

# Welcome to Year 3



# Teaching Staff

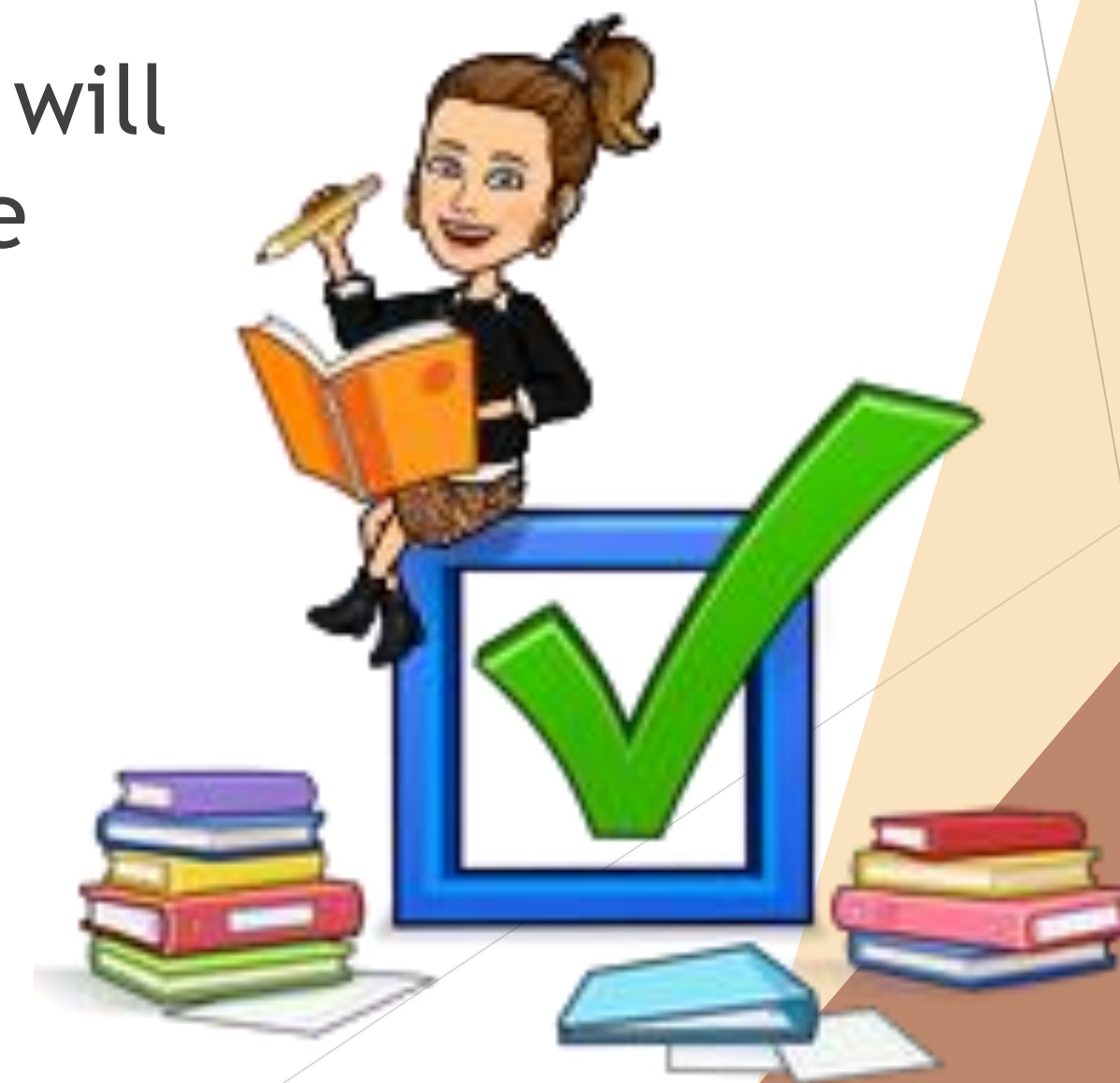
- Year Group Leader - Mrs Thompson
- 3T: Mrs Thompson
- 3N: Mrs Nash and Mrs Mitchinson
- 3L: Miss Playfair
- 3M: Mrs Millham





