

PTFA



How much does the PTFA need to raise?
£20 per child per month would generate **£120k** for the school each year.



Thank you for your help! ♥

Where do my donations go?

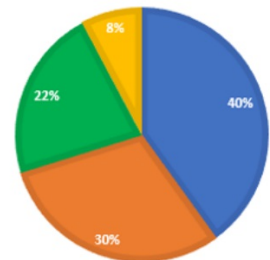
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

SPECIALIST STAFF • art, language, music and PE teachers • teaching assistants

UPGRADING INTERIORS • replacing flooring • touch screen boards

PLAYGROUND IMPROVEMENTS • new adventure play equipment • new artificial grass • planting in forest school • repair • recladding

BOOKS AND RESOURCES • restocking libraries and book corners • ICT equipment • musical instruments



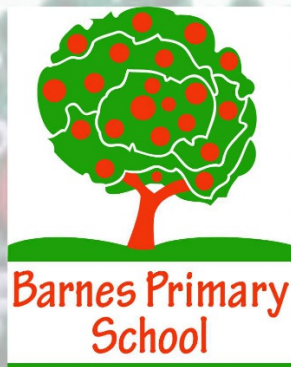
Please **support our school financially** so that it can continue to deliver an exceptional education to each child

Donations



Building maintenance

- We have been assured that there is no RAAC
- All asbestos was removed in 2019
- Government funding to maintain buildings last year: £9,188
- Actual cost of maintaining buildings last year: £46,605
- **Shortfall – to be found from school funds £37,417**



Welcome to the

Year 3 Curriculum Meeting

Aims

- Transition to Y3
- Weekly timetable and important reminders
- English - reading and writing
- Maths
- Foundation subjects
- Trips
- Home learning
- Spelling and times tables
- The new reading journals

Transition

The children have settled really well.

The first day focused on rules and routines. We have high expectations for behaviour and being polite.

Highlights so far

Typography art day



Started our new text - Mufaro's Beautiful Daughters

First art session with Olivia - graduation of tone (pencil)

First French lesson with Bida

Timetable

Y3 2023-24	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	School starts – please arrive at 8.45	School starts – please arrive at 8.45	School starts – please arrive at 8.45	School starts – please arrive at 8.45	School starts – please arrive at 8.45
8.45-9.00am	Maths Respond to marking	Morning maths warm up Addition facts	Word of the day	Science/Theme Respond to marking	Morning maths warm up Subtraction facts
9.00-10.00am	English 1	English 3	Computing and indoor PE	Maths 3	English 4
10.00-10.15am	BREAK	BREAK	BREAK	BREAK	BREAK
10.15-11.15am	English 2	Maths 2	Computing and indoor PE	Maths 4	Maths 5
11.15-11.30am	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
11.30-11.50am	Spelling	Spelling	Spelling	Spelling	Spelling
11.50-12.15pm	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
12.15-1.15pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.15-2.15pm	Maths 1 <i>Artist in residence for Y3</i>	PE and Music PPA	Science	Learning theme	Handwriting Home learning Tests
2.15 – 2.45pm	Personal development	PE and Music PPA	Handwriting	<i>French 1.15-1.45pm for one class</i>	Assembly
2.45-3.00pm	Handwriting	PE and Music PPA		<i>French 1.45-2.15pm for one class</i>	
3.00-3.15pm	Home things and read to the class Silent reading at dismissal	Home things and read to the class Silent reading at dismissal	Home things and hit the button Silent reading at dismissal	Home things and hit the button Silent reading at dismissal	Home things Silent reading at dismissal
PE kit		Come to school in uniform with PE kit in your bag	Come to school in PE kit with your uniform in your bag		

Year 3 Curriculum

The cross-curricular themes in Year 3 are:

Autumn - Kings, Walls and Deer

Spring - The Stone Age and Beyond

Summer - Romans

ning theme

Geography
Our local environment - Barnes Primary School



Geography
Comparing the Royal Parks of London

Year 3 Theme: Kings, Walls and Deer

How did brick walls keep a King happy?

