Welcome to Year 3

Silver Birch Class	
Teacher	Miss Preston
Support Staff	Mrs Kritikou



As you will be aware we introduced our updated vision and values for Newlands in the Spring Term. This vision is aspirational and we are continuing to develop his culture across the school.

The vision for Newlands is built on belonging, where everyone is accepted for who they are and welcomed, where children feel safe and part of our community. This belonging gives the children the strong roots they need to begin their learning journey with us.

Throughout their time with us, the children grow and learn, becoming stronger and taller just like the trunk of the tree. Learning is not always easy and, just like the twists and bends in this trunk, there are challenges to overcome, but through our shared belonging community and core values we support each other through this journey.

The foliage of the tree represents the future and our children flourishing both academically and emotionally because of the strong foundations they have built during their time with us.

Our core values, **Kindness, Respect, Safety, Responsibility, Resilience** and **Teamwork** are embedded in all areas of the curriculum and our day-to-day practice, coming together to support our vision.

Together we belong, together we grow, together we achieve.

Newlands Primary School Home School Agreement

School	Parent	Child
The school will do its best to: • Provide a secure, happy and stimulating learning environment. • Provide a broad and balanced curriculum which meets the needs of your child's well-being, mental health and academic needs. • Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe and caring environment for all. • Teach your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, age or need. • Keep you informed termly about your child's progress and behaviour, as well as their yearly curriculum. • Set regular and appropriate home learning for your child. • Make you feel welcome whenever you visit the school and respond to your questions or concerns. • Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy) • Communicate promptly in the event of an emergency or other cause for concern • Keep you informed about school events, activities, through monthly newsletters, emails and school website. • Encourage your child to become an active member within our community and help them see that they can have an impact on the world around them. • Encourage your child to feel proud of their achievements and enjoy being a valued member of our school community	**All parents and guardians will:** • Accept the school's aims and values, positively supporting the school. • Ensure that your child attends school punctually every day during term time, arriving in their classroom between 8.30-8.45am. • Follow the protocols for safe parking on and outside the school site. • Notify the school by letter or telephone in the event of absence by 8.50am on the day of absence. • Support the school's policies and guidelines on learning, behaviour uniform and dress code, both in school and at home. • Attend parent/teacher meetings to discuss your child's progress. • Support your child with home learning that is set, including mental maths, spellings, daily reading and keeping the reading record up to date. • Keep us informed of any changes to parent / carer and emergency contact details. • Promptly inform the school of any concerns or problems. • Support the school in the teaching of safe, secure and age appropriate internet use at home. • Respectfully follow good practices when using social media to discuss school matters and use formal channels as appropriate. • Follow the school photo policy when sharing pictures on social media. • Do not take family holidays during term time	**I will do my best to:** • Be a friend to others to help us succeed together as a team • Be determined to do all classwork and home learning as well as I can, asking questions when I don't understand. • Be respectful towards other people's culture, race, feelings and beliefs • Accept responsibility for the things I do. • Make sure I behave in a way that keeps myself and others safe. • Wear my school uniform and look smart. • Take care of the building, equipment and grounds. • Be kind, helpful and forgiving and honest. • Use the Internet safely as I have been taught in class.

Silver Birch (Year 3) Curriculum Map

	Autumn Term						Spring Term					Summer Term					
English Rich Texts	Hom	Stone Age Boy	Stone Age Beasts	Where the poppies now grow	The King who banned the dark	Iron Man	Arthur and the Golden Rope	Little Red	Inside the Villains	The ~~Bananas~~ Project	The Misadventures of Frederick	The Tin Forest	The great Kapok Tree	Lifesize	Escape from Pompeii		Can I build another me?
English Outcomes	Write a recount of the adventures that Hom and the boy have together	Writing a narrative with the same structure but in modern day	Write an information page on the woolly mammoth	Choral reading and performance poetry	Write a formal letter from the palace/king informing the citizens of the dark being banished and the reasons why	Write an accompanying film narrative for some of the chosen stills applying the descriptive and atmospheric language modelled in the Iron Man	A character description of the Wolf - Fenrir	Re-write part of the story as a short narrative including dialogue	Write an information page about a fairytale character of their choice	Design ~~own~~ failed pet and write informatively how to look after it (non-chronological report)	Write letters in role as the characters	Write a narrative setting description at night and during the day playing with different viewpoints	Write a persuasive speech from another rainforest animal in the style of the book	Choose an animal they are interested in from the rainforest to research and write a non-chronological report in the style of the book	Write a factual descriptions through the ideas of the children on the boat on the eruption	Diary entry from the perspective of one of the children	Write information about me in the style of the book to provide information for the next class teacher.
Maths	Place value, Addition and subtraction, Multiplication and Division, Measures, Geometry, Statistics						Place Value, Addition and subtraction, Multiplication and Division, Fractions, Measure, Geometry					Place value, Addition and subtraction, Multiplication and Division, Geometry, Measure, Statistics					
	Note: To view the progression from Year 2 methods to Year 3 methods, see Progression of Skills document																
Art & Design	Modern Cave Art						Sketch and create a clay building inspired by Sir Christopher Wren and Sir Richard Rogers										Artist study of Gaudi to create painted buildings.
Computing	Inside a computer		Scratch				Email			Video Trailers		MS Excel – Collecting and inputting data					MS Word
D&T			Make a wooden picture frame							Design and create a 'slider' fact book Stitch and decorate a water bottle fabric holder		Preparing and cooking Roman Bread					
Geography	Geography of Europe and Russia; map work; eight-points of the compass and four-figure grid references						Beautiful Britain			Geography of the United Kingdom		Similarities and differences of a region of the United Kingdom and a region in a European country					
History	Changes in Britain from the Stone Age to the Iron Age						Revise and recap. Place subjects in historical context and use historical enquiry skills										The Roman Empire and is impact in Britain
MFL	Phonics 1 (C) & I am learning French (E)		Phonics 2 (C) & Vegetables (E)				Ice Creams (E)			Seasons (E)		Fruits (E) Hungry Caterpillar					My family (I)
Music	Ballads		Creating compositions in response to animation				Developing singing techniques			Pentatonic melodies and compositions		Jazz					Traditional instruments and improvisation
PE	Gymnastics and Invasion Games		Dance and Hockey				Gym and Net & Wall			Dance and Netball		OAA and Striking & Fielding					Athletics and Cricket
PSHE	Me and My Relationships		Valuing Difference				Keeping Myself Safe			Rights and Responsibilities		Being My Best					Growing and ~~Changing~~

