Stone Age  Raymond Briggs Folk tales Explanations	Pea Boy and other stories from Iran  Elizabeth Laird Stories from other cultures Non-chronological reports	The Bluest of Blues  Fiona Robinson Fables Recount in autobiography	Hot Like Fire  Valerie Bloom Playscripts Persuasion in letters	Pebble in my Pocket  Meredith Hooper Mystery Recount in diaries

Poetry	Poems by heart and performance	Classic poetry for performance	Poems with a structure	_____	Poems with figurative language	_____
--------	--------------------------------	--------------------------------	------------------------	-------	--------------------------------	-------

Resilient Risk Taker Determined Self Improver Persistent Problem Solver Cooperative Group Worker

Inspire to learn, achieve together

Year 3 Mathematics Curriculum



Deeping St James Mathematics Overview 2022-2023



YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 3	Number: Number & Place Value – 3 weeks	Number: Addition and Subtraction – 2 weeks	Number: Multiplication and Division – 3 weeks	Number: Fractions – 3 weeks	Number: Fractions – 2 weeks	Measurement: Time – 1 week
	Number: Addition and Subtraction – 3 weeks	Number: Multiplication and Division – 4 weeks	Measurement: Length and perimeter – 3 weeks	Measurement: Mass and capacity – 3 weeks	Measurement: Money – 2 weeks	Geometry: Properties of Shape – 2 weeks
					Measurement: Time – 2 weeks	Statistics – 2 weeks

Communication – Class Seesaw App



INSPIRE TO LEARN;
ACHIEVE
TOGETHER



This is for homework, school work and announcements from us.

If there are any problems that need sorting (e.g. friendships, playground problems) please speak to us at the start or end of the day, preferably the end of the day for more time if needed.

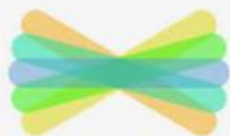
Parent/School Partnership – Supporting Progress at Home



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

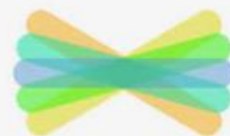
PLEASE NOTE THAT ALL HOME LEARNING IS TO BE COMPLETED IN BOOKS THAT WILL BE SENT HOME. THESE BOOKS ARE NOT TO BE RETURNED, PHOTOS OF WORK NEEDS SUBMITTING ONTO YOUR CHILD'S Y3 SEESAW FOR FEEDBACK BY THE DEADLINES SET BY MISS MCGARRITY & MRS HILLESS

READING BOOKS & RECORDS WILL TRAVEL BETWEEN HOME AND SCHOOL.



CLASS

Year 3 will be required to use the Class Seesaw App to submit homework

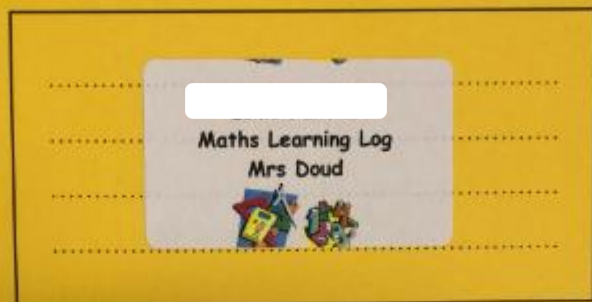


CLASS

Maths Learning Log & English Learning Log



INSPIRE TO LEARN;
ACHIEVE
TOGETHER



When these books come home they are NOT to be returned to school, the children should complete home learning in them and post photos onto 'Class Seesaw' for marking & feedback.

There are no English Learning Log this year.

The English/spellings should be practiced at home – this doesn't need to be completed in a book.

You can be creative.

Your child's purple mash log ins are inside your maths learning log.

Homework this year

Year 3 – Ancient Egyptian Homework

Select homework tasks from the grid.




Please continue to regularly look at your times tables and ensuring you read four times a week.

You can carry out your homework in whatever format you would prefer.

Remember to post your homework on Seesaw so that your homework can be celebrated.



This half term the children will be learning about Ancient Egypt.