# Communication

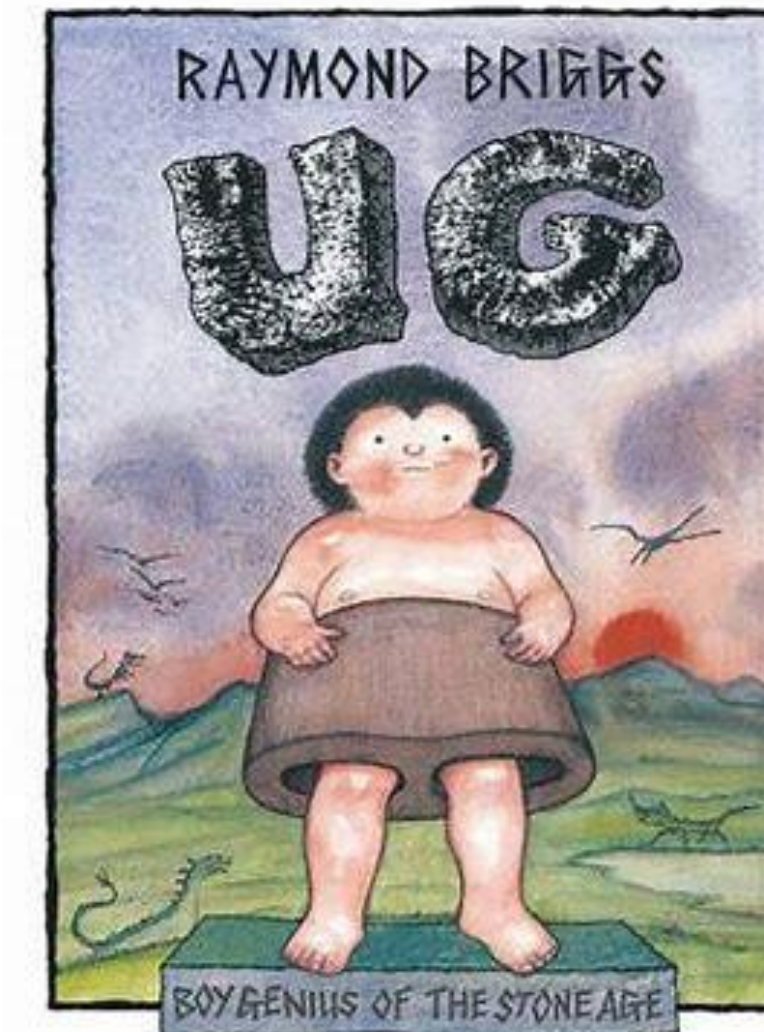
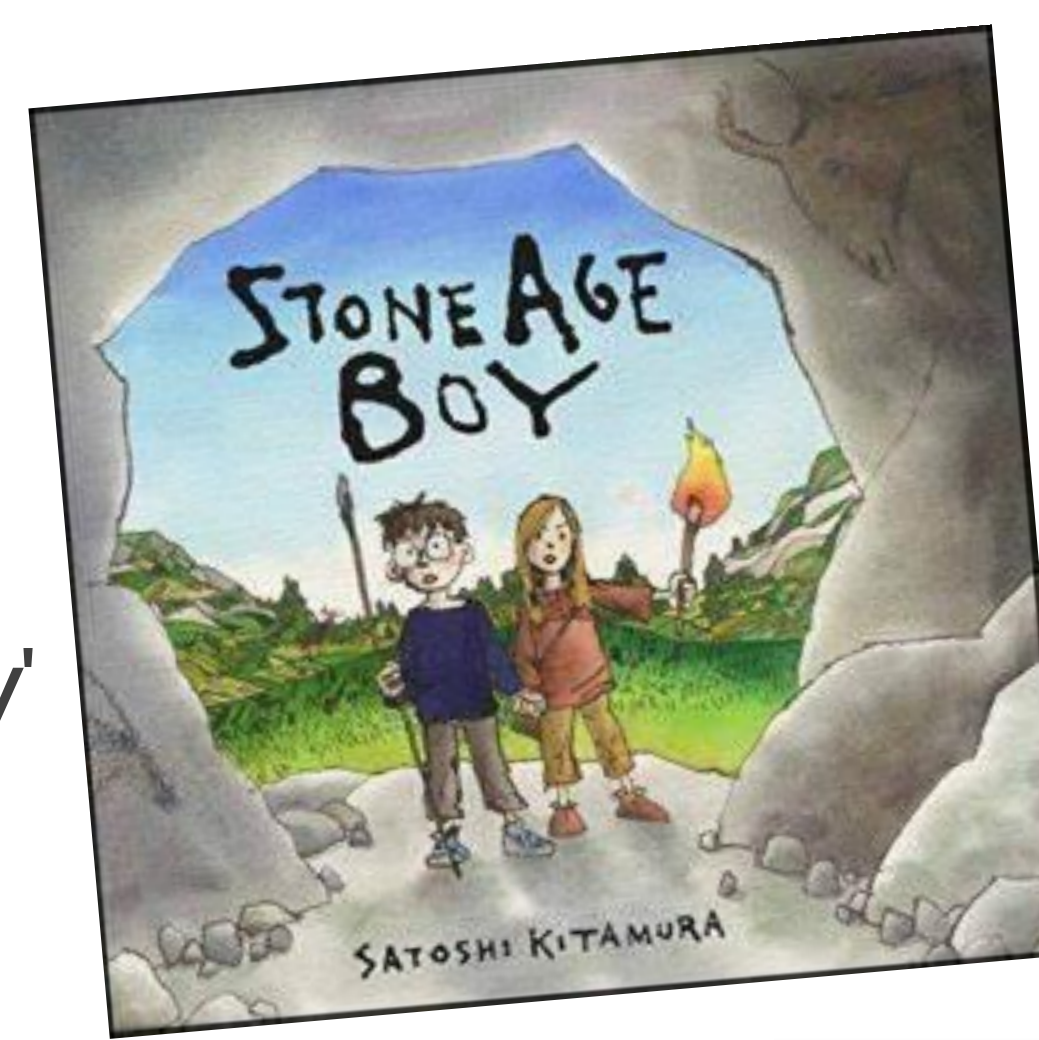
- Communication between staff, pupils and parents/carers is vital in ensuring the highest possible standards of learning.
- New communication books have been given at the beginning of term containing lots of information for parents and children. Each week, messages and spellings will come home. The reading record can also be found inside (more on this to come!)
- Staff are available to talk. Please contact the office and we will return your call as soon as possible. You can also contact the office via email.
- Weekly newsletter.