RE	Belonging in Judaism	Angels	Temptation	The importance of Easter to Christians	Special Places/Sacred Writing	Creation Stories
Science	Rocks	Light	Forces and Magnets	Scientific Enquiry Skills	Plants	Animals including Humans

Weekly Timetable

	08:30	08:45	09:00	09:25	10:00	10:30	10:45	11:45	12:00	12:55	13:10	14:10	15:10
Monday	**Mindful Monday- Mindful Map of Gratitude**	Register	Whole School Assembly	**PPA P.E**		Break	**PPA Music**		Lunch	**Register and Handwriting**	**Finish Friday's English & Dictionary Work?**	**Art** Introduction to cave paintings	End of Day
Tuesday	Handwriting		Singing Assembly	**English** Drama/Discussion/ Sequencing lesson			**Maths** I can reason about the location of a two-digit number on a number line.	**Library**		**Register and collect laptops**	**Computing** Inputs and Outputs	**PSHE** Looking after our Special People	
Wednesday	Dictionary work		**English** The ingredients of a recount		Open The Book Assembly **CP IN**		**Maths** I can identify, represent and estimate numbers using different representations.			**Register and Handwriting**	**Science** Longitudinal Study?	**Science** Introduction to Rocks	
Thursday	TTRS		Alternate Assemblies Year 1,2 and 3. **CP lead**	**English** Past tense			**Maths** I can use 'less than', 'greater than' and 'equal to' when comparing numbers up to 100.			**Register and independent reading**	**P.E** Continuing gym	**French** I am Learning French	
Friday	Free Time Art		Celebration Assembly	**Spellings Week 1**	**English** Sequencing and sentence detail		**Maths** I can find 10 more or 10 less than a given number (up to 100).			**Register and Handwriting**	Art Experiment with the realistic idea of proportion and scale.	Birthday Celebrations 2:50pm	

Weekly Timetable- adding extra sessions

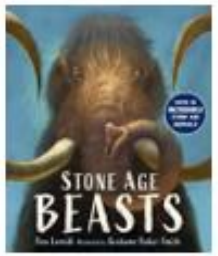
	08:30	08:45	09:00	09:25	10:00	10:30	10:45	11:45	12:00	12:55	12:55	13:10	14:10	15:10
Monday	EMW	Register	Assembly	English		Break	Maths	R2R	Lunch	Register & Quiet Reading	Register and Handwriting	1	2	End of Day
Tuesday	EMW		Assembly	English			Maths	Library			Register and collect laptops	1	2	
Wednesday	EMW		English		Assembly		Maths	R2R			Register and Handwriting	1	2	
Thursday	EMW		Assembly	English			Maths	R2R			Register and independent reading	1	2	
Friday	EMW		Assembly	Spelling	English		Maths	R2R			Register and Handwriting	1	2	

