

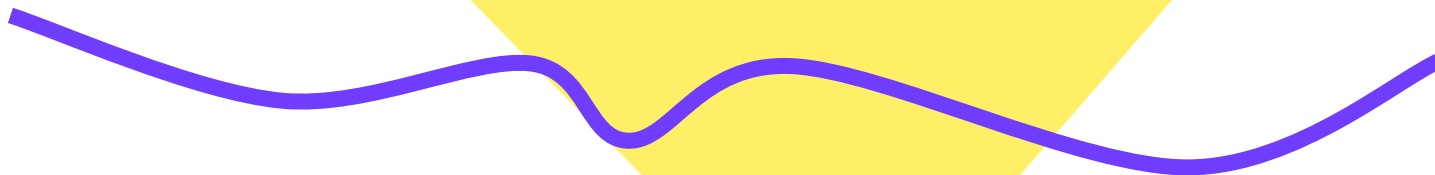


Year 3

Curriculum evening

Miss Holland

Mrs Santy & Mrs Bowe



Year 3 staff



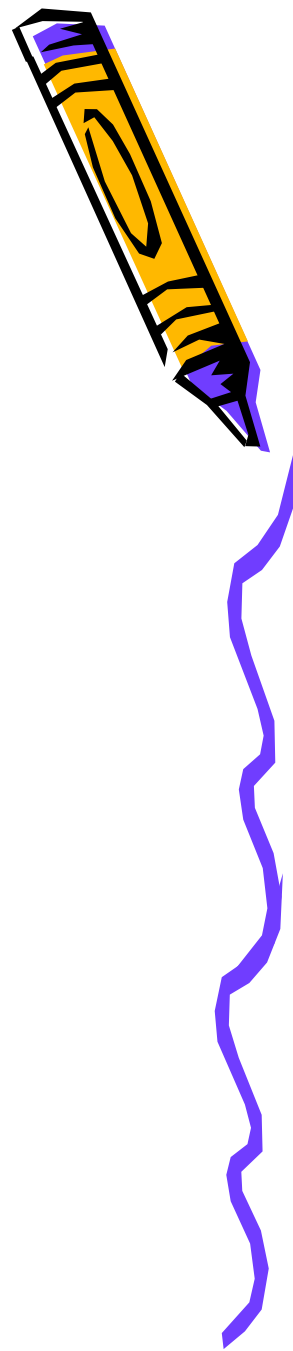
Miss Holland



Mrs Santy



Mrs Bowe



Other staff members



Miss Jackson

Classroom Support



Mrs Larder-Dyson

Classroom Support



Mrs Purshottam

Individual Support



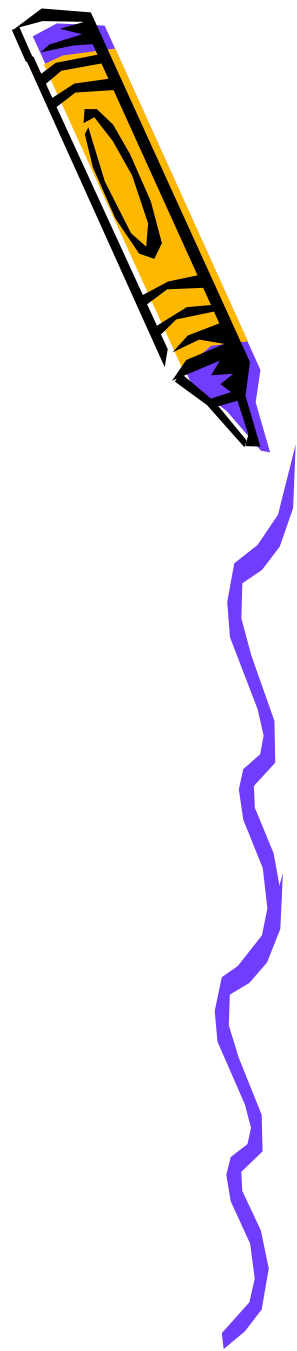
Mrs Patel

Individual Support



Mrs Talpur

Individual Support



Mrs Santy and Mrs Bowe's room



Miss Holland's room



A longer morning



- There has been a change in the routines to what the children were used to in Year 2
- The morning is longer and the breaktime is later
- Please send your child in with a snack as they can get quite hungry by breaktime
- Fruit is not provided like it was in KS1



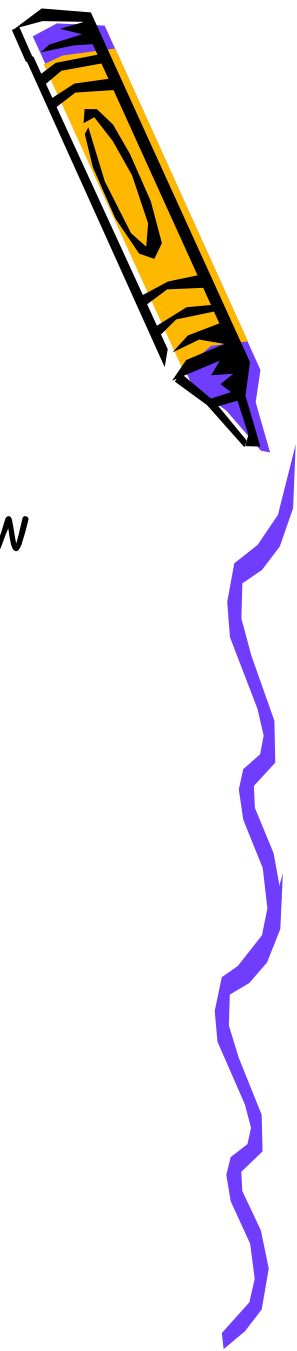
Independence



- Huge jump into year 3 and lots of the children will feel it with the pace of work
- We encourage children to remember their instruments for lessons and lesson times where possible (we always tell them too!)
- Choosing appropriate timings for the toilet/ drinks



Listening and concentration



- As we are now sat at tables all day, this is a new challenge for the children.
- Mostly taught at tables in KS2.