# Autumn Curriculum: English

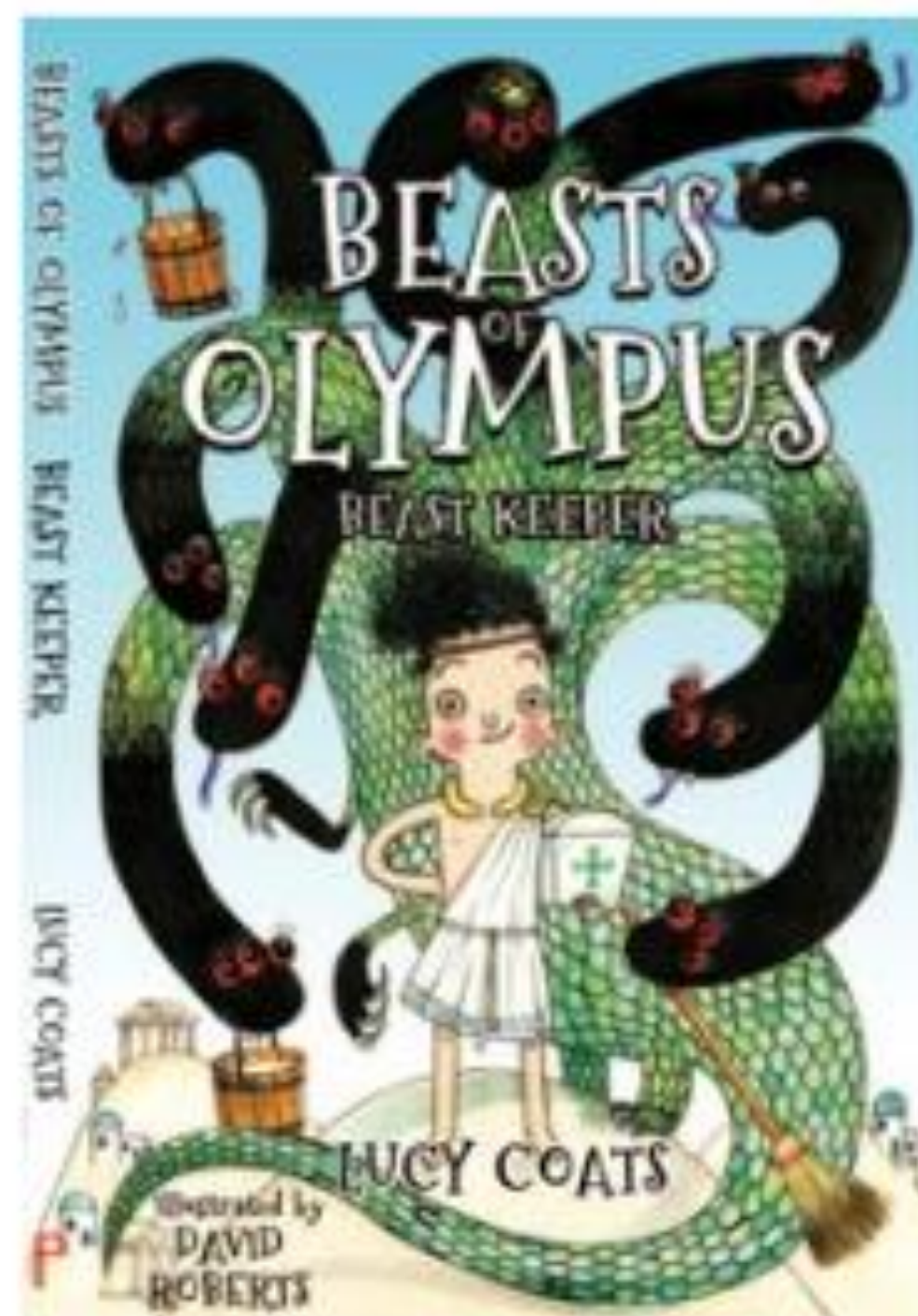
- Our main texts this term will be '*Stone Age Boy*' and '*Ug: Boy Genius of The Stone Age*'
- Developing recounts, diaries and letter writing
- Opportunities to develop narrative skills through writing stories with familiar settings
- Writing non-fiction texts and instructions
- Writing shape poetry based on Stone Age animals
- Performing and creating play scripts
- Brilliant Book Week - '*Stone Girl, Bone Girl*'