🌟 Year 3 End of Year Expectations

General

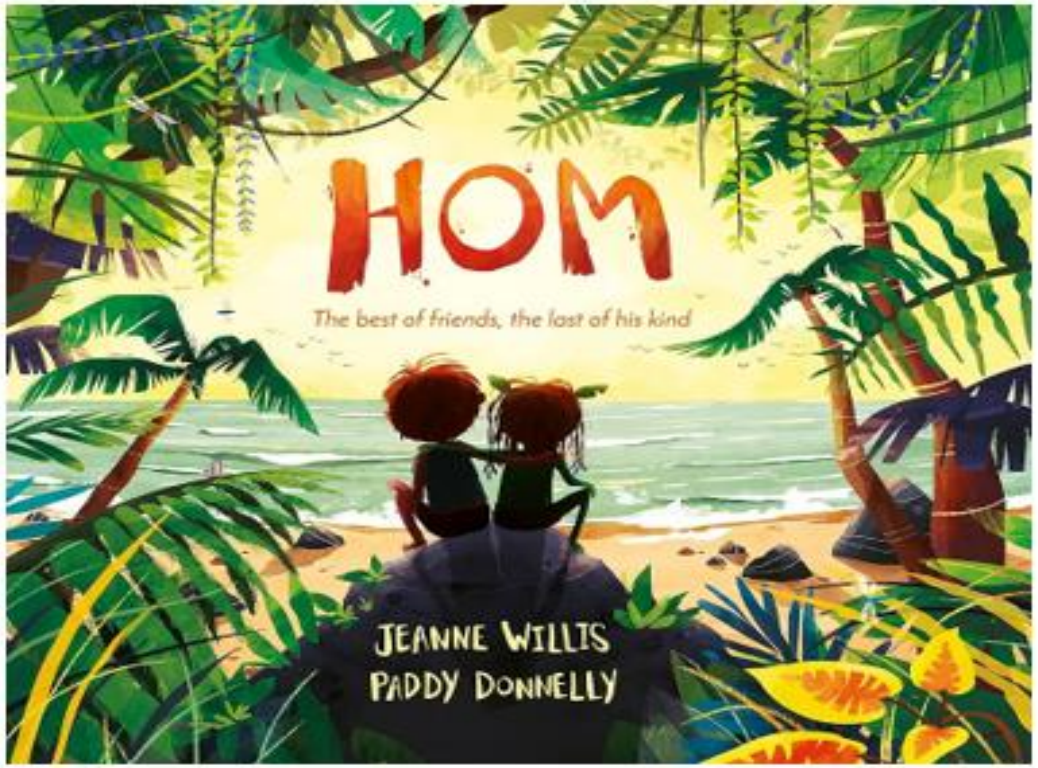
- Become more independent and confident learners.
- Follow instructions and organise themselves.
- Work cooperatively with others.
- Talk about their ideas and explain their thinking.
- Take pride in their work and make improvements.
- Use knowledge and skills learned across the year.

Year 3 text drivers autumn term

Autumn 1			Autumn 2		
Hom 	Stone Age Boy 	Stone Age beasts 	Where the poppies now grow 	The King who banned the dark 	Iron Man (chapter 1) Video clip GirlandRobot - THE LITERACY SHED 
Outcome: Write a recount of the adventures that Hom and the boy have together	**Outcome:** Writing a narrative with the same structure but in modern day	**Outcome:** Write an information page on the woolly mammoth	**Outcome:** choral reading and performance poetry	**Outcome:** Write a formal letter from the palace/king informing the citizens of the dark being banished and the reasons why	**Outcome:** Write an accompanying film narrative for some of the chosen stills applying the descriptive and atmospheric language modelled in the Iron Man

Silver Birch Class- Autumn 1

Text Driver:



Outcome: To write a recount of the adventures that Hom and the boy have together.

Audience: People who enjoy adventure stories and are interested in reading about exciting journeys and the challenges characters face.

Vocabulary: adventure • shipwreck • stranded • island • explore • discover • creature • friendship • survive • rescue • eventually

Stimulate & Generate - Hook/experience, reading as a reader, vocabulary, spoken language, drama

Capture, Sift & Sort - Reading as a writer, WAGOLL, grammar, punctuation, sentence types, apprentice write

Create, Refine & Evaluate - Plan, organise information, draft, write, proof read, edit, re-draft, evaluate, publish

READING JOURNEY: DRAGONFLIES

Our 4-Lesson Path to Stronger Readers

1 LESSON — EXPLORE THE TEXT

Looking closely at pictures and text features.

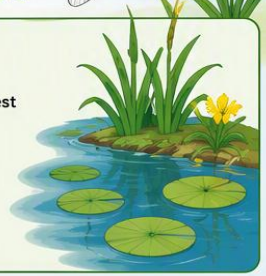
NEW WORDS:

- hunter
- slender
- agile
- drone



WE DISCUSS:

- Where dragonflies live best
- What animals they are similar to
- Amazing dragonfly facts
- Why they are such successful hunters



2 LESSON — BECOMING WORD DETECTIVES

Re-reading with expression and fluency.

DISCOVER VOCABULARY:

- Independently
- Inventions
- Sneak



EXPLORING DRAGONFLY ADAPTATIONS:

- Fast flyers
- Move in all directions (forwards / backwards / up / down)
- Excellent hunters (honed over millions of years of evolution)
- Can land almost anywhere (nimble and agile)



3 LESSON — ANSWERING COMPREHENSION QUESTIONS

Learning exam-style reading skills.