Equipment



- Named water bottle
- Snack in a named box to be kept on the lunchbox trolley (not in book bag)
- Named plimsolls
- Named book bag in every day - reading book, diary, spelling book, homework folder
- Clubs - ensure bring kit for the day / kit back in school if needed.



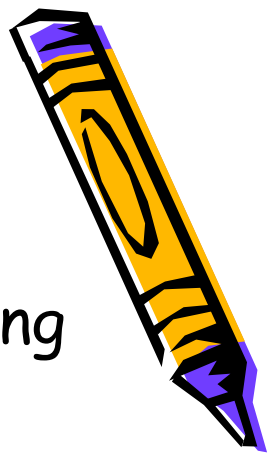
PE

- **Tuesday - outdoor.** Coloured t-shirt, shorts or tracksuit bottoms, sweatshirt, trainers, spare socks
- **Thursday - indoor.** Coloured t-shirt, shorts, sweatshirt, trainers, spare socks
- No jewellery
- Come to school in PE kit on Tuesdays then go home in their school uniform.
- Children will come home in their indoor PE kit on a Thursday as PE is in the afternoon.



Swimming

- Mrs Santy/Mrs Bowe's class will be going swimming from the 4th November for 8 weeks.
- Miss Holland's class will be going swimming on the 20th January for 8 weeks.
- It will be on a Monday afternoon instead of outdoor PE.
- If you haven't already please remember to bring in your letters.



Year 3 Long Term Plan



- You can view this on the website:
- Woodland Grange Primary School - Curriculum (woodlandwideweb.org.uk)
- Year 3 LTP 2024-2025 for website.pdf

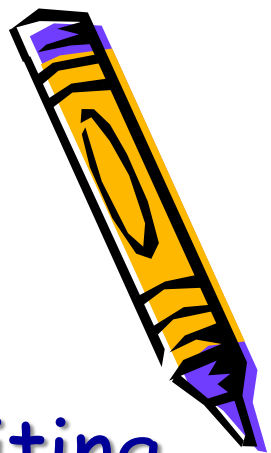


Links within our work

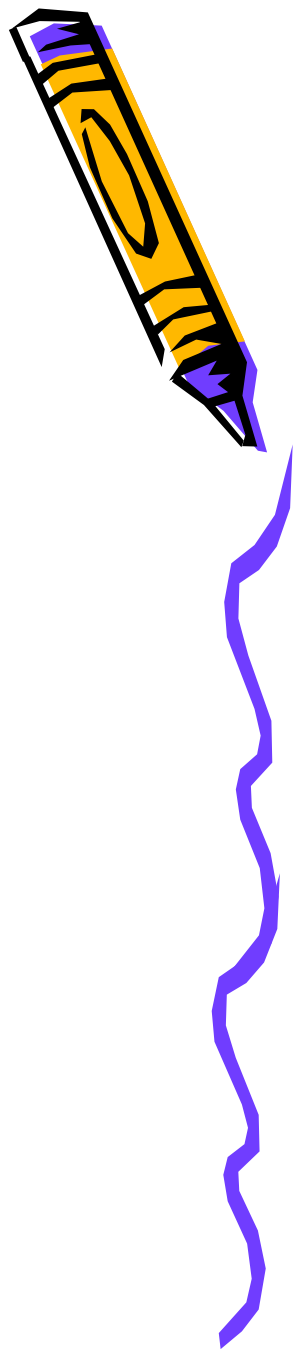
There may be links between subjects.

For example; we look at instruction writing and link this to making our sandwiches in D&T.

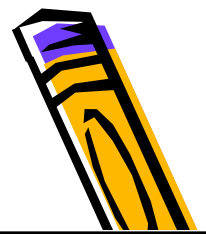
- Our water cycle topic in the spring term links with our literacy book focus.
- Our Stone Age topic links with Art and Literacy