# Our Curriculum: English

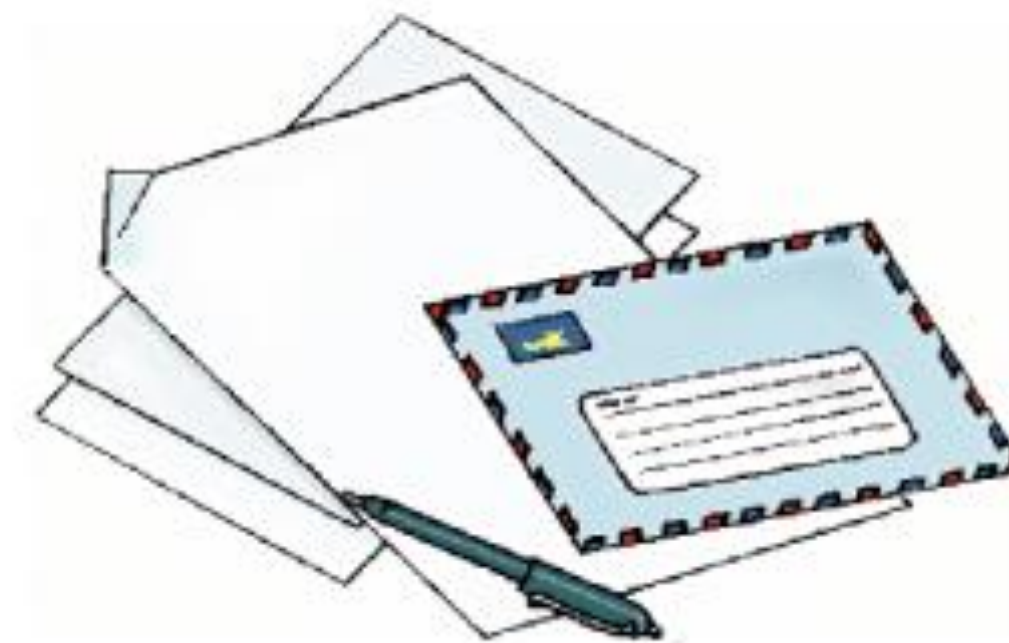
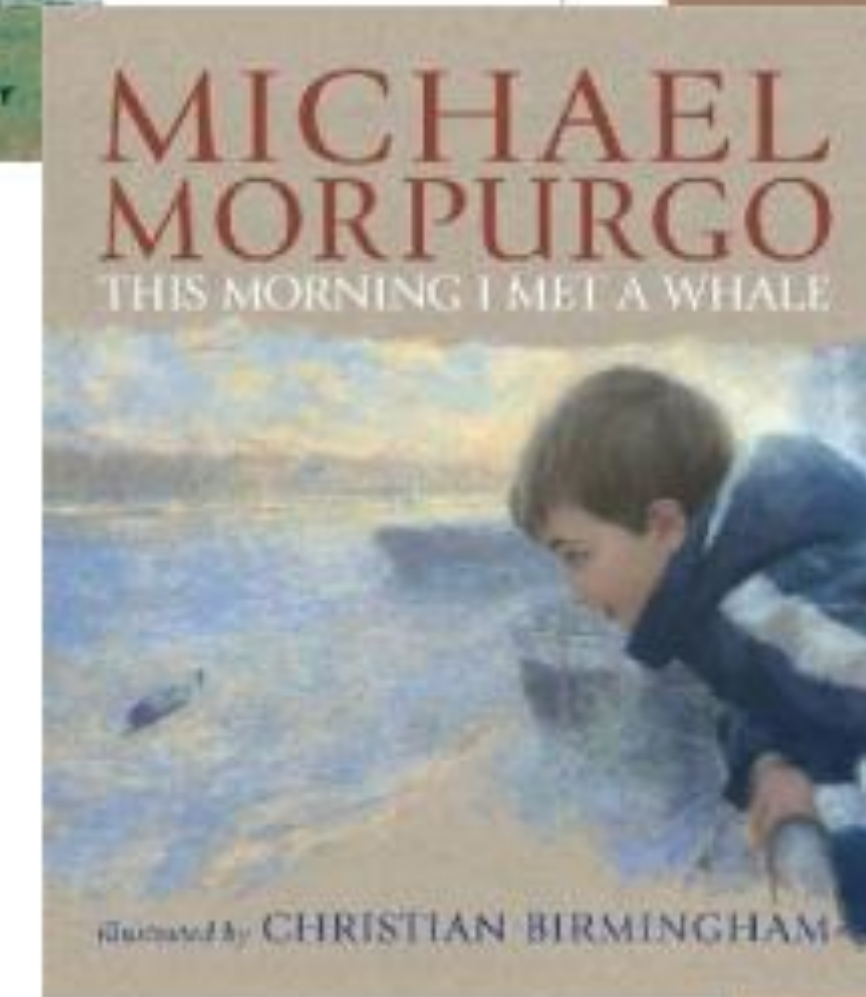
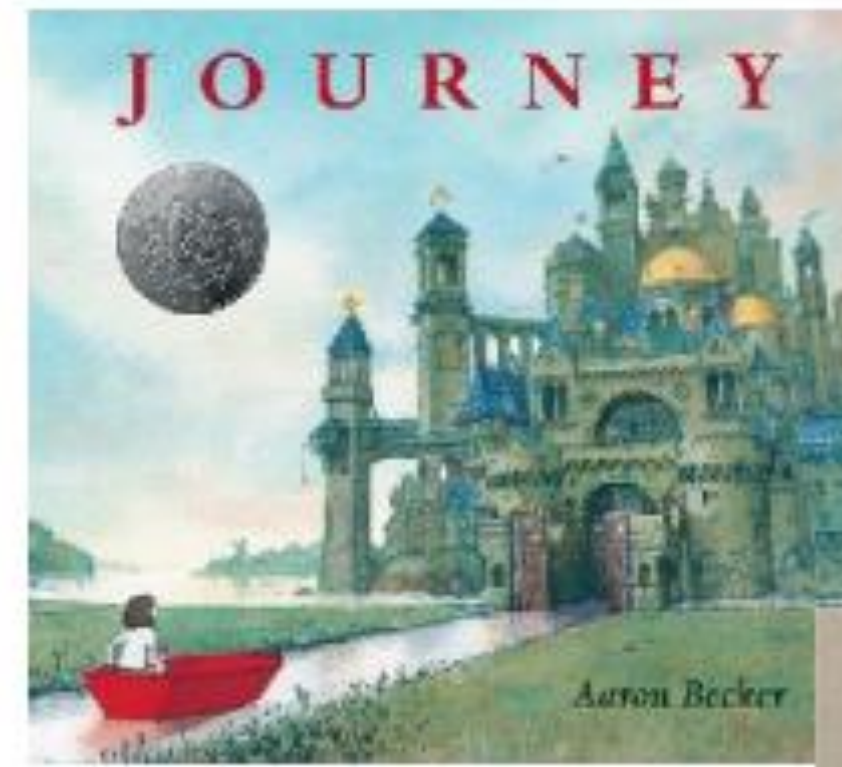
- Our Layered Reading text this term is 'Beasts of Olympus: Beast Keeper'
- Reading and writing myths and legends
- Explanation texts (linked to our topic - such as how Greek temples were built)
- Research and report writing - Greek gods and goddesses
- Performance poetry with a focus on rap
- Brilliant Book Week - 'The Wolf, the Duck and the Mouse' by Mac Barnett





# Our Curriculum: English

- Our Layered Reading text this term is 'This Morning I Met a Whale' by Michael Morpurgo
- 'Brilliant Book Week' - 'Journey' by Aaron Beckett
- Narrative writing inspired by 'The Lighthouse' short film
- Newspaper reports
- Persuasive letter writing
- Adventure stories
- Humorous poetry/narrative poetry





# Our Curriculum: Spelling



- Spellings are set on a Tuesday and tested the following Monday.
- Spelling Shed - children have received log ins for this programme. Please access using your browser rather than the app. Children will be expected to access this each week to practise the spellings they have been assigned. Please also continue to use 'look, say, cover, write, check' to learn and practise spellings.
- Children will also be taught a dedicated lesson on their spellings each week.
- Pupils have been given a copy of the Year 3 and 4 word lists and the Year 5 and 6 word list in their new communication books.



# Our Curriculum: Maths

- Maths topics are taught on a rolling scheme each time building upon prior learning
- There will be four maths bands, three of which receive additional support. All the maths groups follow the Year 3 maths curriculum.
- Support and development of greater depth
- Encourage use of TT Rock Stars (3-5 minutes daily) and Numbots.
- Mental maths skills will be developed and reinforced throughout the week.
- Maths bands have begun in Year 3 and a letter detailing all the information was sent out on Monday 25<sup>th</sup> September.