- Finding evidence in the text
- Explaining answers
- Using correct vocabulary



CHILDREN PRACTISE:

1. Find and copy questions
2. Retrieval questions
3. Explanation questions

KEY PHRASES

- Large bubble eyes
- Rigged with a tiny camera
- Hone our flying skills

4 LESSON — INDEPENDENT READING CHALLENGE

Reading a new text about geckos.



APPLYING ALL THEIR SKILLS:

Fluent reading · Vocabulary knowledge · Retrieval · Inference · Explaining answers with evidence

Pupils read an unseen text (Geckos) within a time frame and answer exam-style questions. Feedback and marking follow.

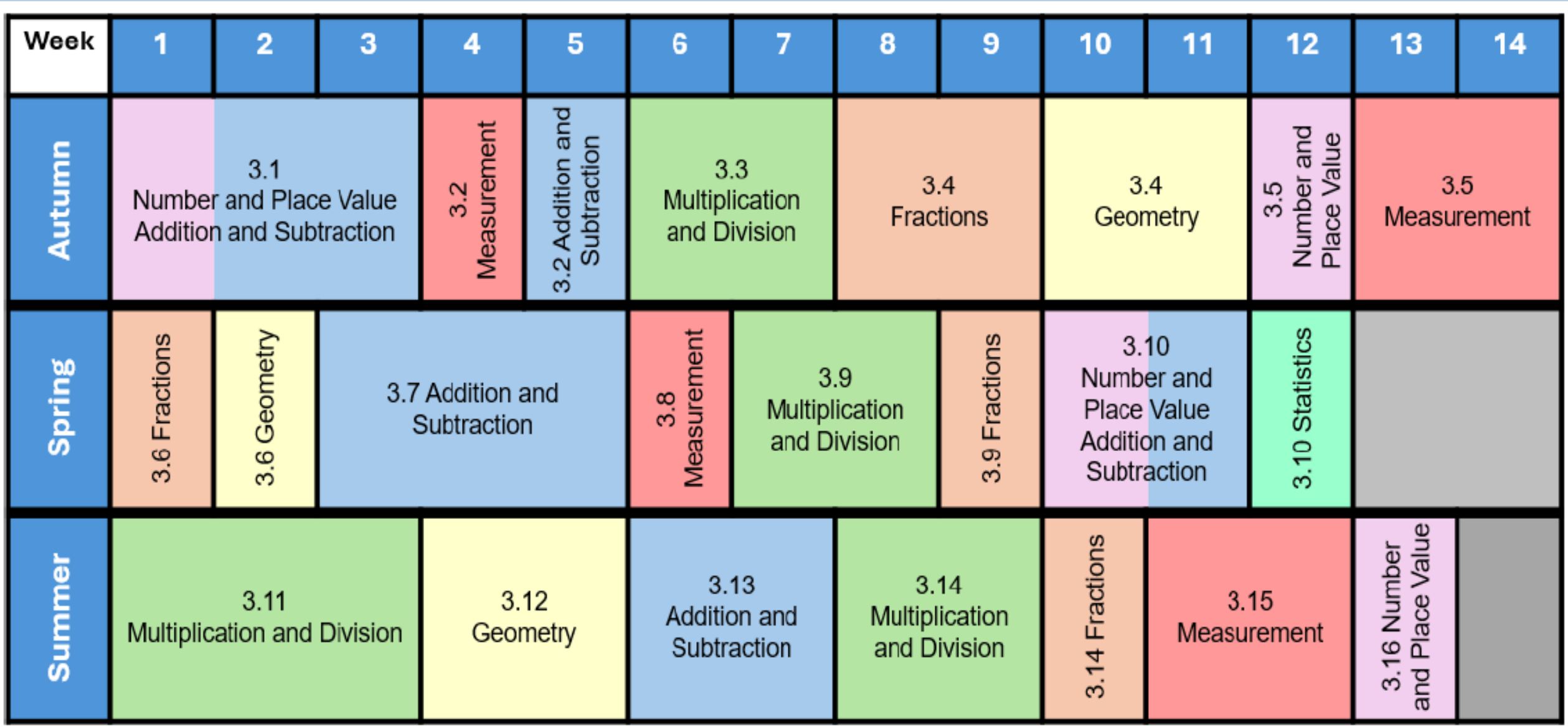
THROUGHOUT THIS UNIT CHILDREN WILL:

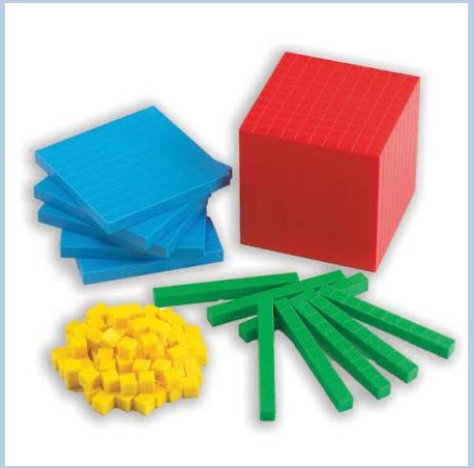
- Build reading fluency
- Develop vocabulary knowledge
- Improve comprehension skills
- Discuss and justify their ideas
- Become confident independent readers