History:
How the park was created
and made a King happy



Mathematics:
The trees of Richmond - their
size and their leaves



Science
Animal habitats - Red and Fallow Deer



Art:
Using nature to collect and
print our memories

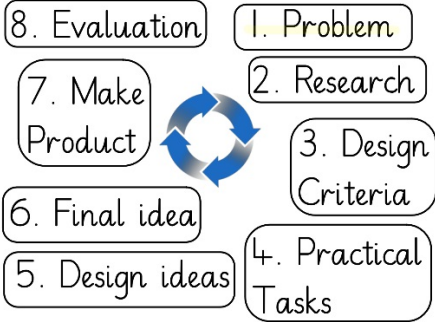
Learning theme

Kings, Walls and Deer

Our theme for this term includes:

- History: Research and order the history of Richmond Park from Charles I to 2012
- Design and Technology: Designing and making aprons with a focus on developing sewing skills
- Geography: Lots of map work with our enquiry focusing on 'Why did walls keep Kings happy?'
- Art: Leaf prints (linked to theme) and observational drawing of invertebrates (linked to science). Pencil work with Olivia.

Learning theme



DT Week



Science

What is Science?

Physics
Science Y3 Light

What is light?
Light is a form of energy that travels in straight lines. It is made up of tiny particles called photons. Light can be seen when it enters our eyes. Light can be reflected, refracted, and absorbed. Light can also be used to generate electricity.

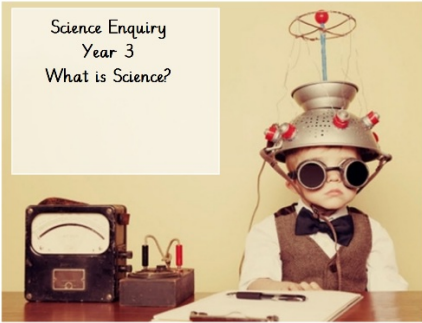
Light sources
The sun is the most important source of light. Other sources include stars, fire, and light bulbs. Light from the sun reaches Earth in about 8 minutes.

Light rays
Light travels in straight lines called rays. This is why we can see the shadow of an object. Light rays can be reflected and refracted.

Light and color
White light is made up of all the colors of the rainbow. When white light is passed through a prism, it is split into its constituent colors. This is called dispersion of light.

Light and vision
We can see objects because of light. Light rays from an object enter our eyes and are focused on the retina. The brain then interprets the signals from the retina as an image.

Light and health
Too much exposure to sunlight can cause skin cancer. Wearing sunglasses and using sunscreen can help protect our eyes and skin from harmful UV rays.



Biology
Science Y3 Living Things and Their Habitats

Living things and their habitats
Living things need a suitable environment to survive. This environment is called a habitat. Habitats provide living things with food, water, and shelter. Living things can adapt to their habitats. Some living things can survive in extreme environments like hot deserts and deep-sea hydrothermal vents.

Classification of living things
Living things can be classified based on their characteristics. The classification of living things is based on their ability to move, their mode of nutrition, and their response to the environment. Living things are classified into plants and animals. Plants are further divided into green plants and non-green plants. Animals are further divided into vertebrates and invertebrates.

Food chains and food webs
Living things depend on each other for food. This relationship is shown in a food chain or food web. In a food chain, energy flows from a primary producer to a primary consumer, then to a secondary consumer, and finally to a tertiary consumer. In a food web, energy flows from a primary producer to multiple primary consumers, which are then eaten by secondary consumers, and so on.

Adaptation
Living things have adaptations that help them survive in their habitats. Adaptations can be structural, behavioral, or physiological. For example, a camel has a hump to store fat, which it can use for energy when food is scarce. A cactus has thick, fleshy leaves to store water. A polar bear has a thick layer of fat and white fur to survive in the cold.

Living things and their habitats

Light

The Big Picture

Living things and their habitats

- know that living things can be grouped in a variety of ways
- can construct and interpret a variety of food chains
- can use classification keys to help group, identify and name living things in their local and wider environment.
- understand that environments can change and that this sometimes poses dangers to living things

Scientific skills Research using secondary sources and observation, identifying and classifying

By the end of this unit, I will:

