

Year 3 Newsletter

Week beginning: Monday 14th September, 2020

Dear Parents and Carers,

We have had another fabulous week in Year 3. The children seem to be adjusting well to being back in school, despite lots of colds going around already! The class are excellent at hand washing, sanitising and using our 'catch it, kill it, bin it' method to stay safe. Well done to all of those children who have finished their history projects already. I look forward to seeing the rest on 28/09/2020. During the week they are due in, the children can present their projects to the rest of the class if they wish to celebrate all of their hard work.

PE

During PE this week, we continued learning different yoga poses. We re-capped poses that were introduced last week and the children also carried out a number of breathing exercises, new standing poses and stretching and twisting poses. These new poses required a challenging level of balance, but the children are really learning to focus well, helping them to achieve a good level of balance.

On Wednesday, we followed a video by 'Cosmic Kids Yoga'- a fantastic channel on YouTube which provides amazing, calm exercises for children to carry out, normally to a story. You could check out some of their free videos if you wish to try out some child-friendly yoga at home.



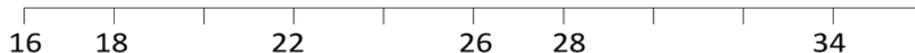
English

During English this week, we started looking at instruction texts. This type of non-fiction writing will form the basis of our lessons for the next few weeks. In class, we spent the week reading lots of different examples of instruction texts and identifying the key features, for example, a title, bullet points, numbered steps, time connectives and bossy verbs. We will build up to writing our own instructions which include the key features and we will work more on this next week. The children recognised the layout of instructions from baking at home! Could you try to follow a recipe at home to bake cookies or a cake to test out a set of instructions?

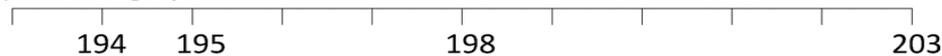
Maths

In maths this week we continued our learning of place value. We looked again at 1s, 10s and 100s and re-capped how they could be represented using base 10 and counters. Then, we moved onto plotting numbers on a number line like in the picture below. First, we worked out what the number line was jumping in steps of, then we used this knowledge to fill in missing numbers/ plot numbers on the line.

4) Counting by 2s



5) Counting by 1s



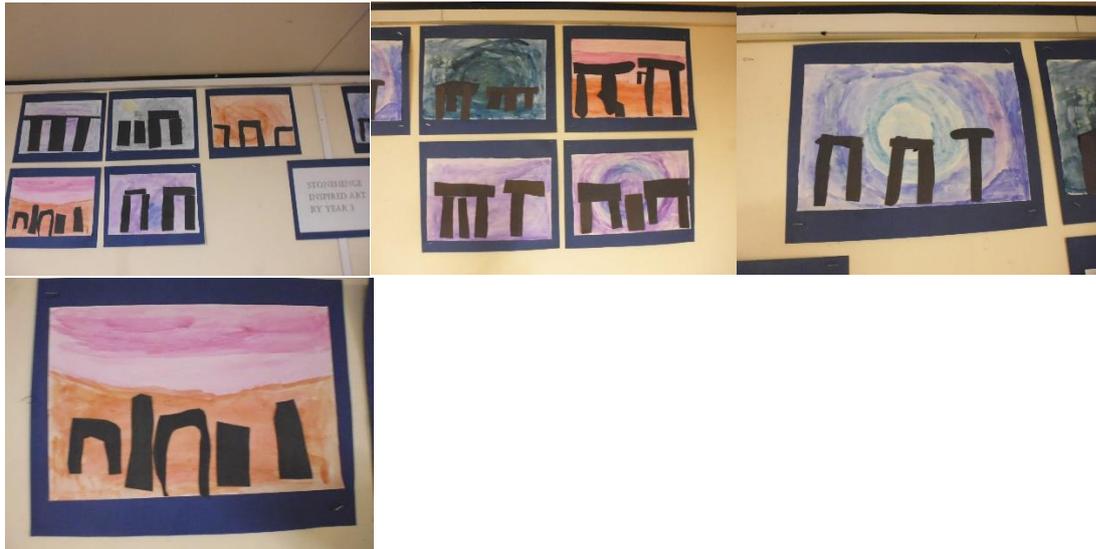
6) Counting by 5s



After that, we began adding and subtracting 1, 10 or 100 from numbers and we will work more on this next week. The children applied their knowledge of place value to reasoning and problem-solving questions throughout the week.

History

The children appear to be really enjoying our new topic 'The Stone Age'. Last week we gathered questions that we had about the topic and we will try to answer them all throughout this term. This week, we ordered a Stone Age timeline, identifying what happened in Britain during this time, and the rest of the wider world.



Here are some examples of our Stonehenge water coloured art work we created last week. We experimented with warm or cold tones, and used black card to create a silhouette of Stonehenge.

Reading

Below, I have included the age-related expectations for Year 3 in reading. I thought these may be helpful for you to know in order to support your child when listening to them reading.

- Reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Can read the further exception words for Y3 as set out in Appendix 1 (these were sent home last week on the newsletter).
- Can use a dictionary to check the meaning of words they have read.
- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.
- Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Can retell a wider range of stories, fairy stories and traditional tales.
- Performs poetry and plays with appropriate intonation to make the meaning clear.
- Identifies common structures across similar text types (e.g. letters, newspapers)

- Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

Have a great weekend!

Miss Courtney and Mrs Patterson 😊