# Maths with a Mouse

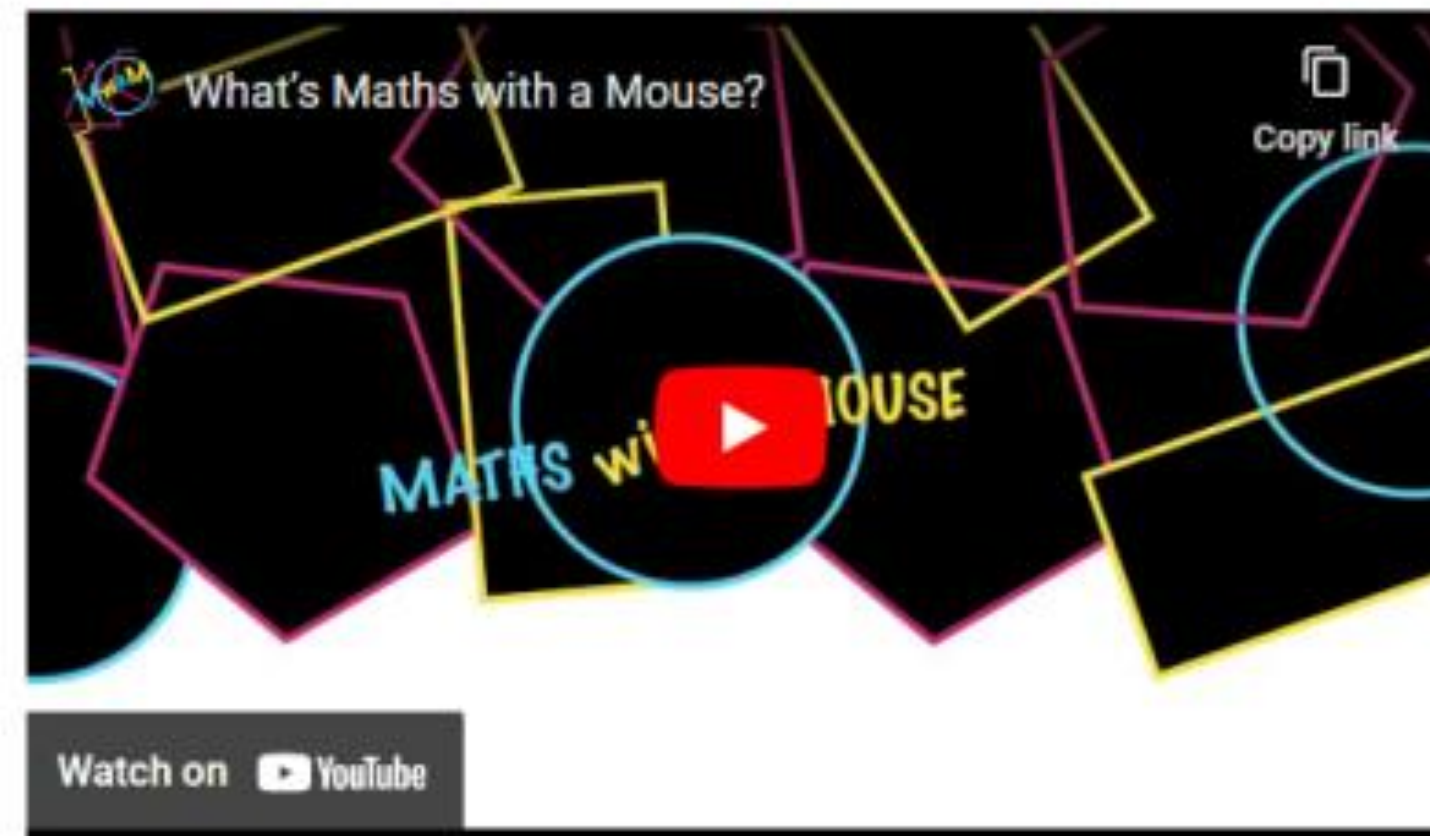
For support with the methods that we use in school to teach mathematical procedures, please use the following 'Maths with a Mouse' website.

This is an excellent tool to use at home:

[Maths with a Mouse](#)

*Welcome to Maths with a Mouse - a website where you are only one click of a mouse away from the fun and mathematical learning you need! Hope you enjoy the site and if you don't, it's because you're a stinky potato!*

*TdM, creator and star of Maths with a Mouse*



*Before this super-duper whizzy website, it all began with a Youtube channel!*



# Our Curriculum: Science

- Topics: Animals including Humans and Rocks
- Opportunities to test out ideas practically and prove them
- Challenges given to ensure creative scientific thinking and independence are developed
- Varied approach to the subject allows children to thrive as scientists by applying their newly-found knowledge
- Progressive approach to forming investigations across the school



## Investigation Format Year 3


Aim	This should be written 'Aim: to investigate....'
Method	This can be written as a paragraph or a bullet point/numbered list.
Fair Test	Should refer to a simple fair test by stating what they have changed and what they will keep the same.
Equipment	This can be written as a list or could be an annotated diagram/photograph
Hypothesis	I think that..... because A reason needs to be given
Results	These need to be shown in the form of a graph, chart, table etc. Children should record using standard units.
Conclusion	The conclusion should show what has been learned. The children should identify differences and similarities within their results.



# Our Curriculum: Science

- Topics: Forces and Magnets
- The children will:
  - define forces
  - investigate how objects move on different surfaces
  - experiment with magnets to see what they can learn about them
  - test the strength of magnets
  - research the uses of magnets