English: Create a word search or crossword about ancient Egypt. 	DT: Build a pyramid. Choose your own materials to use to make them. You can use toilet roll holders, make your own paper mache.	Music: Research Egyptian music and dancing – can you make up your own dance in the same style?	DT: Create your own tomb or coffin for a mummy. Remember they are decorated with a picture of the person and show off their wealth.
Cooking – DT: Make an Ancient Egyptian bread. (https://amiraspantry.com/egyptian-mahlab-bread-recipe/)	English: Using the words – Ancient Egypt, create an acrostic poem. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> W ater wonderland I ce is slippery N othing is hot T he weather is cold E verything you teach is cold R eally cold </div>	Maths: Go to a travel agent or research holidays to Egypt online. Budget how much it would cost to go on holiday with you and your family.	Game: Create a game linked to going on holiday in Egypt. Write instructions to teach others how to play it.
Art: Research the ancient Egyptian hieroglyphic alphabet. Then write your name, give it a border and decorate the background. 	Geography: Research the climate for Egypt and decide what items you will need to pack in your suitcase as if you were going on holiday.	Maths/Science: How long did it take to build a pyramid? How big is a pyramid? What are/were they used for?	English: Create a fact file about ancient Egypt. Think about the river Nile, the Pyramids, the gods, food and drink, their clothing and the houses.
PSHE: Research personal hygiene practices in ancient Egypt and compare it to yours.	Geography/Art: Create the Egypt flag using different materials. 	Geography/English: Research and find interesting landmarks in Egypt. Write a travel guide including these in your travel.	Maths: Find out the currency of Egypt and how much one English pound is worth in Egypt. Have Egypt always had the same currency?

From Term 2 (after October half term), these will be put onto Seesaw half termly which will be related to the topics that we are covering that half term.

The idea is one homework a week – so over a 6-week term, 6 pieces of homework are put onto Seesaw.

However, there is still the expectation that reading, spellings and times tables are completed regularly at home.



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

What to practice at home...

Times Tables &
Related Divisions



Spellings &
Handwriting



Reading



Reading at DSJ



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

- ▣ Reading is the heartbeat of the curriculum. Language development, fluency, vocabulary, creativity and academic advancement is only viable with a secure platform in reading comprehension. Once children have secured this knowledge, their confidence and academic achievement will raise in tandem.
- ▣ At Deeping St James Community Primary School we firmly believe that with a creative and engaging methodology, utilising a range of effective teaching approaches, children have the best opportunity to achieve their potential.

Benefits of Reading



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

- ▣ **Improved literary skills:** Reading aloud to a child from a young age helps with language acquisition and stimulates the part of the brain that processes language.
- ▣ **More extensive vocabulary:** A child who has a book read to them everyday will be exposed to over 290,000 more words compared with a child who never reads, by the time they start school.
- ▣ **Greater concentration:** Over time, children will be able to sit and focus on tasks for longer, improving their resilience.
- ▣ **Higher levels of creativity and imagination:** Used for visualising settings, picturing characters, predicting what happens next. Academic achievement, social skills and empathy develops as a result.



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

Readers vs Non-Readers

- ▣ Children and young people who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading (30.1% vs 8.1%)
- ▣ Children who read daily in their free time are twice as likely to read above the level expected for their age than children who don't read daily (37.6% vs 14.2%) *National Literacy Trust*

The Power Of Reading



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

- ▣ Utilising a range of teaching approaches including the literacy environment, drama, role-play, reading journals.
- ▣ Each child has access to the text.
- ▣ Choral reading, partner reading, reading aloud, independent
- ▣ Teachers will model write for each writing activity.
- ▣ Enhanced discussions of the text to ensure comprehension.
- ▣ Wide-ranging texts including poetry, narratives, non-fiction, stories from other cultures, classics to ensure a comprehensive curriculum.



Reading Vipers



**INSPIRE TO LEARN;
ACHIEVE
TOGETHER**

- ❑ VIPERS is an acronym for the six main reading domains according to the national curriculum.
- ❑ Key areas which children need to know and understand to improve their comprehension of texts.
- ❑ Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise
- ❑ Used in class during guided reading sessions and also used to answer questions related to the text.