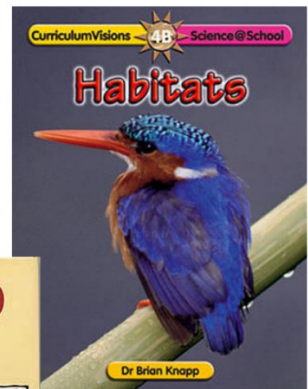
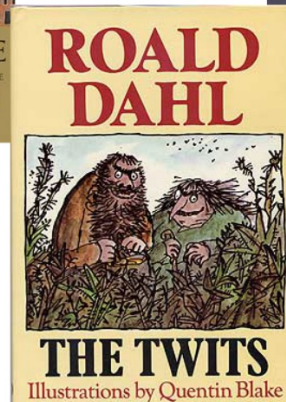
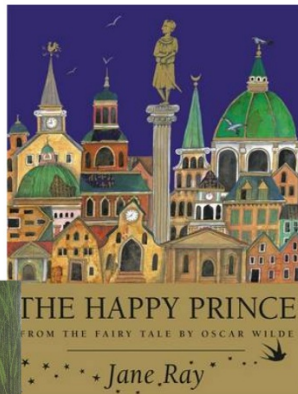
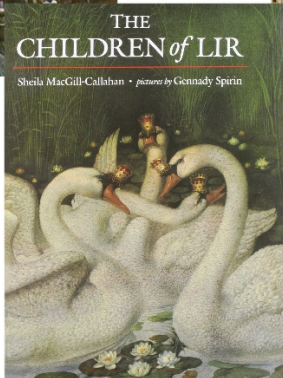
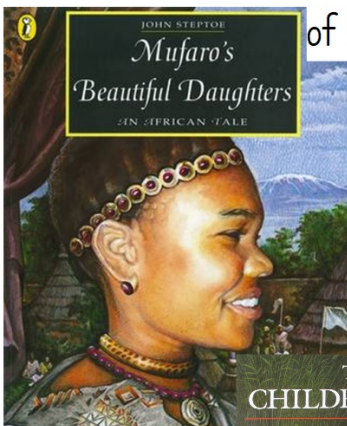
- Know that we need light to see things.
- Notice that light is reflected from surfaces.
- Know that light from the sun is dangerous and that we can protect our eyes.
- Understand that shadows are formed when the light from a light source is blocked by a solid (opaque) object.
- Understand how and why the size of shadows change.

Scientific skills: prediction, use of a data-logger to measure light in lux, recording findings in a bar chart, observing over time, finding patterns.

Light - the Big Picture

English

We have started the year studying Mufaro's Beautiful Daughters by John Steptoe. We are using that to write letters between characters. We will then compare that with another traditional tale, The Children of Lir by Sheila Macgill-Callahan. Our guided reading sessions will also cover a range of fiction, non-fiction and poetry writing.



English

Over the year we will use our class texts to work towards written outcomes (narratives, newspaper reports, play scripts). Time is dedicated within these lessons to developing the NC writing requirements.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

English

While there are stand alone handwriting, spelling and guided reading lessons within the school week, these skills are also focused on throughout our English lessons.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Maths

We follow objectives from the National Curriculum and use White Rose v3 and the NCETM planning materials to support our lessons planning.

We always start the year by focusing on children's understanding of place value and their calculation skills in the four operations.

Times tables are extremely important.

By the end of Y4, children are expected to know all of their multiplication facts up to 12×12 .

Statutory Times Tables Tests started in 2021. These tests mirror the layout of Times Table Rockstars and so we encourage all children to use this resource.



Working with

National Centre
for Excellence in the
Teaching of Mathematics



Maths – Y3 curriculum

Number - number and place value

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Notes and guidance (non-statutory)

Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.

They use larger numbers to at least 1,000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40 + 6$, $146 = 130 + 16$).

Using a variety of representations, including those related to measure, pupils continue to count in 1s, 10s and 100s, so that they become fluent in the order and place value of numbers to 1,000.

Maths – Y3 curriculum

Addition and subtraction

Pupils should be taught to:

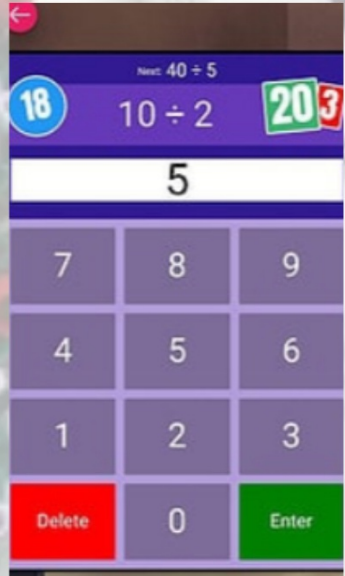
- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Notes and guidance (non-statutory)

Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.

Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to 3 digits to become fluent (see [Mathematics appendix 1 \(PDF, 248KB\)](#)).