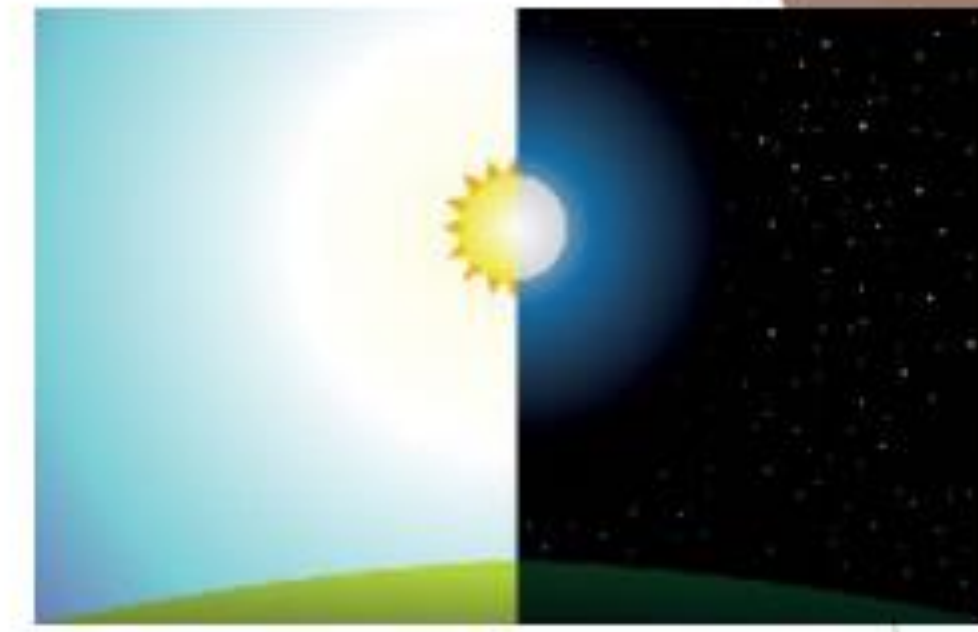


  
Investigation Format  
Year 3

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# Our Curriculum: Science



- Topics: Plants and Light
- The children will:
  - Explore what plants need to grow, including fertilisers
  - Learn how water and nutrients travel within a plant
  - Understand pollination and different methods of seed dispersal
  - Understand how light is reflected
  - Experiment with the creation of shadows and how shadows can be changed
  - Learn how light can be dangerous and how we can protect our eyes from the sun

Investigation Format  
Year 3

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# Our Curriculum: Connected Curriculum

- Topic: The Savage Stone Age
- Driver: It's the little things that count (using every opportunity to explore these across the curriculum - through choice of text to religion and beliefs within different societies)
- History - how life changed from Stone Age to Iron Age
- Geography - UK geography - exploring and locating stone circles within UK. Creating their own maps of settlements. Looking at how the world changed as a result of ice ages.





# Design and Technology

## *Stone Age Shelters*





Art

# *Cave Paintings*





# Our Curriculum: Connected Curriculum

Topic: Gods and Mortals

## History

The children will learn about life in Ancient Greece, including their beliefs about gods and goddesses. They will learn about life in Sparta and Athens, and will consider the legacy of the Greeks.



## Geography

As well as learning the location of Greece, and fitting this in with their knowledge of countries and oceans in the world, the children will also learn about the climate and landscape of Greece today.



## Art

In art, the children will learn about Greek pottery design and the striking repeating patterns. They will design and create their own printing tool to make a vase design.

## Design Technology

Using textiles skills children will create a bag for the Ancient Greek gods and goddesses to carry their ambrosia drinks.





# Our Curriculum: Connected Curriculum

Topic: Old Father Thames

## History

Children will learn about the uses of The River Thames throughout history. They will learn about historical stories within the town of Leigh-on-Sea and the frost fairs that used to be held on The Thames.

## Geography

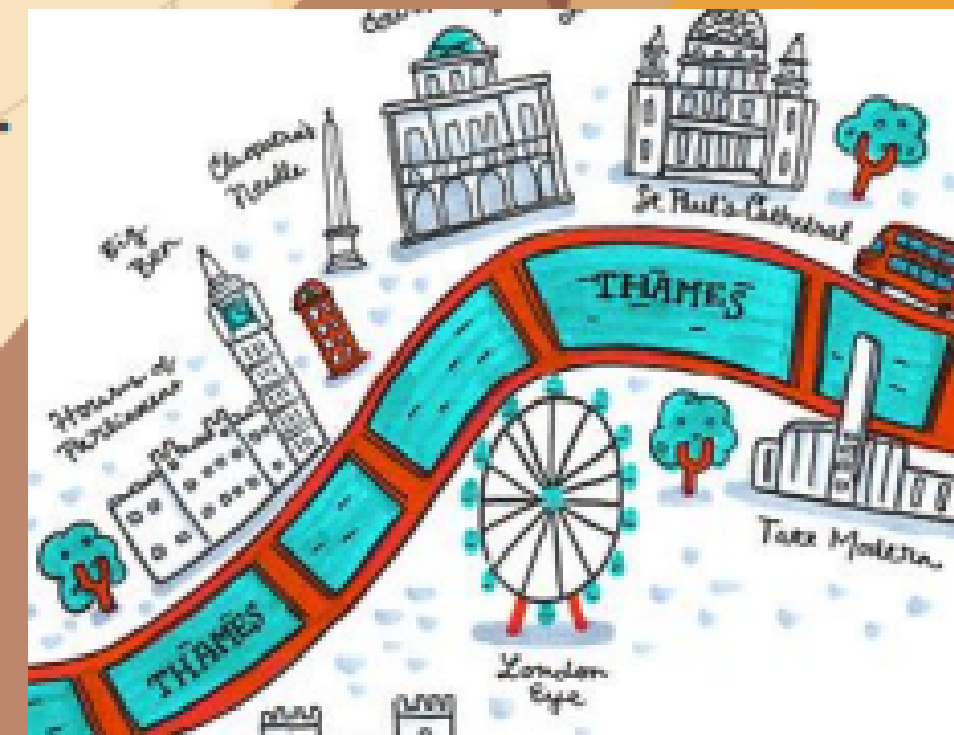
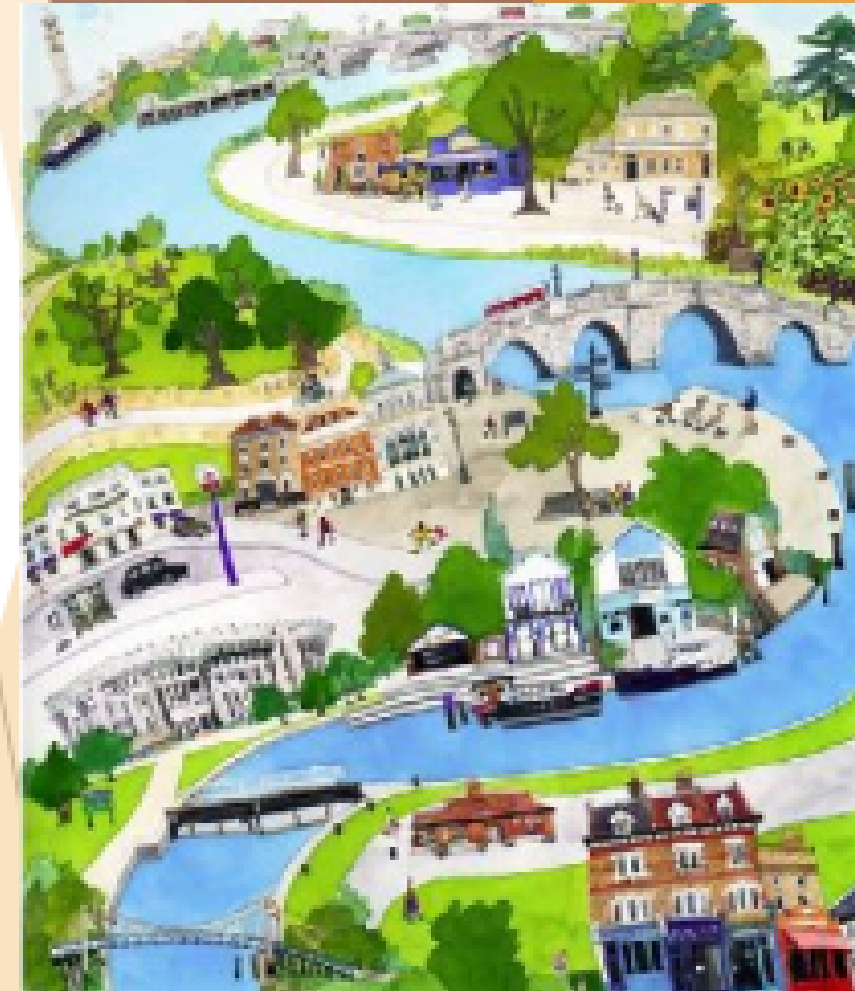
As geographers, the children will learn about the physical features of rivers. They will learn how a river journeys from source to mouth and will track The River Thames as it makes its way through England. They will also consider The River Thames as a thriving eco-system and will learn about the wildlife found in and around the river. We will also go on a geography field study to Leigh beach - date to follow shortly.