TEXT FOCUS: DRAGONFLIES

📚 *English*

- *Read fluently and understand what they have read.*
- *Answer questions, make simple inferences and explain their ideas about texts.*
- *Write for different purposes using paragraphs and a range of sentence structures.*
- *Use appropriate punctuation, spelling and grammar.*
- *Use interesting vocabulary and expanded noun phrases.*
- *Plan, edit and improve their writing.*
- *Develop fluent, joined handwriting.*


Week
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Autumn
3.1 Number and Place Value Addition and Subtraction
3.2 Measurement
3.2 Addition and Subtraction
3.3 Multiplication and Division
3.4 Fractions
3.4 Geometry
3.5 Number and Place Value
3.5 Measurement
Spring
3.6 Fractions
3.6 Geometry
3.7 Addition and Subtraction
3.8 Measurement
3.9 Multiplication and Division
3.9 Fractions
3.10 Number and Place Value Addition and Subtraction
3.10 Statistics
Summer
3.11 Multiplication and Division
3.12 Geometry
3.13 Addition and Subtraction
3.14 Multiplication and Division
3.14 Fractions
3.15 Measurement
3.16 Number and Place Value





Place Value Chart			
Thousands	Hundreds	Tens	Ones

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Part–Part–Whole

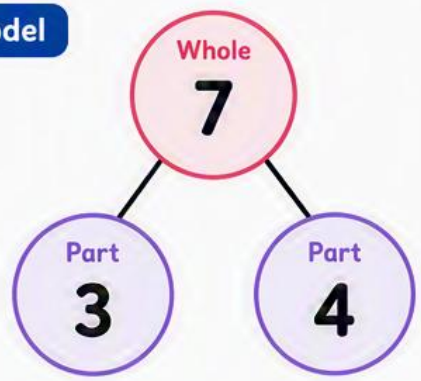
Understanding numbers by partitioning

Numbers can be made up of different combinations of two **parts**.
The **parts** add together to make the **whole**.

The Part–Part–Whole Model

The top circle shows the **whole**.

The two bottom circles show the **parts**.



What's happening?

- 3 and 4 are the parts.
- 7 is the whole.
- 3 + 4 = 7
- 4 + 3 = 7
- 7 – 3 = 4
- 7 – 4 = 3

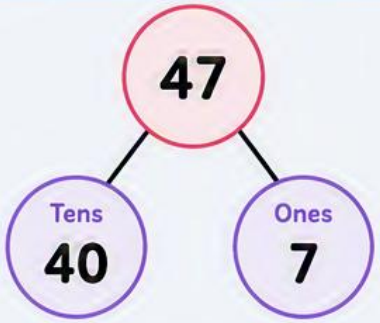
Why is this important?

Understanding number bonds (the two numbers that go together) helps children:

- Build number confidence
- Add and subtract more easily
- Solve problems
- See how numbers are connected

What two numbers go into...?

2-Digit Numbers (Tens and Ones)

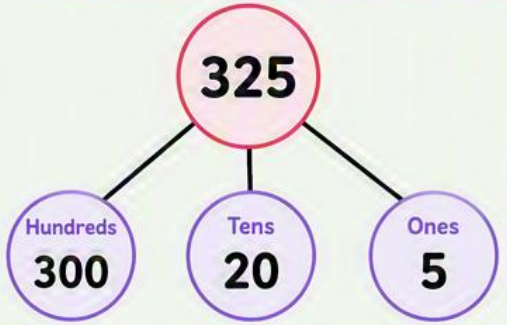


Ways to make 47

0 and 47	47 and 0
1 and 46	46 and 1
2 and 45	45 and 2
...	...
23 and 24	24 and 23

Don't forget the place value! In 47, the parts are 40 (tens) and 7 (ones).

3-Digit Numbers (Hundreds, Tens and Ones)