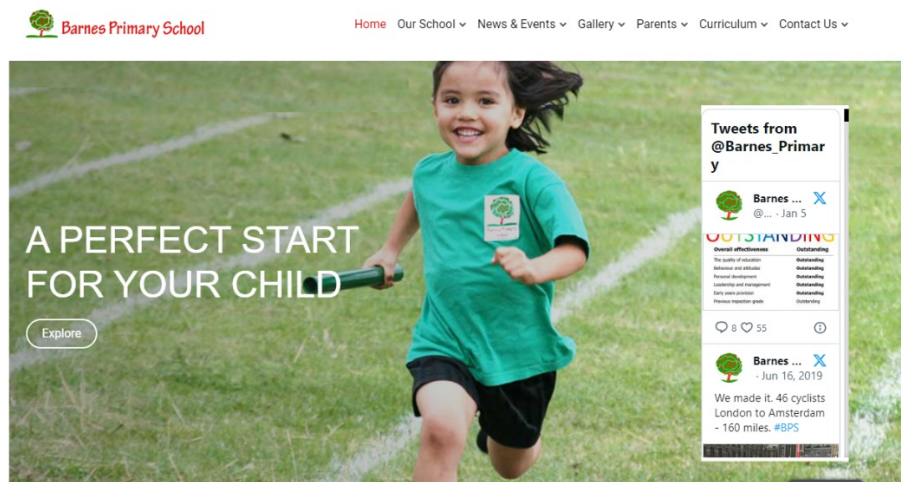
Times Tables



0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	10+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2	10+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3	10+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4	10+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5	10+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6	10+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7	10+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8	10+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9	10+9
0+10	1+10	2+10	3+10	4+10	5+10	6+10	7+10	8+10	9+10	10+10

0-0	1-0	2-0	3-0	4-0	5-0	6-0	7-0	8-0	9-0	10-0
1-1	2-1	3-1	4-1	5-1	6-1	7-1	8-1	9-1	10-1	11-1
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	10-2	11-2	12-2
3-3	4-3	5-3	6-3	7-3	8-3	9-3	10-3	11-3	12-3	13-3
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7-7	8-7	9-7	10-7	11-7	12-7	13-7	14-7	15-7	16-7	17-7
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9-9	10-9	11-9	12-9	13-9	14-9	15-9	16-9	17-9	18-9	19-9
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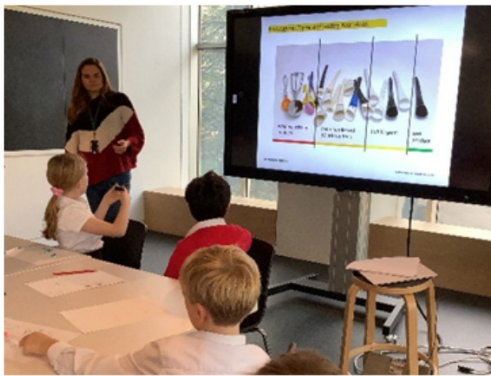
Website



Curriculum maps
Knowledge maps
Maths page
Reading page
Handwriting page

Trips

Autumn 2 - We visit the Design Museum to investigate the design process and participate in a workshop where the children observe various products and the steps involved in designing them. They also have the opportunity to design their own products and explore the museum.



Expectations for home learning

Set on a Friday on Teams with books handed in on a Thursday

One piece based on work covered in either maths, English, science or theme

Please always write in pencil and support your child to set up their book neatly

Weekly overview

- Home learning task
- Weekly spellings
- Times table test
- Daily reading

Spelling tests

Spelling folders need to be in their bags every Friday!

Similar system to KSI with weekly tests on a Friday

Words will be set based on the spelling rule that the children have been learning

The children have a spelling shed log in



	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
families						
enemies						
knives						
potatoes						
villages						
thieves						
bicycles						
islands						
libraries						
centuries						

Date: 11/09/17
Groups: 2
Spelling focus: Plurals: Adding -s, -es, -ies.