ESSENTIAL spelling



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

A fun, whole class approach to teaching spelling that enables all children to succeed.

Every sequence tracks back to review prior linked learning, enabling children to build on the foundations of previous year groups, and assisting teachers to identify gaps in learning.

Engaging challenges enable children to take control of their learning while investigating the etymology and morphology of words.

No more 10 weekly spellings sent home however, the teacher may decide to set some spelling tasks to enforce the week's learning.



Times Tables & Related Division Facts...



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

Times Tables Badges:

Bronze – Y2 Expectation

Silver – Y3 Expectation

Gold – Y4 Expectation (By end of May in Y4)

Year 4 Pupils will take the Government MTC in June 2023

Platinum – Not all pupils will secure this level and it cannot be achieved in its entirety until Y5 or Y6.

Parental Support is crucial to your child's success; all the effort will pay off!

You are not doing this for us; you're doing it for your child.

Deeping St James Multiplication Check (MTC) Results					
Raw Score Out of 25	%	2022 1 st Official MTC 30 pupils	2021 Optional MTC 31 pupils	2020 (School Closure – No Results)	2019 Pilot 31 pupils
25	100%	40%	33%		26%
20+	80%+	83%	71%		65%
11-19	>50%<80%	14%	16%		23%
≤ 10	≤ 50%	3%	13%		6%
Disapplied		-	-		3%
Absent		-	-		3%

[DSJ Website Maths Curriculum Page](#)



Key Instant Recall Facts - KIRFs...



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!

YEAR 3 – Autumn 1

Key Instant Recall Facts



This half term the children are working towards achieving their individual KIRF targets, indicated below.
The ultimate aim is for your child to be able to recall these facts *instantly*!

Know number bonds to 100.

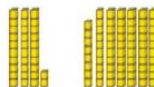
Key Vocabulary

Add plus take away total less than altogether How many more to make?

Helpful hints:

- Use objects to consider the bonds in a practical way.
- Look at the patterns with both objects and numbers e.g. as one number increases the other one decreases.
- Practise with the numbers in order and chosen randomly - remember the aim is for your child to be able to respond immediately.

$$\begin{array}{ll} 0+100=100 & 100+0=100 \\ 10+90=100 & 90+10=100 \\ 20+80=100 & 80+20=100 \\ 30+70=100 & 70+30=100 \\ 40+60=100 & 60+40=100 \\ 50+50=100 & 50+50=100 \end{array}$$



$$\begin{array}{l} 32 + 68 = 100 \\ 3 \text{ tens and } 2 \text{ ones} + 6 \text{ tens and } 8 \text{ ones} \\ = 9 \text{ tens and } 10 \text{ ones} = 10 \text{ tens} = \text{one hundred} \end{array}$$

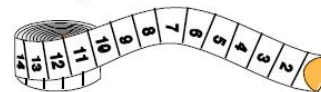
$$\begin{array}{l} 50 + 50 = 100 \\ 51 + 49 = 100 \\ 52 + 48 = 100 \\ 53 + 47 = 100 \\ 54 + 46 = 100 \\ 55 + 45 = 100 \\ 56 + 44 = 100 \\ 57 + 43 = 100 \\ 58 + 42 = 100 \\ 59 + 41 = 100 \\ 60 + 40 = 100 \end{array}$$

What's hidden?

I have 100 beans on a plate. I hide some under a beaker. There are 35 beans left on this plate - how many have I hidden?

Make it real!

I have 100 cm of ribbon then I cut off 14 cm. How much ribbon is left?



86 centimetres. Are you sure?

Yes, because I know that 86 and 14 make 100 altogether.

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!

Parental Support is crucial to your child's success; all the effort will pay off!

You are not doing this for us; you're doing it for your child.

