



Welcome to Year 3





The Year 3 Team

Mrs. Haslam teaches Brasilia.

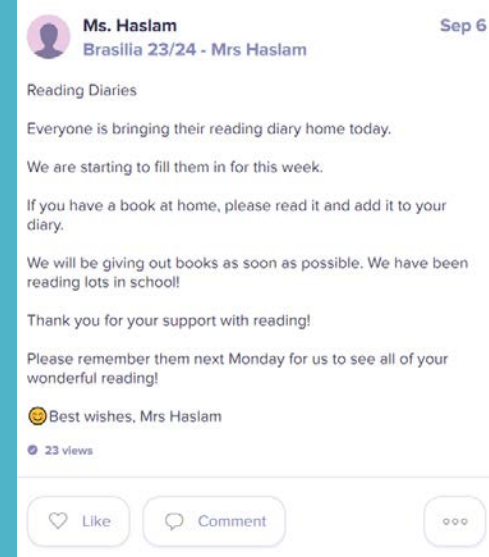
Mrs. Barnes teaches Santiago.

Mrs. Williams-Rayner supports both classes.

Mrs. Burrows-Oldfield supports Year 3 pupils.

Mr. Woodward and Miss Robinson are the Year 3 sports coaches.

Working together with parents and pupils we can achieve great things!
We can use Dojo to communicate as well as talk at the door.



We have high expectations in Year 3.

We all follow the Milford Values!

I can!



Choice chart - Pupils are expected to make the right choices!

MATHS

Our focus is Place Value learning our tables

Place Value

Y3

Knowledge Organiser

Maths



Place Value Knowledge Organiser

Maths

10 more

Hundreds Tens Ones

1 8 6

When finding 10 more, you need to add 1 ten to the tens column.

1 9 6

Compare it!

$186 < 250$

$186 > 100$

$186 = 186$

Mathematical symbols

<
>
=

Write it!

Hundreds Tens Ones

1 8 6

Partition it!

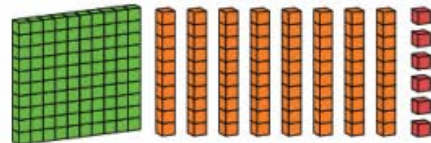
100 80 6

Say it!

one hundred and eighty-six
one hundred, eight tens and six ones

Model it!

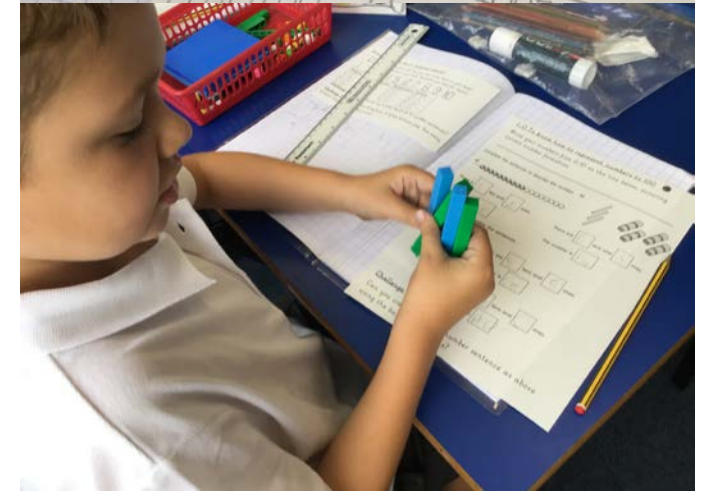
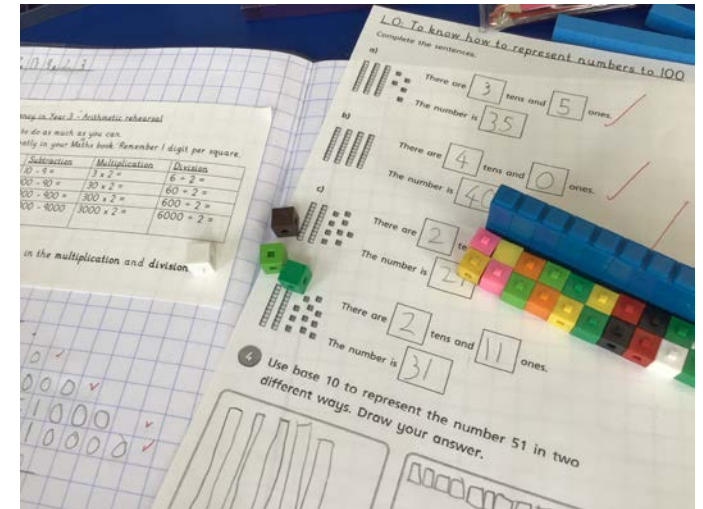
Hundreds	Tens	Ones
100	10 10 10 10 10 10 10 10	1 1 1 1 1 1 1 1
1	8	6



Times Tables

x2, x5, and x10 (Year 2)

x3, x4 and x8 (Year 3)



English

Our English work is based around The Pied Piper of Hamelin by Michael Morpurgo.

