



## Year 3 Newsletter Autumn 1



Dear Parents,

Welcome to the new school year and to Wimbledon Chase Primary School if your child is new to the school. Firstly, we'd like to introduce ourselves – Nathalie Byford-Guy and Harinder Evans are the teachers in 3A, Teresa Read and Shazia Qadir are the teachers in 3B and Antonia Cunningham and Vicky Hornsby are the teachers of 3C. We are all looking forward to teaching Year 3 this year and to working together to provide the children with an inspiring and motivational curriculum. The purpose of this letter is to provide you with information relating to what will be covered this term and general school routines. We trust that you will find it useful and supportive. We are starting this half term with the introduction of our new topic – Ancient Egypt. On Friday we will have had an exciting visit from The Hobgoblin Theatre Company, performing 'The Curse of Mummy', followed by a workshop based on they had seen.

We have noticed that some of the children do seem to be quite hungry before lunch. In Year 3 the children no longer receive fruit at playtime, so it would be good to make sure that they have a health snack for break (Please ensure that this is nut-free and if possible, in a reusable container).

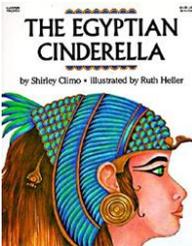
**Morning drop-off** is 8.45 am and the children make their own way up to the classrooms. Please, can we remind you that children must not enter the school premises or building before their allotted time.

**Afternoon pick-up** is at 3.30 pm. Please, collect your child from the football pitch. We have 90 children to be collected, so we ask you to please allow us space to bring the children out and say goodbye safely without being crowded.

Thank you for coming to our 'Meet The Teacher' session. The PowerPoint slides from the meeting are available on the school website. Parents are welcome to email or telephone if they have any further queries following the meeting.

Below is a little more academic detail for the next half term, however, it will be a flexible plan as we will react to the children's needs and learning.

### Curriculum overview for this half term (please refer to the topic web for further details)

	<p><b>Topic: Ancient Egypt</b></p> <p><b>We are excited to be starting a new topic over the next couple of weeks with History as a lead subject.</b></p> <p><b>Our main learning links to other subjects will be made through the wider concepts of <u>Civilisation, Happiness, Resilience and Friendship</u></b></p>
<b>Subject</b>	<b>Main Learning</b>
<b>English</b>	<p><b>Speaking and Listening, Reading and Writing:</b> 'The Egyptian Cinderella' by Shirley Climo will be used as our class book study and stimuli for these subjects. (Please don't read in advance).</p> <p><b>Grammar:</b> Checking and developing aspects of the Y2 curriculum and moving on where appropriate.</p> <p><b>Spelling:</b> Revision of the Year 1 &amp; 2 statutory words as well as Year 2 and 3 spelling rules where appropriate.</p>

<b>Maths</b>	<p><b>Place value:</b> consolidating knowledge from Year 2 (where needed) and moving onto Year 3 objectives.</p> <p><b>Addition and subtraction:</b> consolidating knowledge from Year 2 (where needed) and moving onto Year 3 objectives.</p> <p><b>Number fact fluency:</b> (supporting the children to have the following facts at their fingertips)</p> <ul style="list-style-type: none"> <li>• Addition and subtraction facts for each number to (and within) 5, 10 and 20 (e.g. <math>2 + ? = 5</math>, <math>6 + ? = 10</math>, <math>12 + ? = 15</math>, <math>17 + ? = 20</math>)</li> <li>• Multiples of 100 with a total of 1000 (e.g. <math>300 + 700</math>)</li> <li>• Multiples of 5 with a total of 100 (e.g. <math>35 + 65</math>)</li> </ul>
<b>Science</b>	<p><b>Forces and Magnets</b></p> <p><b>Scientific enquiry skills:</b> observing, predicting, planning, recording, concluding and evaluating.</p>
<b>Computing</b>	<b>E-safety</b>
<b>Foundation Subjects</b>	<p><b>History:</b> Understanding chronology and an overview of life in Ancient Egypt</p> <p><b>Geography:</b> Egypt's location and main physical features</p> <p><b>Art:</b> Drawing skills - mark marking, watercolour - blending, artist focus - Kandinsky</p> <p><b>RE:</b> Signs and symbols</p> <p><b>PE:</b> Athletics and cricket</p> <p><b>Music:</b> Identifying musical instruments and exploring rhythm</p>
<b>PSHE</b>	Friendships, resilience, reconnecting and re-engaging within the classroom environment

### Diaries

Children write down their homework in their diaries. It is vital that the children are able to write their homework into their diary independently and that this is checked by an adult at home (this is good practice for Upper Key Stage 2). Please also sign the diary at the end of each week to confirm you have seen the week's homework. These books are also a useful means of communication – please tell your child to show their diary to their teacher if you have written a message in it. The diaries will be checked weekly on Mondays by an adult in school.

### Homework

- Please ensure that your child is regularly reading (ideally every day), to an adult, sibling or themselves.
- Your child will receive one maths homework each week, this is given out on a Friday to be brought back in the following Wednesday. The homework will be based on your child's learning that week.
- Your child will also receive a spelling homework each week, which will be given out on a Wednesday, to be brought back the following Monday. The spellings will be tested.

### Reading

Reading is such a crucial part of the children's learning and we would like them to continue the good habits formed in KS1. This means reading **ideally** each day for about ten to fifteen minutes and asking an adult to record what they have read in their Reading Record. In an effort to increase the children's independence, in KS2 it is the child's responsibility to change their reading book and to write the new title in the appropriate box in their Reading Record book. Children will be given time each week to change their reading book if they need to. In addition to banded reading books, children will be encouraged to choose books from their class book corners or home to read in school. Please ensure your child has their school reading book with them every day. An adult will read with your child when time permits. When teachers have assessed that the children's reading is sufficiently fluent, they will move on from banded reading books. We will be looking to move children onto 'free' reading when they are ready.

### **Parent Consultations**

We will be holding our IESP and Parent Consultations later this term. You will receive more information on dates and how to book your appointments online in due course.

### **PE Kit**

A reminder that children should have a clearly labelled PE kit in school. They should wear their PE kit on the days they have PE or Games. Please try to wash their PE kit weekly.

Thank you in advance for all of your support over the coming weeks. We also appreciate any donations of boxes of tissues and glue sticks!

If you have any queries, please do not hesitate to contact us.

Kind regards,

**Mrs Byford-Guy, Ms Cunningham, Mrs Evans, Mrs Hornsby, Mrs Qadir and Ms Read**