Termly tests on Y3 National Curriculum words - Laminated word cards at home

New reading journals

The children currently have their KS1 reading journals in Y3

Teachers will write a comment once a week based on their reading in class

This has commenced this week

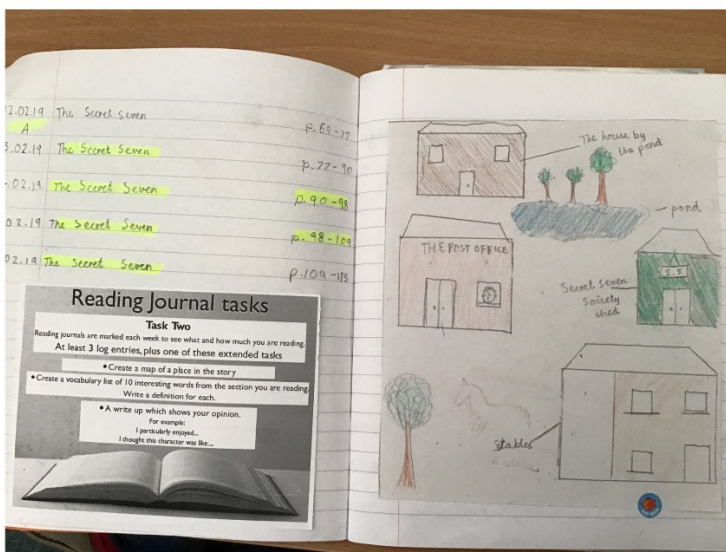
After half term, the children will transition to KS2 reading journals. These provide the opportunity to do extended entries and wonderful activities related to reading

Reading Challenges

1 Pick 3 descriptive words from the text, write them down and explain why you think the author used them.	2 Complete a picture gallery of some of the characters. Explain the role of each character.	3 Make up 3 questions you would use to check someone has read the book carefully.
4 Write a description of one of the characters from your book. Add a picture if you wish.	5 Find words you don't understand in the story, write down their meanings from a dictionary. Find synonyms and antonyms for each.	6 Look at a non-fiction book. Write a five bullet point summary. Add diagrams if you wish.
7 Design a poster advertising the book. Remember to write on the poster why people should read it.	8 Draw a picture of one of the settings in the book; write words/phrases from the book around the setting to describe it.	9 Write the main events from a story as a story mountain.
10 Write an alternative ending to the story.	11 Write a new blurb for the back of the book.	12 Write a short play based on the story.
13 Write a letter to a character.	14 Write a list of questions you would like to ask the author or a character in the book.	15 Write about your favourite part of the story and explain why you have chosen it.

16 In your reading book which character are you most like and why?	17 Identify and explain the main themes.	18 Who would you recommend this book to and why?
19 What are the similarities and differences between the book and film?	20 Write a diary extract for one of the characters.	21 Choose two books by the same author and compare them. Write a list of similarities and differences.
22 Draw a decision tree/branched diagram to show the characteristics of different personalities.	23 From a non-fiction book write a glossary of technical words used.	24 Make a list of questions that pop into your head as you read (Think Aloud).
25 Write a summary of the story in no more than 200 words.	26 Complete a question quadrant.	27 Read the opening sentence. What does it make you think? Why does the author use it? What themes does it suggest?
28 Make a list of books with a similar theme – explain how they are similar.	29 Finish the sentence 'I like the way the author...' then explain your thinking.	30 Which book do you want to read next and why?

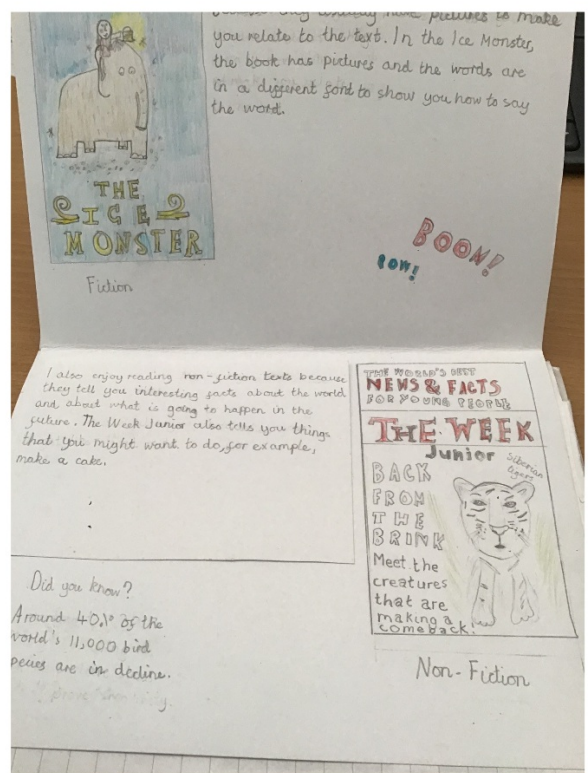
New reading journals



Reading Journal tasks

Task Two
 Reading journals are marked each week to see what and how much you are reading.
 At least 3 log entries, plus one of these extended tasks

- Create a map of a place in the story
- Create a vocabulary list of 10 interesting words from the section you are reading. Write a definition for each.
- A write up which shows your opinion. For example: I particularly enjoyed... I thought the character was like...





Barnes Primary School

Thank you for attending.
We look forward to a great year ahead!

Any questions or queries