We are developing our reading skills, grammar, punctuation and composition skills, inspired by this text.

Spelling

There will be a new spelling scheme called Spelling Shed used across school. Details to follow soon.



Handwriting

Year 3 pupils are expected to join handwriting. Pupils will be taught joins linked to the spelling.

Reading

Reading is key to all learning!

Reading is taught through VIPERS sessions. Some pupils will have phonic sessions as well.

Year 3 pupils are expected to read at home and in school. They need to record in their diaries at least 4 times each week. They will be rewarded for this!



As **readers** we will be:

- Enjoying and discussing a variety of quality texts.
- Using inference and deduction.
- Listening and responding appropriately to texts.
- Asking relevant questions about texts
- Discussing and evaluating how authors use language, considering the impact on the reader.
- Distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction.
- Discussing and analysing our shared text: The Pied Piper of Hamelin.

As **sportspeople** we will be:

- Exploring outdoor adventurous activities and team building challenges.
- Develop technique, balance/ control and sequence through gymnastics.

As **geographers** we will be able to:

- Know and understand what being sustainable means.
- Discuss and evaluate how to make our school more sustainable.
- Identify renewable and non-renewable energy sources.
- Understand why we are seeing more solar panels and wind farms.
- Know and understand how solar cookers help people live more sustainably.

As **musicians**, we will be:

- Learning about the history of music and the composers Antonio Vivaldi and Florence Price.
- Understanding the difference between classical and modern composers.

As **mathematicians** we will focus on:

- Our knowledge of the four key operations through our morning work activities
- We will be representing and partitioning numbers to 100
- Estimating and placing numbers on a number line to 100 or 1000
- Finding 1, 10, or 100 more or less
- Comparing numbers up to 100 or 1000
- Ordering numbers to 1000
- Counting in 50's

Our topic this term is...
How can we live more SUSTAINABLY?



As **artists** we will be:

- Exploring the American artist Dale Chihuly and evaluating his glass sculptures.
- Using and applying tone in drawing.
- Creating our own sculptures by arranging recycled plastic inspired by Dale Chihuly
- Developing our understanding of 3D work, sculpture and sustainable materials.

In **computing** we will be:

- Considering strong passwords and how to keep them safe.
- Developing an understanding of how the internet can be used safely to communicate.
- Discussing spoof websites and internet truth.
- Learning about restriction symbols on digital media and devices.

As **scientists** we will be:

- Identifying the nutrients both animals and humans need to stay healthy
- Comparing and grouping animals according to their diet
- Identifying the bones on a human skeleton
- Spotting the differences between skeleton types
- Understanding what muscles are and how they are used

As **writers** we will plan our writing by:

- Identifying the audience for and the purpose of our writing.
- selecting and using other similar writing as models for our writing.
- Developing initial ideas, drawing on reading and researching themes.

We will draft and write by:

- Selecting appropriate grammar and vocabulary.
- Applying the determiner, a/an, correctly in all forms of writing.
- Identifying proper and common nouns.
- Confidently choosing a range of adjectives and adverbs to entertain the reader.
- Accurately use and apply spelling rules.
- Applying joined handwriting to independent work.

We will evaluate and edit by:

- Reading through our own writing carefully, checking for spelling and punctuation errors.
- Assessing the effectiveness of own writing.

Our key question is 'How can we live more sustainably?'



Staying active and developing teamwork are important this half term in PE.



We'll be learning about the artist Dale Chihuly and creating our own sculptures. We'll also work with Laura, our school artist.



In outdoor learning, we're growing and harvesting our own food.

Animals including Humans

Fats and sugars

Dairy

Protein

Vitamins and minerals

Fibre

Skeletons have 3 main jobs:

- To protect the organs.
- Allow movement.
- Supports the body and keeps it upright.

Fibre Help you digest food

Carbohydrates Give you energy

Fats and Sugars Give you energy

Protein Helps growth and repair

Vitamins and minerals Keep you healthy

Vertebrates

Invertebrates

Muscles work in pairs to move the bones they're attached to. When one muscle contracts (gets tighter) the other muscle relaxes. The more you exercise them, the stronger your muscles become.

Endoskeletons are on the inside of the body. The bones in an endoskeleton grow with the body.

Exoskeletons are on the outside of the body. These animals moult or shed their skin and shed them. They will have a new, larger skeleton underneath.

Hydroskeletons are skeletons made of fluids with no solid bones. This makes these animals much more flexible.

In Science we're exploring animals including humans.

Key information

Bagels are provided at break time as a snack.

PE is on a Tuesday afternoon and Wednesday morning for both classes.

Correct PE kit please.

No jewellery please.



Homework

- Read at least 4 times a week and record in the Reading Diary
- Learn the spelling list each week - there will be a test.
- Learn times tables
- (x2, x5, x10, x 3, x4, x8) -TTRS





Year 3 have had a wonderful start to the year.

A huge thank you to all parents and pupils for their ongoing support.

Let's continue to follow the Milford values, challenge ourselves and make the right choices!
Thank you.