Literacy



Writing

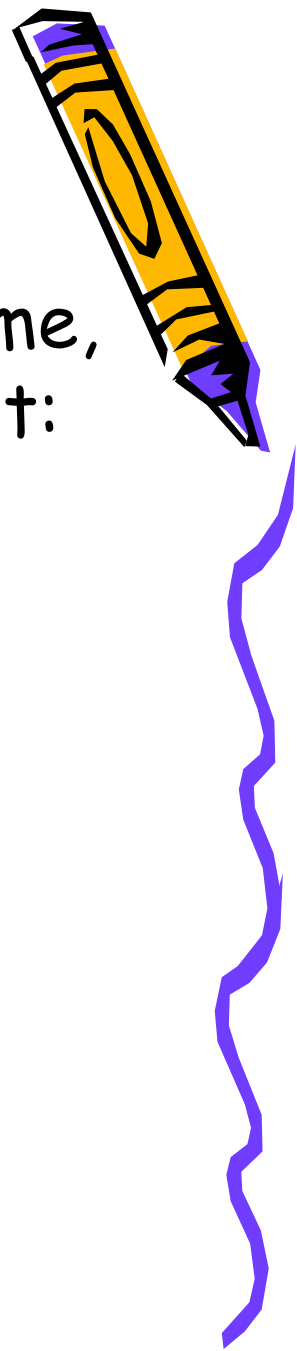


| 2024/2025 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|---|---|--|--|
| English | <p>Fiction text: Fantasy Skim and scan Character description List poem Instruction writing</p> <p>Non-Fiction: Instructional Writing Explore form, layout and presentation to support meaning Orally give a set of instructions To write instructions for making a sandwich snack (linked to D&T)</p> | <p>Poetry: Performance / Nonsense Poetry: Investigating performance poetry Rhyme, rhythm, nonsense Write own version of a nonsense poem</p> <p>Fiction text: Historical Fiction Prediction Structure presentation Retrieve and record Expressing opinions Drama - Character profile Description Diary Letter writing Writing from a character's viewpoint Comparisons Postcards Plan own version</p> | <p>Poetry: Question and Answer Poems Explore question & answer poems Write own poem Explore rhyming patterns Write town question & answer poem Read aloud using appropriate intonation and volume so meaning is clear</p> <p>Non-fiction: Narrative Consider the novel as whole Narrative Setting description Postcard Storyboard Narrative write - journey</p> | <p>Fiction Text: Adventure stories -Retrieve and infer meaning, identify themes, authors language choices, setting description, adventure story-planning and editing</p> <p>Poetry: Kennings Identify Kennings in a poem Use colour to create images Write a kenning poem</p> | <p>Fiction text: Explanation Develop language, Response to illustrations Exploring author language choices on readers Responding to illustrations Consider the novel as whole</p> | <p>Fiction text: Traditional tales Themes and conventions Authors language choices Draw inferences from dialogue and action Predicting Own traditional tale Short news report Diary entry Character description Advert</p> <p>Poetry: Limerick/Clerihew Investigate the structure of a limerick Exploring rhythm and rhyme Write their own limerick Compare limerick and Clerihew Write their own clerihew Perform own poem using intonation, tone, volume and action.</p> |



- Handwriting- weekly sessions focusing on letter formation and progressing to joining when ready

Ways to help with writing at home



- If you would like to do some writing at home, start with a simple sentence and improve it:
 - Add in an expanded noun phrase
 - Change the verb
 - Change the opener
 - Add in a conjunction to join the sentence
 - Practise spellings, focusing on the yr1/2 and 3/4 common exception words.

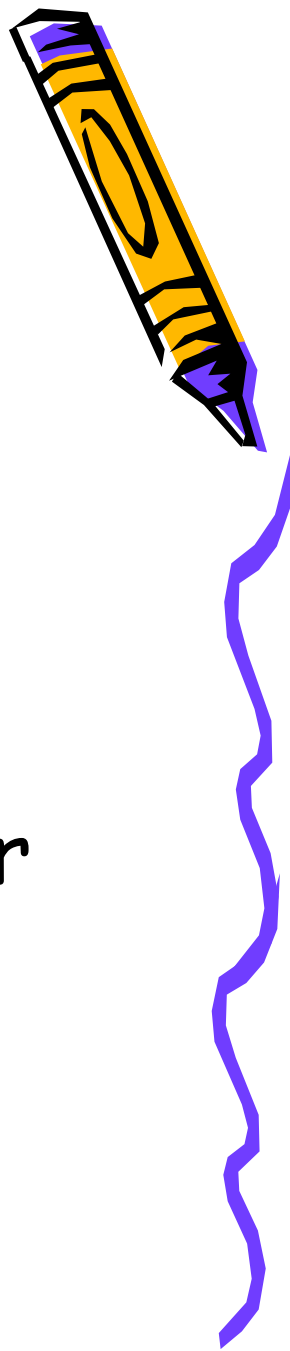
e.g. The cat sat on the mat.



Ways to help with writing at home

- Add in an expanded noun phrase
- Change the verb
- Change the opener
- Add in a conjunction to join the sentence

Lazily, the large, ginger cat sprawled across the door mat although his owner had opened the door to let her out.



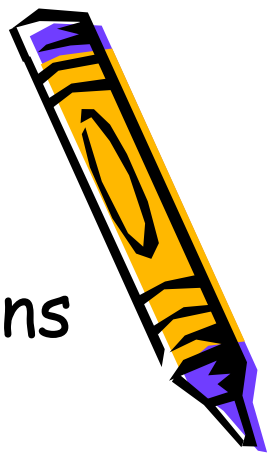
Spelling

- Weekly spelling sessions on a Friday.
- Children will receive new spellings every week to learn at home along with related activities.
- This forms part of their weekly homework. Please support your child with this.
- They will be tested the following Friday.



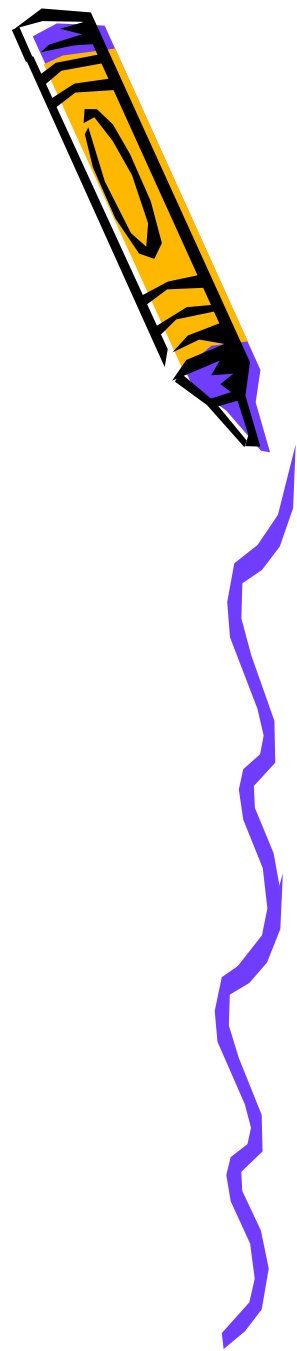
Ways to learn spellings

- Investigate/examine common letter patterns
- Notice danger zones such as silent letters
- Listen to yourself - Make little rhymes to help you remember how to spell a word eg:
- Big Elephants Can Always Understand Small Elephants is a good way to remember how to spell 'because'
- Look for letter sandwiches e.g; 'ewe'
- Practise the words on the handwriting sheet



This is an example of a handwriting sheet which should be completed as part of their weekly spelling homework.