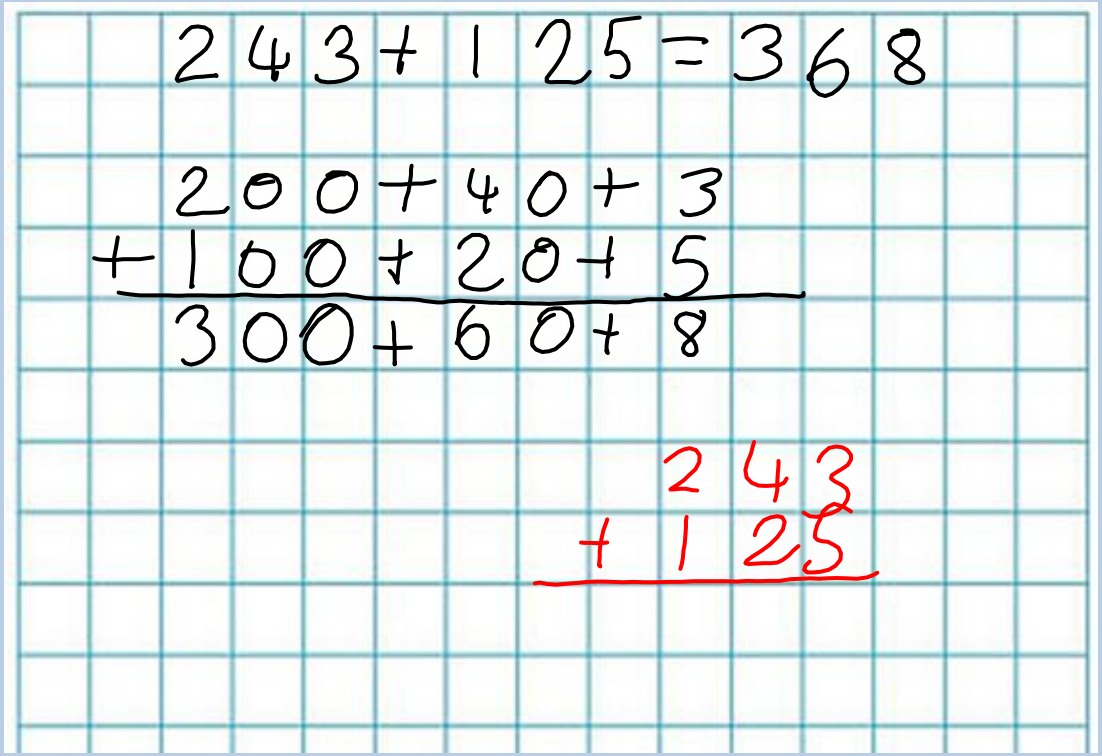


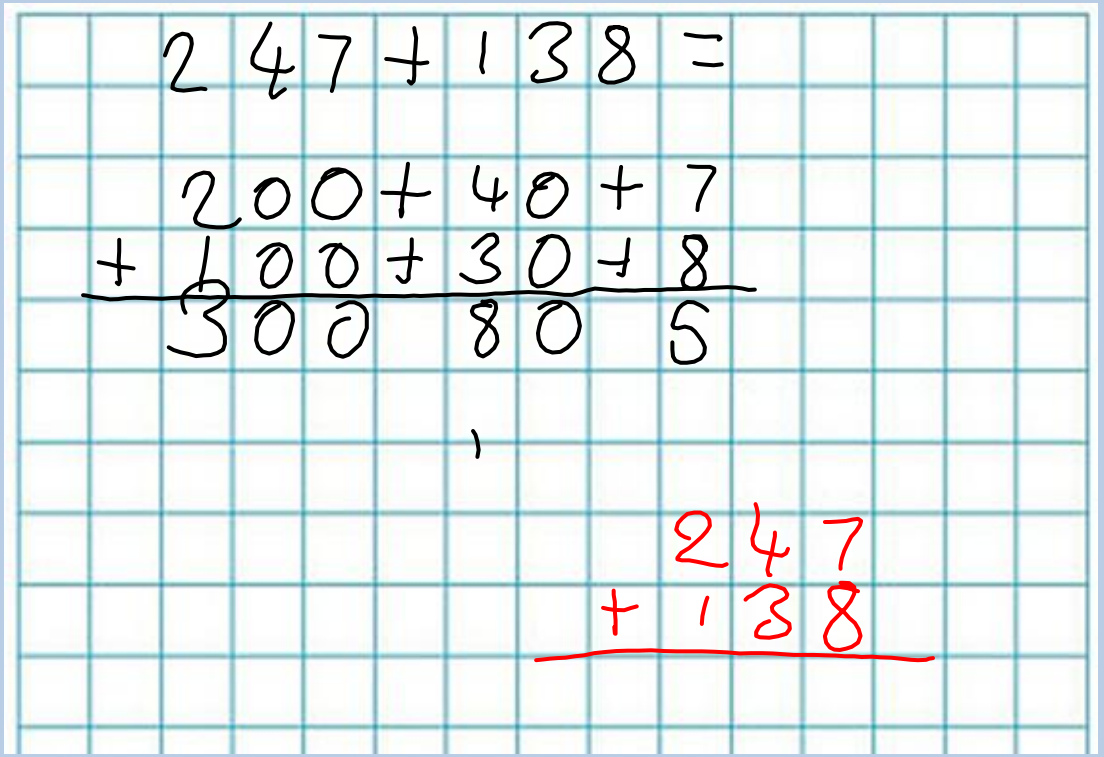
Ways to make 325

0 and 325	325 and 0
1 and 324	324 and 1
10 and 315	315 and 10
...	...
162 and 163	163 and 162

