

# Welcome!

## Year 3 Autumn Term

30F  
Mr Oliver  
Mrs Freeman  
Mrs Mason

3P  
Miss Parker  
Mrs Cooke

# Key Information

- ▶ Homework **OUT FRIDAY IN BY FOLLOWING FRIDAY** (maths and spelling)
- ▶ P.E: 3P Monday - Gymnastics Thursday - Football  
3OF - Tuesday - Football Friday - Gymnastics
- ▶ Please aim to read everyday with your child.
- ▶ Please try to practice **Year 2 Spellings.** Look out for Year 3 spellings later on in the term.

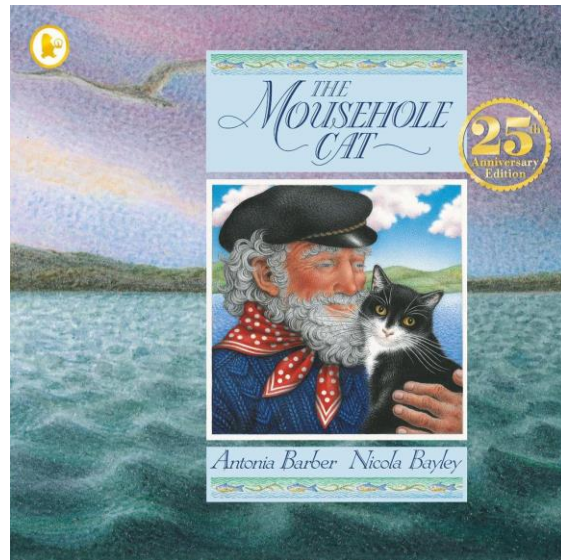
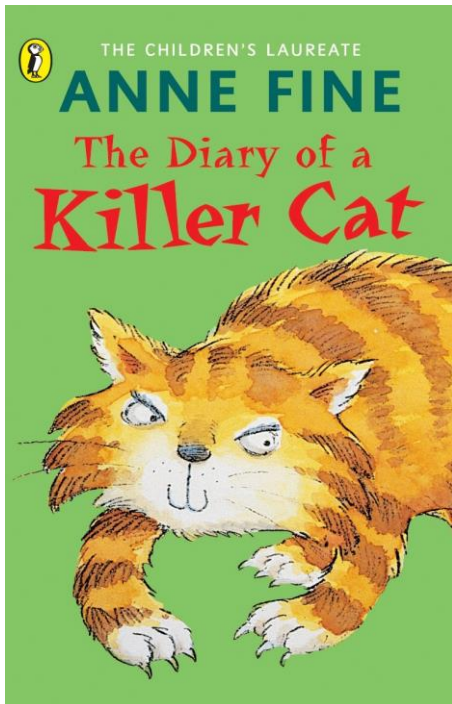
# Autumn Term Reading & Writing

## Autumn 1 & 2 Guided Reading

- Diary of a Killer Cat - Anne Fine
- Mousehole Cat - Antonia Barber

## Autumn 1

- Narrative - Traditional tale with a twist
- Non-chronological report



# Y3 expectations for writing.

## Year 3 Writing Milestones

| Child-friendly statement                                                        | Examples                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Composition</b>                                                              |                                                                                                                                                                                                                                |
| I can create characters, settings and plots in stories.                         | Creating a character in an adventure story.                                                                                                                                                                                    |
| I can use simple layout devices.                                                | Subheadings, diagrams and captions in an information text.                                                                                                                                                                     |
| I can begin to organise my writing into paragraphs around a theme.              | Grouping ideas (appearance, habitat, diet, communication) for an information report about an animal.                                                                                                                           |
| I can make deliberate, ambitious word choices to add detail.                    | The timid mouse trembled with fear in front of the large African elephant                                                                                                                                                      |
| <b>Grammar and Punctuation</b>                                                  |                                                                                                                                                                                                                                |
| I can use conjunctions, adverbs and prepositions to show time, cause and place. | Ben managed to complete all the jobs before leaving for home.<br>Anita walked quickly to school this morning.<br>The ugly troll roared while beneath the bridge.                                                               |
| I can use subordinate clauses in different sentences.                           | Kate had been running across the playground when she slipped over.<br><br>Although Lisa had completed five laps of the track, she was not out of breath.                                                                       |
| I can write continuously in the correct tense, throughout a piece of writing.   | Write in the past tense for a diary entry.                                                                                                                                                                                     |
| I can use the following punctuation accurately:                                 | Gary went upstairs. James Jones lived in Fir Tree Lane.<br><br>How can you be so tired? What a fool I was! Paul wore his hat, coat, gloves and scarf. Kyle's book was tattered and torn. It doesn't matter if you finish last. |
| I can use inverted commas in direct speech.                                     | "Stop talking so loudly," demanded Mrs. Graham.                                                                                                                                                                                |
| I can use a and an correctly most of the time.                                  | I ate an orange, an apple and a packet of crisps.                                                                                                                                                                              |
| I can write using both forms of the verbs shown on the right.                   | He has gone out to play instead of He went out to play.                                                                                                                                                                        |

## Spelling and Handwriting

I can spell correctly many words with suffixes.

I can spell correctly some words from the Year 3 and 4 common words list.

I can spell correctly many words with prefixes.

I can begin to spell homophones correctly.

I can use a legible, joined handwriting style.

Slowly, Archer the log and carefully peered underneath.

Rory did his fitness training in the basement.

Men and women who experiment with new medicines believe they may find a cure for various diseases.

Mum was disappointed when I misbehaved.

The supermarket was closed for redecoration.

A piece of cake. Some peace and quiet.

Find a brilliant example in a friend's book.

# Autumn Term Maths

- ▶ Place Value = 25 lessons!
- ▶ Geometry - Shape
- ▶ Multiplication and Division - mental methods
- ▶ Addition and Subtractions - mental methods

Please practice times tables at home either through TTRockstars (See login details in reading records)

# Autumn Term Topics

- ▶ Science - Animals inc Humans & Light and Shadow
- ▶ Geography - Food and Fairtrade
- ▶ PSHE - Being me in my world
- ▶ French
- ▶ P.E - Football and Gymnastics (Autumn 1) Fitness and Tag Rugby(Autumn 2)
- ▶ RE - Christianity
- ▶ Computing - Online safety & Animation - Stop Frame
- ▶ Art - Drawing
- ▶ Design Technology - Food - Seasonal Soup
- ▶ Music - Genre: Call and response / Title: I've been to Harlem

# PE Uniform

- ▶ **PE Kit Reminder for Parents**
- ▶ On **PE days**, children **must come to school wearing their PE kit**, as pupils do not change at school.
- ▶ The correct PE kit is:
  - **White polo shirt**
  - **Black PE shorts *or* black jogging bottoms *or* black leggings** (plain, no patterns)
  - **Plain black trainers**
  - **Brown jumper, brown cardigan or green fleece with the school logo** (to be worn over the PE kit if needed)
  - **Extra pair of trainers** (if PE session is on the field)

# Questions?

▶ Ask questions!

Final Reminders -

- Reading
- PE days
- Healthy Snacks
- Lunches