Using a pencil, your child should carefully go over the existing word on each line, then aim to write the same word at least 4 or 5 times on the rest of the line.



Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

eight

eight

eighty

veil

vein

beige

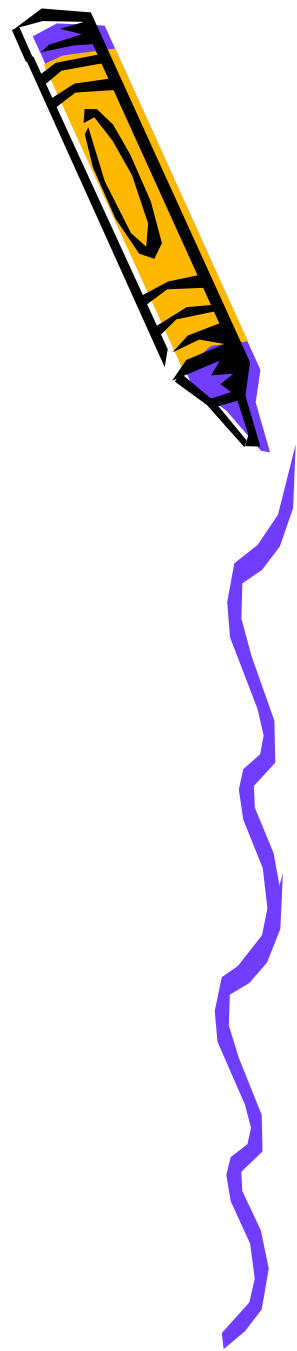
weight

steigh

freight

neighbour





By the end of year 4 your child should know how to spell and include the following words into their writing. These words are introduced within their spelling lessons. They appear after a focus has been on a block of different spelling patterns.

Year 3 and 4 Common Exception Words

| | | | | | | | | | |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| Aa | breath | consider | enough | group | island | natural | popular | Rr | surprise |
| accident | breathe | continue | exercise | guard | Kk | naughty | position | recent | Tt |
| accidentally | build | Dd | experience | guide | knowledge | notice | possess | regular | therefore |
| actual | busy | decide | extreme | Hh | Ll | Oo | possession | reign | though |
| actually | business | describe | Ff | heard | learn | occasion | possible | remember | thought |
| address | Cc | different | famous | heart | length | occasionally | potatoes | Ss | through |
| although | calendar | difficult | favourite | height | library | often | pressure | sentence | Vv |
| answer | caught | disappear | February | history | Mm | opposite | probably | separate | various |
| appear | centre | Ee | forward | Ii | material | ordinary | promise | special | Ww |
| arrive | century | early | forwards | imagine | medicine | Pp | purpose | straight | weight |
| Bb | certain | earth | fruit | increase | mention | particular | Qq | strange | woman |
| believe | circle | eight | Gg | important | minute | peculiar | quarter | strength | women |
| bicycle | complete | eighth | grammar | interest | Nn | perhaps | question | suppose | |



Handwriting

- Dedicated handwriting sessions.
- Start by recapping letter formations including lower and upper case letters and numbers from 0 to 9.
- It is important that your child can start and end each letter in the correct place before beginning to join letters
- Handwriting will also be linked to their spelling as this helps to build 'muscle memory'



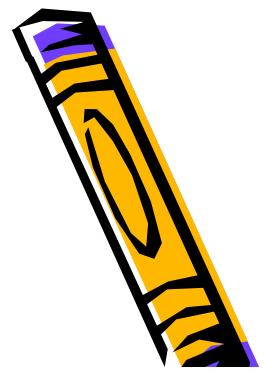
Reading



- We conduct weekly VIPERS comprehension sessions based on a text
- Children answer questions in sentences based on what they have read
- There are a variety of styles of questions



Reading



Reading Vipers

Vocabulary

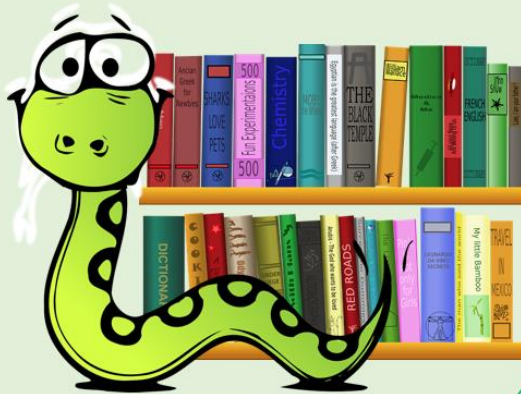
Infer

Predict

Explain







Retrieve

Sequence or Summarise



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George's Marvellous Medicine: The Cook up and Brown Paint

| | |
|--|--|
|  | What is spluttering ? (pg 33) |
|  | Why does George need the medicine to cool down? |
|  | Predict what will happen when George gives Grandma the medicine. |
|  | Where have you seen poetry used in this book? |
|  | How does George turn the medicine brown? |
|  | Summarise George's thought process. |