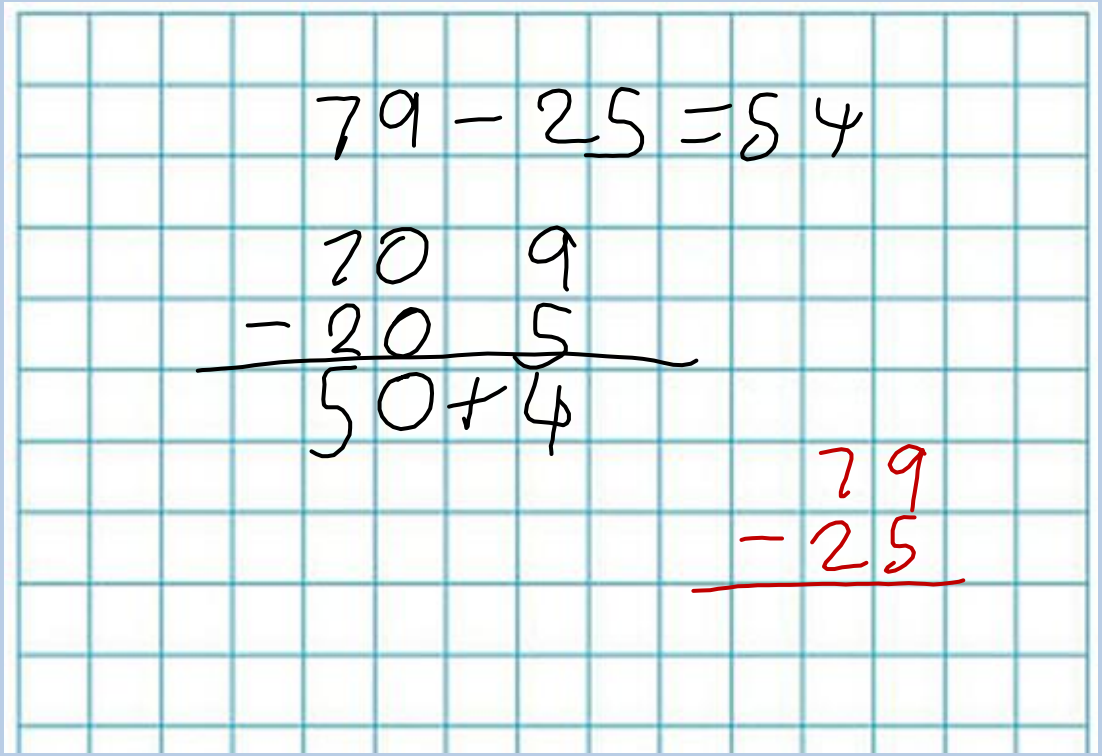
Don't forget the place value! In 325, the parts are 300 (hundreds), 20 (tens) and 5 (ones).

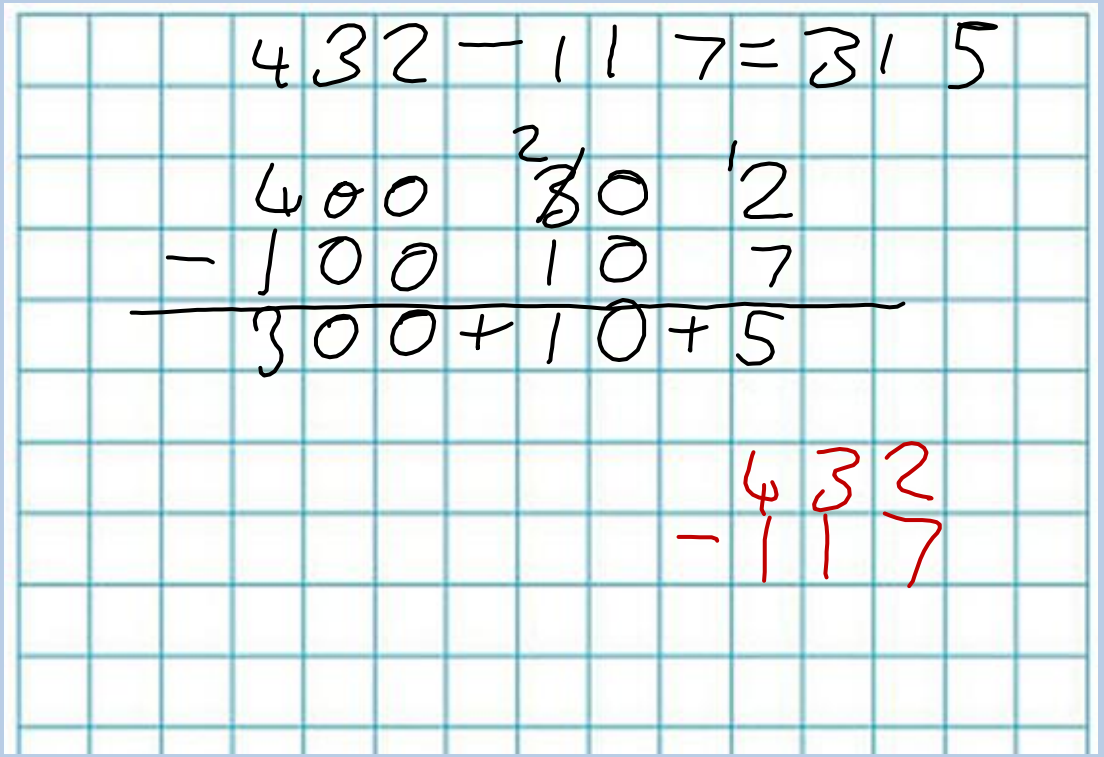
Maths strategies- Expanded addition and subtraction





Maths strategies- Expanded addition and subtraction





The Grid Method (Expanded Multiplication)

A clear and accurate way to multiply 2-digit numbers.