## Art

As artists, the children will explore the work of Monet and his views across London, as well as looking at views of rivers from a wide range of other artists across the world. They will create their own up to date cityscapes of London including buildings such as the Shard, Gherkin as well as historically iconic buildings e.g. Tower of London. They will also use colour mixing to create sunsets and sunrises for the background of their cityscape.

## Design Technology

The children will design and make prototypes for a new moving bridge across the River Thames.





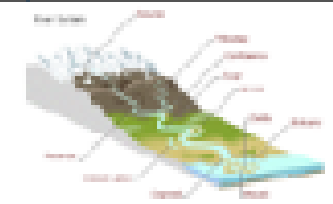
# Knowledge Organisers

## How can we use knowledge organisers at home to support learning?

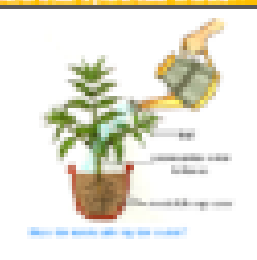

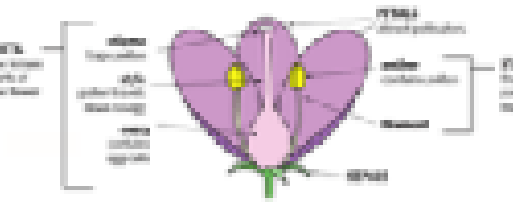
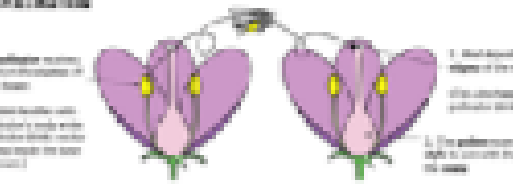
- ask children to match definitions to key vocabulary
- practise spelling the key vocabulary using look, say, cover, write, check
- look through the knowledge organiser at the start of a new topic and ask your child if they have any questions - these can then be researched at home
- create mini quizzes based on different sections of the knowledge organiser
- carry out additional research about key people or events within the knowledge organiser

These can be found on our website: [KNOWLEDGE ORGANISERS | westleighjunior](https://www.westleighjunior.org.uk/KNOWLEDGE_ORGANISERS)

West Leigh Junior School Knowledge Organiser

Topic	Old Father Thames	Year 3	Summer Term
<b>Key Knowledge - Rivers</b>			
What is a river?	A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea or ocean or even another river. A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, a river or stream will flow faster because it is full of water and begins to flow along the banks on either side. Small rivers are usually known as streams, brooks or creeks. If they flow from underground they are called springs.		
How are rivers formed?	Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They also flow downhill because of gravity. They then flow across the land meandering or going around objects such as hills or large rocks. They flow until they reach another body of water.		
What are the features of a river?			
<b>Leigh-on-Sea - A History</b>			
1365-1385	Leigh-on-Sea occurred in The Domesday Book as 'Leger'		
1257	First record of a church in Leigh-on-Sea		
1579	The Spanish ship, the first recorded Leigh built ship weighing 100 tonnes, Leigh-on-Sea provides at least 4 ships to sail with the Spanish Armada.		
1828	Leigh fishermen against the building of Southern Pier for fear it would affect their fishing.		
1834	Lady Olivia Sparrow opens a school on what is now the Broadway.		
1836	Leigh Railway was built, which is now home to Leigh Library.		
1843	Old Leigh suffered from an epidemic of cholera, and the River Park formed to help local fishermen in times of illness.		
1854	The Old Leigh was split in half by the mountain, which meant fishermen's catches could be transported to London much quicker.		
1873	There were many reports of smuggling activities in Leigh.		
1902	One of the first train routes commences from Southend to St Clement's Church.		
1913	Leigh became part of Southend, despite many objections from Leigh men.		
1918	There again happened an epidemic of cholera. 1 Leigh's little ships saved over 1,000 men on Dunkirk.		
1954	Many people in Leigh helped to rescue those in a ferry from the floods.		
<b>Charles Monet (14 November 1840 - 4 December 1929)</b>			
Monet was a French painter who founded the Impressionist art movement.			