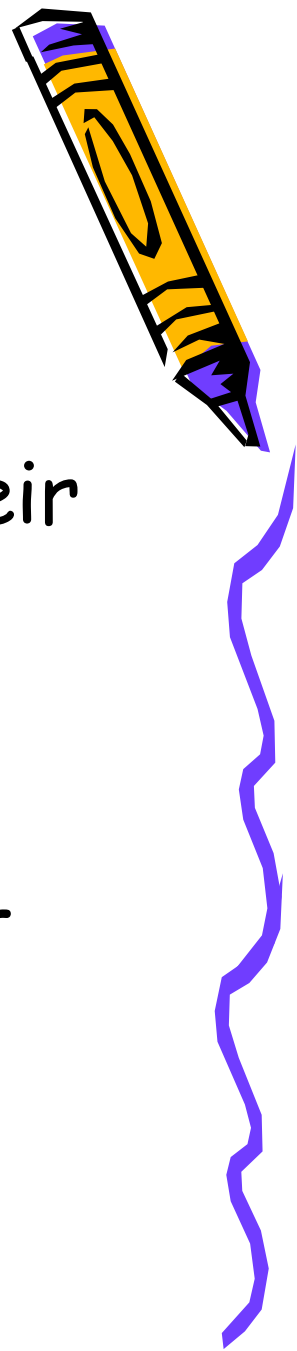


Reading

- It is important that your child is encouraged to read as much as possible at home.
- We expect the children to keep a record of all of their reading in their diaries.
- We collect the reading diaries in weekly to monitor reading at home.
- Children can change their book at any time during the week, ask first thing in the morning.



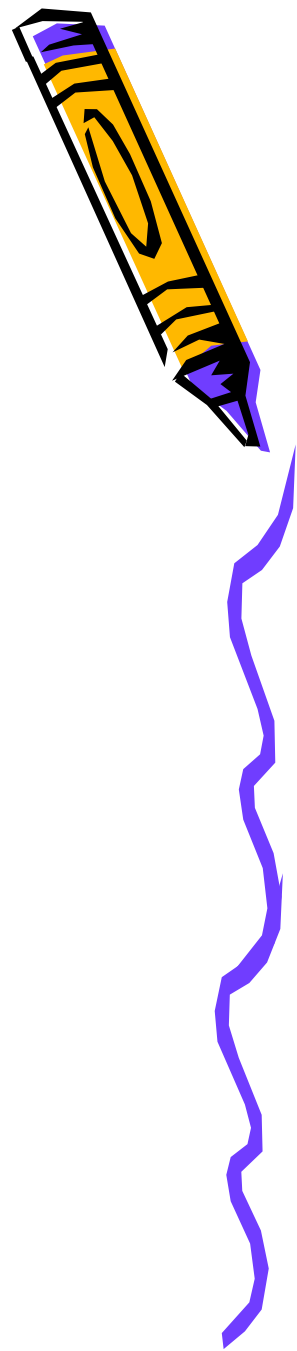
Reading



- Children do not just have to read their school reading books at home, we encourage a variety of material, e.g. non-fiction, comics and magazines.
- Visits to local libraries are important



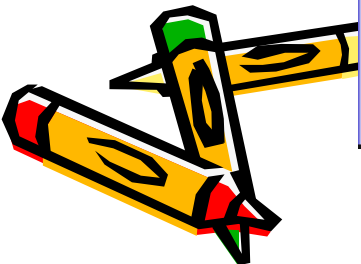
How to record reading in a diary



18.9.24 Red Planet p1-7 ~~DM~~

20.9.24 Red Planet p 8-15
xxxxx understood this well and
could answer some questions. ~~DM~~

21.9.24 Red Planet p16-end
xxxx really enjoyed this book.
We talked about the different
punctuation.



Recommended reading list



We will upload the list to our Year 3 page on the website



Recommended Reading for Year 3

The Accidental Prime Minister by Tom McLaughlin

When schoolboy Joe's video about how he would make the world a better place goes viral, he becomes very popular and very famous, and ends up being – Prime Minister! Follow Joe's funny journey in which he makes buses banana shaped, cats have hats and trains have swimming pools. A great chapter book for more confident 7 and 8 year old readers.



The Boy Who Grew Dragons by Andy Shepherd

A funny, heartwarming and captivating adventure about a boy whose dragon fruit from the tree in his garden begins hatching. He soon finds that caring for a small dragon is no easy task. And then more and more dragon fruits start to hatch... Perfect to read to your child or use as a Year 3 class reader.



Varjak Paw by SF Said

When Varjak Paw, an exotic blue cat, listens to his grandfather tell him the mysterious ways of secret ninja cats, he soon finds himself thrust into a world of strange events and dangerous adventures. A great book for group reading in Year 3.



Dog Man by Dav Pilkey

This lively and easy to read series of comic book style stories, with one idea per picture, may well be your seven year old's next favourite set of books. This book will appeal to the most reluctant readers in year 3 and is ideal for reading independently or aloud.



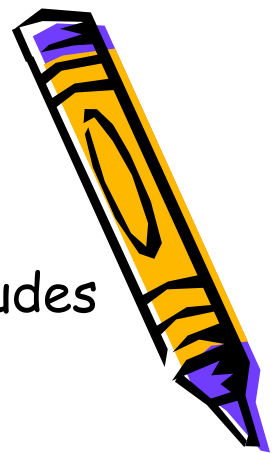
King Kong by Anthony Browne

The classic tale of the giant ape who falls in love with the beautiful Ann Darrow but finds himself locked up and held in captivity. When he escapes, chaos ensues in New York. This large-format book includes lots of stunning illustrations and will appeal to both able and reluctant readers in year three. It is also ideal to read with your child.