Useful resources to support at home



1 Minute Maths App

[DSJ Website Maths Curriculum Page](#)

Tried & Tested Apps

(Squeebles Apps are not free)





Get Set 4 P.E.



inspire⁺



INSPIRE TO LEARN;
ACHIEVE
TOGETHER

Physical Education - Year 3 P.E is on: Mondays and Fridays

- Children need to wear school PE kit and trainers for all PE lessons. (School Shoes are NOT permitted for Physical Education lessons!)
- **JEWELLERY IS NOT PERMITTED AT ALL** in ANY P.E sessions in school.
- If earrings (studs/sleepers only) are worn to school by any child then they **MUST BE REMOVED BY THE CHILD** before any P.E Session or Sports Club – staff are not permitted to do this.
- This advice is inline with: ‘Safe **Practice:** in Physical Education, School Sport and Physical Activity’ which we follow as a school to comply with Health & Safety.
- All staff members are responsible to adhere to this rule at DSJ.

FOREST SCHOOL



Our Forest School is a long- term learning journey which the children will be involved in throughout their time at DSJ. The children will learn in our wooded Forest School area in the school grounds, it supports our inquiry-based approach to learning at DSJ.



In Forest School we encourage the learners to direct their own learning through a range of experiences and opportunities.

The Forest Schools holistic approach to learning helps them to develop: ***resilience, self-confidence, self-awareness, empathy, social skills, motivation and self-regulation.*** It also exposes children to nature and provides them with opportunities to take and manage appropriate risks.



The children will be given various opportunities for **team building, natural crafts, learning tool skills, fire making, cooking, knot making, playing in the mud kitchen and shelter making** during these outdoor sessions.

Year 3
Will do Forest
School in Terms 3
and 5

Clothing Required

Essential Information

Long Sleeves and trousers in all seasons (so they are protected from nettles etc)

Old Clothes that you do not mind them getting dirty

Warmer Weather

Sturdy footwear eg wellies, walking shoes /boots

Waterproof Jacket and trousers / All in one waterproof

Drinks bottle

Hats

Suncream

Cooler Weather

Sturdy footwear eg wellies, walking shoes /boots

Plenty of layers

Warm Waterproof Coats

Waterproof Trousers

Hats

Scarves

Gloves

** We will go out in all weathers so please make sure your children are prepared **



Healthy Snacks



Unlike in KS1, we do not get fruit provided to us as a healthy snack option. Please ensure you send a healthy snack into school every day for your child.

School Trips



Flag Fen – Exploring Prehistoric Life

14th December 2023

£14.35

(payment open and required by 4th December)

Mini Olympics

Tends to be the first week after May half term

No Payment required

Consent required on Parent Mail.



Virtual Reality – North America

4th January 2024

Virtual Reality – South America Term 5

£4 total for both virtual reality days
(Payment open and due 18th December)

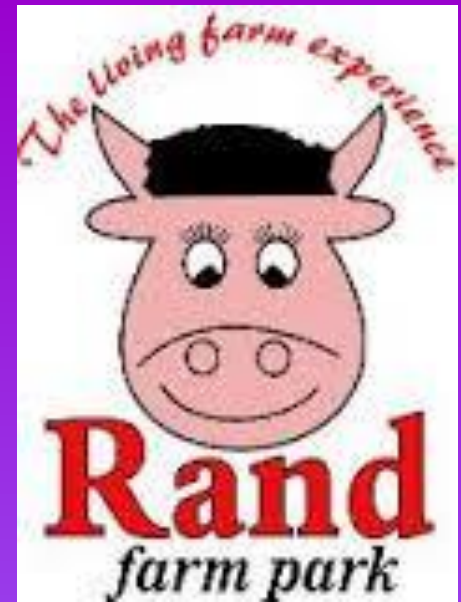


School Residential

Rand Farm Park Mini-Residential

2nd - 3rd July

£135.00



An initial meeting will take place On Tuesday 3rd October to introduce the trip to you as parents and to the children. It will be straight after school.

An opportunity to ask questions and to find out a little more.

A deposit of £35 is required to secure a place for your child. Payment is open now on ParentMail.

The residential is optional.

Thank you for attending.

Any questions?