West Leigh Junior School Knowledge Organiser

Science Topic	Plants	Year 3	Summer Term 1								
<b>Key Knowledge</b>											
How does a plant take in water?											
How does a plant take in carbon dioxide?											
What are the parts of a plant and what are their functions?	<table border="1"> <tr> <td>Stem</td> <td>They transport water and nutrients up and down the plant.</td> </tr> <tr> <td>Leaves</td> <td>They change carbon dioxide and water into sugar and food for the plant.</td> </tr> <tr> <td>Roots</td> <td>They hold the plant up and carry water from the soil to the rest of the plant.</td> </tr> <tr> <td>Flowers</td> <td>They hold the plant in the ground and suck up water and minerals from the soil.</td> </tr> </table>			Stem	They transport water and nutrients up and down the plant.	Leaves	They change carbon dioxide and water into sugar and food for the plant.	Roots	They hold the plant up and carry water from the soil to the rest of the plant.	Flowers	They hold the plant in the ground and suck up water and minerals from the soil.
Stem	They transport water and nutrients up and down the plant.										
Leaves	They change carbon dioxide and water into sugar and food for the plant.										
Roots	They hold the plant up and carry water from the soil to the rest of the plant.										
Flowers	They hold the plant in the ground and suck up water and minerals from the soil.										
Why is the flower an important part of a plant?	<ul style="list-style-type: none"> <li>The flower makes the seeds for the plant.</li> <li>The flower carries the pollen and eggs of the plant.</li> <li>The flower grows into a new plant.</li> </ul>										
How do plants grow and survive?	<ul style="list-style-type: none"> <li>Light</li> <li>Water</li> <li>Carbon dioxide</li> </ul> <p>This is because if plants get too far or too cold then they will die.</p>										
What are the parts of a flower?											
What are the parts of a seed?											
<b>Key Vocabulary</b>											
Spelling	Definition										
sepal	The fleshy part of a flower that surrounds the petals.										
petal	The part of a flower that surrounds the stamens.										
stamen	The male part of a flower that produces pollen.										
pistil	The female part of a flower that receives pollen.										
pollen	The male part of a flower that carries the sperm.										
seed	The young plant that grows from a seed.										



# Physical Education

- All classes participate in outdoor PE each week - Two classes work with our specialist PE coach and two are with their class teacher. This will swap after half term. The children will be working on invasion games and ball skills.
- Swimming has now started - Please label towels and swimwear in the same way as school uniform.
- Indoor PE this term is health related fitness and gymnastics.
- No taped earrings.





# Reading at Home

- Pupils should be aware of the school's expectations for reading.
- Share a book with an adult at least 3 times a week.
- Your child should be able to tell you their reading target. In order for you to support them with this, it can be found in the Communication Book on the reading target page.
- Supporting a Year 3 pupil who is reluctant to read with you:
  - ask them to summarise the plot/latest section;
  - ask which character they would most likely be friends with;
  - ask them to make a prediction and explain their reasoning;
  - read a section to them or take turns to read aloud to one another.





# Wellbeing - Our Most Important Focus

- Starting Year 3 can feel more challenging for the children. The expectations for behaviour and conduct around school are high. The children have already started learning the new rules and expectations - they are responding to these very well.
- Your child's mental and physical well-being is a priority
- Their well-being is monitored and, if need be, addressed accordingly; this will be different for each individual
- Our curriculum and extra-curricular activities foster a love of learning
- Expertise of staff will be shared to ensure that wellbeing is at the core of what we do - we care greatly for your children and thank-you for giving us the opportunities to develop and nurture them





# Dates

- Friday 6<sup>th</sup> October - 3N and 3L trip to the woods
- Friday 6<sup>th</sup> October - Cross Country Competition
- Tuesday 17<sup>th</sup>/Thursday 19<sup>th</sup> October - Learning Conferences
- Friday 20<sup>th</sup> October - Inset Day
- Monday 23<sup>rd</sup> - Friday 27<sup>th</sup> October - Half Term
- Monday 30<sup>th</sup> October - Return to School
- Friday 3<sup>rd</sup> November - Team Challenge - Keith Haring
- Friday 17<sup>th</sup> November - Children in Need
- Thursday 23<sup>rd</sup> November - Trip to Barleylands Farm
- Thursday 30<sup>th</sup> November - Christmas Decoration morning
- Tuesday 12<sup>th</sup> December - Carol Service
- Last Day of Term/Christmas Jumper Day - Wednesday 20<sup>th</sup> December



# www.westleighjunior.co.uk



- There is a wealth of information regarding the Y3 curriculum that can be found on our website.
- This also includes PE and swimming days!

A screenshot of the 'CURRICULUM SUBJECTS' page on the West Leigh Junior School website. The page header includes the school crest, name, and address. Below the header is a navigation menu with links: HOME, ABOUT US, PARENTS, CURRICULUM (highlighted), ONLINE SAFETY, YEAR GROUPS, and LATEST NEWS. The main heading is 'CURRICULUM SUBJECTS'. Below this is a grid of subject buttons: Art, Computing, Connected Curriculum, English, French, Maths, Music, Physical Education, PE, Religious Education, and Science. To the right of the grid is a photo of children working at a table. At the bottom, there is a text box: 'If you have any further questions about the curriculum please feel free to contact the school office and somebody will be more than happy to help.'

A screenshot of the 'MEET THE YEAR 3 TEAM' page on the West Leigh Junior School website. The page has a white background with a black border. The heading is 'MEET THE YEAR 3 TEAM'. Below it is the text: 'Year 3 Group Leader - Mrs. C. London'. Then, the team members are listed: '3T - Mrs L. Thompson', '3S - Mrs S. Toosh / Mrs P. Dodger', '3C - Mrs C. Hill', and '3L - Miss A. Palfrey'. Below the team list is a section for 'PE' (Physical Education) and 'SWIMMING'. The PE section states: 'The swimming and PE days as published below reflect the usual weekly timetable as set each half term. However, there may at times be the occasional change, which will be communicated by email.' and lists: '3T - Tuesday and Friday', '3S - Thursday and Friday', '3C - Wednesday and Monday', and '3L - Monday and Thursday'. The SWIMMING section lists: '3C - Tuesday morning', '3L - Thursday afternoon', '3S - Thursday morning', and '3T - Tuesday afternoon'. On the right side of the page, there is a vertical sidebar with orange buttons: 'Year 3 Letters', 'Newsletters', 'Term Dates', 'School Lunches', 'Educational Websites', and 'School Council'.



Any Questions?