Maths

- Focus on being secure with basic number work, this includes place value, counting, times tables, number bonds.
- It is vital that children have instant recall of their number bonds to 10 in order to apply these to more complicated calculations.
- They also need to understand that these skills are transferable e.g. I know $7 + 2 = 9$ so $17 + 2 = 19$ and $70 + 20 = 90$.
- See calculation policy on school website
- [Woodland Grange Primary School - Curriculum \(woodlandwideweb.org.uk\)](http://woodlandwideweb.org.uk).



- Fortnightly mental maths test.
- Times table and division sessions.
- Times Table Rock Stars logins have been sent home.
- Practise weekly
- We expect children to know 10, 5, 2, 3, 4, and 8 times tables as a minimum by the end of year 3. and all times tables up to 12×12 by end of Year 4.
- The Year 2 expectation was for children to know their 2, 5, and 10 times tables.





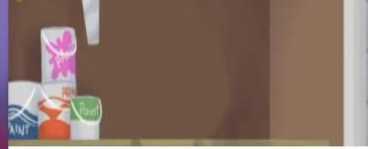
JAMMING

Take it easy



GIG

Perform once a month



GARAGE

Complete your heatmap



1.63 s/q

Studio Speed



3,410

Current coins



STUDIO

Get a rock status



SOUNDCHECK

Beat the clock



Invert





| | 10 | 2 | 5 | 3 | 4 | 8 | 6 | 7 | 9 | 11 | 12 |
|----|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|
| 10 | 10×10 | 10×2 | 10×5 | 10×3 | 10×4 | 10×8 | 10×6 | 10×7 | 10×9 | 10×11 | 10×12 |
| 2 | 2×10 | 2×2 | 2×5 | 2×3 | 2×4 | 2×8 | 2×6 | 2×7 | 2×9 | 2×11 | 2×12 |
| 5 | 5×10 | 5×2 | 5×5 | 5×3 | 5×4 | 5×8 | 5×6 | 5×7 | 5×9 | 5×11 | 5×12 |
| 3 | 3×10 | 3×2 | 3×5 | 3×3 | 3×4 | 3×8 | 3×6 | 3×7 | 3×9 | 3×11 | 3×12 |
| 4 | 4×10 | 4×2 | 4×5 | 4×3 | 4×4 | 4×8 | 4×6 | 4×7 | 4×9 | 4×11 | 4×12 |
| 8 | 8×10 | 8×2 | 8×5 | 8×3 | 8×4 | | | | | | |
| 6 | 6×10 | 6×2 | 6×5 | 6×3 | 6×4 | | | | | | |
| 7 | 7×10 | 7×2 | 7×5 | 7×3 | 7×4 | | | | | | |
| 9 | 9×10 | 9×2 | 9×5 | 9×3 | 9×4 | | | | | | |
| 11 | 11×10 | 11×2 | 11×5 | 11×3 | 11×4 | | | | | | |
| 12 | 12×10 | 12×2 | 12×5 | 12×3 | 12×4 | | | | | | |



Times table challenge!

| x | 10 | 5 | 2 | 4 | 8 | 3 | 6 | 9 | 7 | x |
|----|----|---|---|---|---|---|---|---|---|----|
| 10 | | | | | | | | | | 10 |
| 5 | | | | | | | | | | 5 |
| 2 | | | | | | | | | | 2 |
| 4 | | | | | | | | | | 4 |
| 8 | | | | | | | | | | 8 |

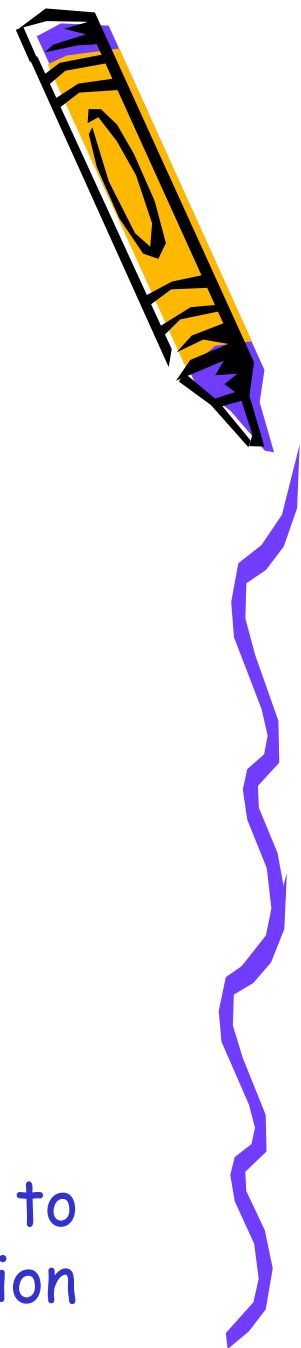
Name: _____

Time: _____

What times table are you going to practise? Score: _____



The aim is for the children to be able to quickly recall ALL of their multiplication facts.





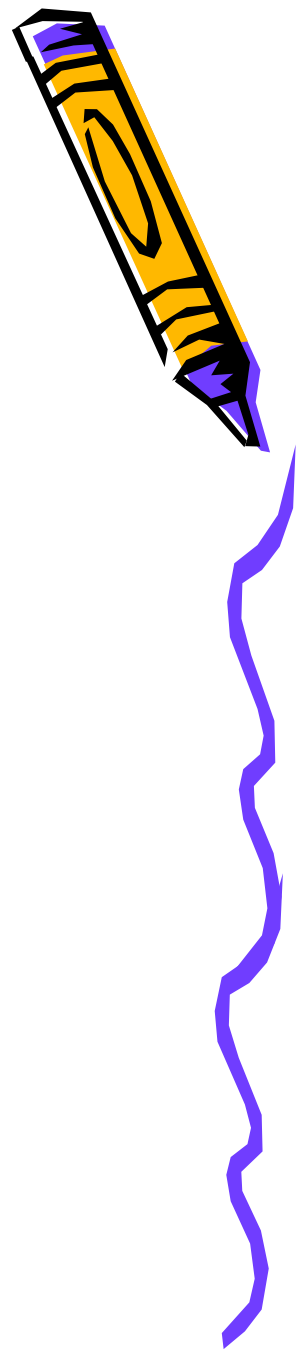
| X | 5 | 3 | 2 | 9 | 8 | 10 | 6 | 4 | 7 | 11 | 12 | X |
|----|---|---|---|---|---|----|---|---|---|----|----|---|
| 4 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |

Name:

Date:

Time:

To practise:

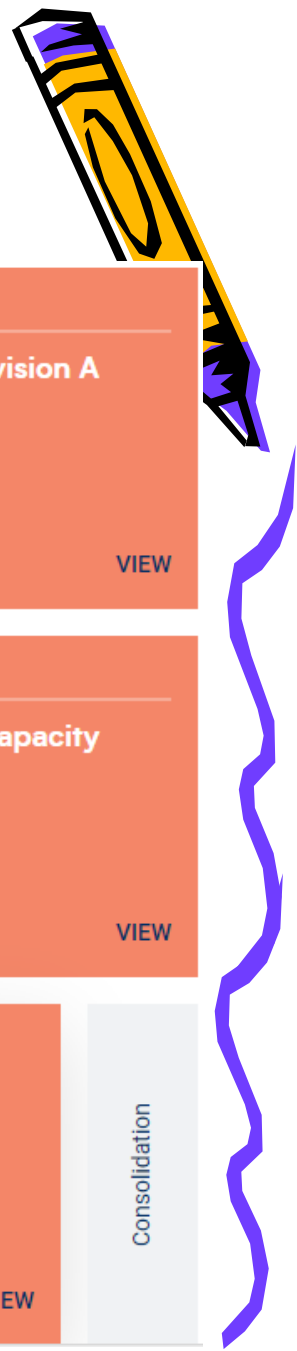


Maths at home

- Telling the time - digital and analogue
- Times tables
- Number bonds
- Money including coin recognition and giving change
- Problem solving
- Use opportunities in every day activities



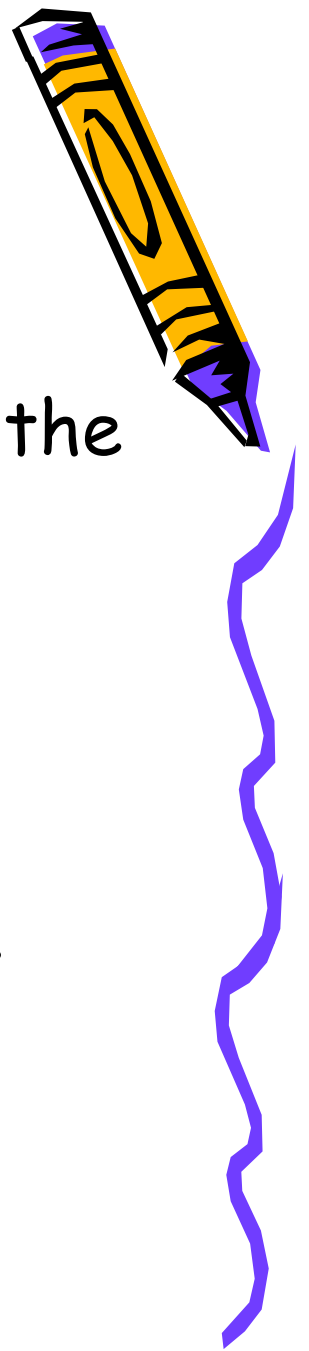
Maths Overview



| | | | | | |
|-------------|--|--|--|---|---------------------------------------|
| Autumn term | <div>Number</div> <div>Place value</div> <div>VIEW</div> | <div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div> | <div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div> | | |
| | <div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div> | <div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div> | <div>Number</div> <div>Fractions A</div> <div>VIEW</div> | <div>Measurement</div> <div>Mass and capacity</div> <div>VIEW</div> | |
| | <div>Number</div> <div>Fractions B</div> <div>VIEW</div> | <div>Measurement</div> <div>Money</div> <div>VIEW</div> | <div>Measurement</div> <div>Time</div> <div>VIEW</div> | <div>Geometry</div> <div>Shape</div> <div>VIEW</div> | <div>Statistics</div> <div>VIEW</div> |



Homework



- Read at least 3 times a week
- Learning spellings and completing all of the related activities
- Times table practice
- Number bond practice (where needed)
- Other related homework where appropriate - set Friday, due Thursday.



Other information...

- Inhalers need to be named and handed to teachers
- EpiPens to the office. Check expiry dates.
- All uniform, PE kits, lunch boxes, snack boxes and water bottles named.
- Look at year group page each week for class info.
- Make sure that the office are up to date with school dinners.



