

Year 3 Newsletter

Autumn Term 2020

Dear Year 3 Parents,

Welcome to Amherst School! We hope your child has enjoyed the first three days at Amherst.

We aim for the transition from Year 2 to Year 3 to be as smooth as possible and we hope that your child will settle into Amherst very quickly. If you have any questions or queries which you would like to ask your child's class teacher, please do not hesitate to contact the Office via email or telephone.

The information given below is intended help you to understand the routines and expectations for your child's learning this term and will also enable you to support and encourage your child at home.

English

Reading

The children will participate in shared, guided or independent reading activities on a daily basis. They will choose a reading book to take home from our Book Banded reading scheme. Riverhead use a similar scheme so this should be familiar to the children. The banded books are listed in the front of the planner (purple pages). We encourage you to sign your child's planner each week to indicate that you have heard them read each day. Your child can independently record the book, page they are up to and can comment about the story/facts or characters in space provided. It is expected that the planners are in school each day. We would really appreciate you supporting your child with their reading at home, even if they are independent readers, as it is important that the children read with increasing fluency, accuracy, expression and understanding. We recommend that the Year 3 children read every evening for a minimum of 15 minutes. We have also supplied a list of recommended reading books for Year 3 at the end of this letter.

It would be extremely helpful if the children could bring in to school any newspapers, magazines or books which relate to our topics this term (Science – Rocks; Geography – Our Local Area; English – Matilda by Roald Dahl). Please ensure that they are named.

Writing

The children will be developing and improving their sentence structures and will build on their descriptive and narrative writing using stories with familiar settings and adventure stories. They will also be reading and writing instructions based on Pie Corbett's 'Talk For Writing'. There will be a large emphasis on spelling and grammar too in order to develop the content and accuracy of their writing.

Spellings

A list of spellings will be given to your child each term (a copy will be inside their orange spelling journals and they will also be available on the school website). The children must learn them at home, every week evidencing their learning. This should take approximately 25 minutes each week. The spelling test will be held at the end of each term. There are optional 'challenge words' to learn, providing challenge and extension. Spellings are taught in short, snappy sessions, building on spelling knowledge and rules, linking to word types and encouraging independent spelling strategies to adopt during writing lessons. Please can the children set aside homework time to learn the spellings each week, so the learning is secure rather than cramming a few days before the spelling test! Each week, spelling

homework is due in (orange spelling journals). If you require any help or need ideas to learn spellings at home, please get in touch. The Squeebles App is very popular and successful.

Handwriting

The children will develop and improve their handwriting on a regular basis. At Amherst we encourage the children to use a cursive script with lead-in entry strokes and exit strokes to enable more fluidity and consistency (see the example below).

This is cursive handwriting with lead-in entry strokes and exit strokes.

Maths

At Amherst we have a variety of maths resources, manipulatives and apparatus which we encourage the children to use. Our maths curriculum is based upon the White Rose planning and this ensures the children have plenty of opportunities to develop and apply their reasoning skills. Two strategies are encouraged in the learning of maths: conceptual variation and procedural variation. These ensure the mathematical learning is deep, there is an understanding about the relationships between numbers and it also means the concepts that underpin mathematical ideas are secure.

We will also encourage the children to use mathematical language correctly in explanations in addition to the categories outlined below:

Number and Calculations

The children will be identifying the place value of each digit in three and four digit numbers and comparing and ordering numbers up to one thousand and beyond. They will be learning to add and subtract ones, tens and hundreds to and from three digit numbers mentally and add and subtract two and three digit numbers using written column methods. Recalling and using multiplication and division facts for the: 2, 5, 10, 3, 4 and 8 times tables will be reinforced regularly. The children will apply their knowledge of these concepts to a variety of problem solving activities.

Learning Multiplication Tables at Home

Any assistance that you are able to give your child at home with their multiplication tables will be of great benefit and would be very much appreciated. It is important that the children do not only recall their tables but can find the corresponding division fact too. There is a national expectation that the children know all of their times tables up to 12 x 12 by the end of Year 4. We set times tables/division learning each week for homework.

Science

We will be studying 'Rocks' this term. The children will be investigating: different rocks; where they can be found; how rocks are formed including: sedimentary, metamorphic and igneous rocks; the hardness of rocks; how fossils are made; what soil is made from and different types of soil. If any parents or children have examples of various rocks, we would really appreciate your child bringing them in to school. Please ensure they are named.