EXAMPLE

23 × 14

23 = 20 + 3

14 = 10 + 4

×	20	3
10	200 (20 × 10)	30 (3 × 10)
4	80 (20 × 4)	12 (3 × 4)

Add all the parts together:

200 + 30 + 80 + 12 = 322

The answer is **322**

HOW DOES IT WORK?

1 Partition the numbers.

23 = 20 + 3

14 = 10 + 4

Break each number into tens and ones.

2 Multiply each part.

20 × 10 = 200

3 × 10 = 30

20 × 4 = 80

3 × 4 = 12

Multiply across the rows and columns.

3 Add all the answers.

200 + 30 + 80 + 12 = 322

Add everything together to get your final answer.

TOP TIPS FOR PARENTS

- Children focus on place value first.
- The grid shows every multiplication that needs to happen.
- This method builds confidence and leads into formal long multiplication.
- Encourage your child to check their answer by estimating or using the inverse operation.

🔢 Maths

- Secure place value and number knowledge up to 1,000.
- Add and subtract using appropriate written and mental methods.
- Know and use the **2, 3, 4, 5, 8 and 10 times tables**.
- Solve multiplication and division problems.
- Understand and use fractions.
- Work confidently with money, time, measurement and perimeter.
- Recognise and describe 2D and 3D shapes and angles.
- Read and interpret simple tables, charts and graphs.
- Solve problems and explain their mathematical thinking.

How to help at home

- Make sure your children arrive at school: on time, well rested, fed and ready for a day of learning.
- Encourage learning of number bonds and times tables and use real life examples to support this, for example when shopping or preparing meals.
- Talk with your children about their home learning and support them where appropriate encouraging them to take the lead.
- Limit screen time use to support cognitive development and emotional resilience
- Take time to play and relax with your children. We work them hard during the day and time to play and be together is one of most invaluable learning opportunities you can provide.

How to help at home

- **Scissor skills** – Practise cutting accurately and safely using scissors.
- **Times tables** – Practise and learn times tables regularly so your child can recall them confidently.
- **Handwriting** – Encourage regular handwriting practice, focusing on neat, joined and correctly formed letters.
- **Life skills** – Encourage your child to practise telling the time, using money and working out simple amounts in everyday situations.
- **Reading** – Read regularly together and talk about what your child has read.

General Information, Equipment and Resources

- Ensure that children are wearing the correct school or PE uniform following the policy.
- Bring a water bottles everyday.
- Reading books and records to be brought in daily.
- Spelling day: Friday
- PE days: Monday and Thursday *(Please wear full P.E. uniform to school following the policy)*
- Please try to avoid large bags – a book bag should be sufficient.
- Pencil cases are not required as all equipment is provided.
- Class Webpages
- Home Learning
- Items from home
- Waterproofs/ clothing for outdoor weather
- Show and Tell on a Friday **only**

Other Information

- Attendance
- Snack time – should be fresh fruit or vegetables only - nothing in in a wrapper! This is also provided Reception – Year 2.
- Please no glass water bottles or food containers.
- Please name everything
- We are a nut-free school, please check ingredients lists of food and do not send in items containing nuts.
- Please ensure you have updated the school office with most current details and provided us with medication via the office.
- If children are to be picked up by a different adult, we can only release them with prior notification to the school office.

Keeping your child safe online

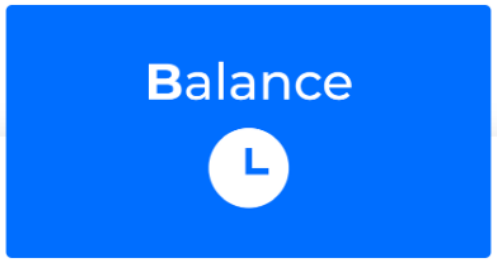
What are the internet safety ABCs?



Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

FIND A STEP-BY-STEP GUIDE



Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

LEARN ABOUT BALANCE



Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

GET ADVICE BY AGE

https://www.newlandsprimary.net/page/?title=Online+Safety&pid=84

How to contact me ☺

- Please contact teachers via the school office either in person, by telephone or email.
- Please provide a short context to the request when emailing the office or leaving a message as this will help me plan out time to contact you, and prepare any information in advance.
- Your response will be acknowledged by the office on receipt and a member of the school team will contact you within 48 hours (M-F term time only)
- 01252 871188 enquiries@newlands.hants.sch.uk

Any questions?

Thank you

☺