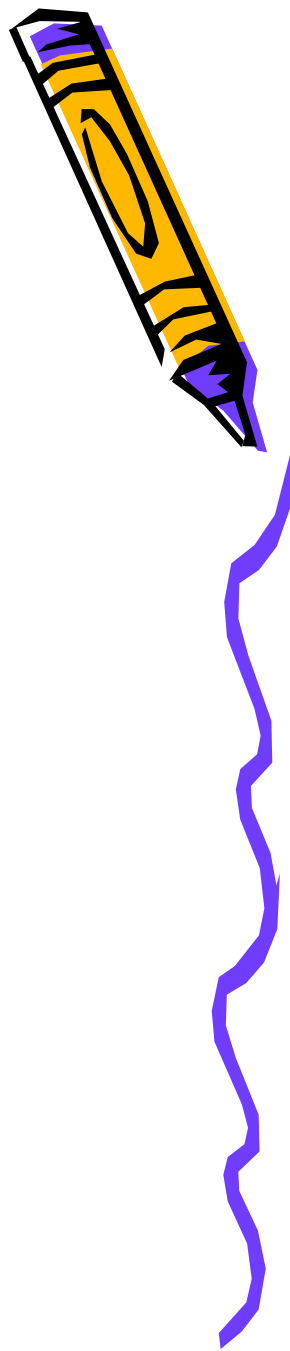
Other information...

- If there is anything that you need to discuss, we are always happy to help.
- Ways to contact:
 - Please email or telephone the school office who will forward any messages to us
 - write a note in the reading diary
 - catch us at the end of the day after seeing out all of the children



Parents evenings

- Wednesday 2nd October
- Thursday 3rd October
- Monday 7th October





Whole school messages





Pupil Premium



Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (£1,455 per child) paid directly to school. We use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips or clubs
- Paying for school uniform

There is no stigma attached to applying for this funding, we encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if families are in any of the following categories:

- Income based Government support (e.g. Job seekers allowance)
- They have children in the care of the local authority
- They are in the armed forces



If you think your child is entitled to pupil premium, email freeschoolmeals@leics.gov.uk or call 0116 3056588 or 0116 3057093



School Trips & Visits



We are delighted that school trips are organised across the school. They add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff, building a cohesive offer for the children as they move through the school. Some trips are outside of school, some in school visits.

Trips have to be funded otherwise they cannot go ahead. We rely on all payments being made as otherwise this impacts our wider school budget, prevents us from being able to provide other opportunities for the children and can result in the trip being cancelled.

We will look to schedule trips as early as we can, so there is plenty of time for payments. We will always support those families in receipt of Pupil Premium (paying 50% of the overall cost). Payment plans are also available, contact the school office for more information.





Whole School Performances



This year we will be organising whole school performances for pupils across the year by covering different faiths and cultures. Christmas is always a busy time in school with many productions requiring rehearsal and performance time in the hall. We also feel that this doesn't reflect the community that our school serves. As a result year groups will use the following festivals as the theme for a production, performance or assembly.

Year 1 - Rosh Hashanah

Year 2 - Vaisakhi

Year 3 - Christmas at the Church (St Peter's in Oadby)

Year 4 - Diwali

Year 5 - Eid

Year 6 - Christmas at the Church (St Peter's in Oadby)



Parking



We would ask families to make the Grange farm car park as their number one choice when parking at school. It is only a 3 minute walk from school and cuts down the congestion outside of school.

We will continue to issue our 'polite parking reminders' to cars outside of school. Please do not be offended if you find one on your car. We receive emails from local residents about lack of access and there have been instances where the bus is unable to drive along Beaufort Way (this would be the same for any emergency vehicle) due to school traffic.

Please remember the following:

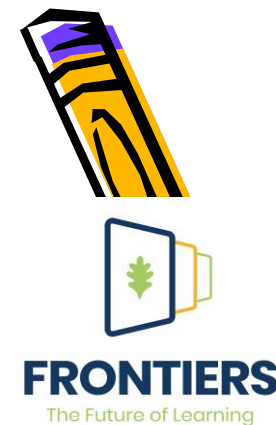
- Do not block road junctions, residents driveways or bus stops
- Do not use the school entrance to perform a U-turn
- The school car park is for staff only (or families that require disabled access)
- Do not Park on the yellow zig zag lines outside school
- Ensure you leave enough room on pavements for pedestrians, pushchairs/prams to

Switch off your engine whilst you are waiting outside school





Frontiers



We will be implemented 1:1 devices for all pupils from year 1 to 6. You will have received information at the end of the summer term.

The devices will be used to support and enhance teaching and learning in the classroom.

Pupils will still be taught in the usual way. The iPad will be used in place of a shared text or resource that would have been used in a lesson.

Children will still use exercise books in the same way as before.

Apps will be used to set share resources, assignments and quizzes. Devices will also make learning more accessible for all pupils.

There is no charge to parents and devices will remain in school.





Other messages



Late arrivals: Please sign in at the school office, do not go straight to the classroom.

Holiday requests: Holidays are not authorised during term time except for exceptional circumstances. Request forms are on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.

Medical appointments: We will ask for evidence of any medical appoint that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.

School dinners: Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KS1 qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.

Forgotten Items: Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.

Be on time: Please make sure that your child is here for a 8.45am and collected at 3.15pm

Arbor: You can download the Arbor app. Useful for in app messages (e.g. absence).





FoWG

The Friends of Woodland Grange (FOWG) are our parents group. They are a voluntary group, made up from parents and carers across the school. They organise events and raise money on behalf of the school, with every penny going to benefit every pupil at Woodland Grange.

In the past they have raised money for playground equipment, classroom resources and technology in school.

They need your help! Get in touch with your year group Whatsapp rep to find out more.





Uniformerly



FOWG are selling pre-loved uniform.

Purchasing options and donating items can be arranged throughout the year, by contacting us on fowg.uniformerly@gmail.com or contacting your [WhatsApp rep.](#)

Donations to the school reception or to pre-school will not be accepted.

WANTED...

Items with the school logo:

- ✓ School cardigans/ jumpers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags

Other items:

- ✓ Wellies
- ✓ Trainers
- ✓ School boots & shoes

Items need to be
~ clean
~ in good condition
~ size label attached
~ no name labels

reduce, reuse, donate