Computing

The children will learn how to log in and log out independently. Following on from this, the children will develop their word-processing skills.

History and Geography

The children will be studying 'Our Local Area' which will include developing their mapping

skills and finding out about the differences between Riverhead now and in the past. If any children have parents, grandparents or relations who have lived in the area for a long time and have seen many changes, we would really love to hear their stories from the past.

Games and Indoor P.E.

In our 'Games' lessons, the children will be learning the skills for football, netball and lacrosse. These lessons will take place on Tuesday afternoons. Please can your child arrive in school in the morning dressed in their PE kits.

The indoor P.E. lessons will be curling during term 1 and the children will complete this lesson in their school uniform so do not need to worry about PE kit.

Art

We will be studying the artist Hundertwasser and will create our own versions of his works.

R.E.

The children will be learning what different people believe about God and what it means to be a Christian in Britain today.

PSHE

We will be covering transition from Year 2 to Year 3 as this was limited due to Covid-19 and discussing how they feel about being back at school. The PSHE curriculum at Amherst is based on our termly Values. Term 1's value is Trust and Term 2's value is kindness.

Music

We will be initially following lessons on Charanga. The Year 3 recorder lessons taught by Kent Music will potentially begin again in January. Details will follow once Government guidance is released.

French

The children will be using Duo-lingo on a weekly basis to develop their speaking and listening skills and vocabulary. As well as this, the children will learn numbers and greetings.

Homework

The children will be given a red planner where you will find out about any work that has been set underneath the 'Intended Learning'. This is stuck into the children's planner each Friday. Details regarding the set homework and due dates will be included as well as any instructions. We will provide you with a brief outline of the 'Intended Learning' that will take place in Year 3 the following week so that you can support your child at home.

Maths Homework: The children will be given a Mental Arithmetic book (MA) and we would like them to complete one page every week. We are grateful of any parental help with MA homework but your child should be able to complete the majority of it independently. If your child has required lots of support with their MA homework, please could you let us know by starring the questions (*) or by writing a short note on the maths page.

Times Tables and division facts are an on-going homework task. We do not send home any worksheets but do recommend that tables be learnt orally, regularly practising rapid recall to aid learning. There are some fantastic 'Apps' to support this, e.g. Hit the Button, Bubble Multiples.

English Homework: As well as this, the children are required to read and record their reading in their red planners at least 5 times a week. Spelling lists are another on-going

homework task however we expect the children to bring in evidence showing weekly learning of the word lists (orange books).

The children should have been given a coloured book banded reading book. The idea is that the children work their way through the reading scheme. Please can you sign off the book on the purple pages in the planner, once your child has read the book. Some of the titles are missing from the purple pages so if this is the case, just write the title somewhere on the page. The children will also be able to choose a book from the book corners in the classroom too.

We may ask the children to participate in some individual research relating to the topics we are covering but will ensure plenty of notice is given.

We have provided you with a 'frequently asked questions' handout which you may find helpful. If you have any questions relating to anything that has not been covered, please come in and chat to us or catch us on the gate at the end of the school day.

Thank you very much for your support and we look forward to working with you and your child this year.

Miss Apps, Mrs Wheeler & Miss Steptowe

Recommended reading list for Year 3:

Dancing Bear- Michael Morpurgo
Tom's Midnight Garden- Philippa Pearce
The Faraway Tree- Enid Blyton
Mr Majeika- Henry Carpenter
Just So stories- Rudyard Kipling
George's Marvellous Medicine- Roald Dahl
Oh, The Places You'll Go- Dr Seuss
You're a Bad Man Mr Gum! – Andy Stanton
The Diary of a Killer Cat – Anne Fine

How to train your Dragon- Cressida Cowell
Puss in Boots- Philip Pullman
The Worst Witch- Jill Murphy
On the Ghost Trail- Chris Rowling
Aladdin & the Enchanted Lamp- Jenny Oldfield
The Stone Age Boy – Satoshi Kitamura
Dinosaur Pox – Jeremy Strong
Charlotte's Web – E.B. White
Believe Me, Goldilocks Rocks – N. Loewen