



Year 3 Summer Term 2023 Newsletter

Welcome back! We hope that you have all had a lovely Easter holiday and are now rested, recharged and raring to go for an exciting summer term of learning! Please do remember that children can bring a named sunhat to school and it's also a good idea to apply sunscreen every day. As we know, Jersey's weather can be a bit unpredictable this time of year, so please could you ensure that your child has a waterproof jacket in case.

Dates for your diaries:

- Monday 6th May - May Day
- Thursday 9th May - Liberation Day
- Friday 10th May- School Walk
- Thursday 16th May - Mont Orgueil Evening Adventure
- Monday 27th May - Bank holiday
- Tuesday 28th May to Friday 31st June - Half Term

Topic: The Faces of Jersey

Throughout this topic pupils learn about Jersey history, geography and culture. We find out about key points in Jersey's history when people have emigrated to the island and learn about the diversity of our population make up. We will be collecting data using geography field work skills on where our school population has originated. Please talk to your children about where members of your family were born, and the reasons these people have moved to the island. As part of our topic, we will be joined weekly from the Jerriais team who will be delivering lessons about the island's geography, history and culture dispersed with learning our local dialects. As designers we will be evaluating local food such as black butter and Jersey Royals. We will then be making Jersey wonders and evaluating how they differ when Deep Fried vs Air-Fried.

English - Writing:

Our first text is The Firework Makers Daughter. We will be thinking of our own ideas and writing the end of the story. We will be focussing on using different sentence starters, as well as using adverbs and interesting vocabulary. Our second text driver this half term is The Legend of Rock, Paper, Scissors. We will be using this entertaining story to learn how to correctly punctuate speech. Our outcome will be an extract of story based on the text including dialogue.

Maths:

This half term, each class will focus on the key outcomes from pre-assessments in multiplication and division, fractions and money. Each class will be doing this through using concrete, pictorial and abstract methods of learning. We will learn how to name amounts of money and the different ways the same amount can be used using a variety of coins and notes. Then we will recap addition and subtracting but within the world of money. We will also be

building on last year's work on measure. We will solve word problems using these different measures.

PE:

PE will continue Mondays and Thursdays as usual.

PSHE:

Personal, Social and Health Education is correctly identified by many as key learning, with the power to impact on all other areas of learning at school and in life. This term we are looking at developing interpersonal relationships, initially identifying and challenging traditional gender roles in families and society. We then learn some useful strategies to defuse conflict and to help us to get along before finding out about our responsibilities to our global community and how we can be good global citizens.

Summer Term 1 homework-

Year 3 homework continues to be sent home half termly in a Must, Should, Could fashion. All children MUST complete the must task daily (except weekends), children should complete the SHOULD task at a chosen point during the week and once a half term can select from a range of independent learning projects which they COULD choose from.

MUST-

- Children must read daily for a minimum of 20 minutes. Please see the advice above about children reading outloud. These are useful websites - <https://www.readingrockets.org/article/reading-your-child>
<https://www.teachyourmonstertoread.com> www.sightwords.com

Reading:

Children now have access to our school library and are very fortunate to be able to take a book home weekly that interests them. 3B's library slot is on Tuesdays and 3A's library day is on Friday. Please ensure your child has their library book on this day to either return or renew. Many of our pupils are reading as 'free readers' which means that they decode at a level 30 or above. This means they are taking home their own choice of books and able to swap books as they need. In order to enable pupils to focus on their comprehension and reading for meaning, please encourage them to read out loud to you. We would encourage pupils to read with rhythm and intonation, moving away from monotone or robotic styles. Reading out loud helps pupils listen to their own reading voice to spot when something doesn't sound right and make self-corrections. By reading out loud pupils pay more attention to the punctuation and how this controls the meaning of a text. Most importantly, reading out loud helps pupils understand what they are reading. It is also helpful to try 'echo reading' with your child to help them read fluently with the correct intonation and rhythm. This involves a parent as the 'expert reader' reading a few lines of text modelling the correct prosody and then the child copying, keep building up lines of text until a short exert can be read fluently.

Here is a good website with some suggested year 3 level texts: <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/>

Spelling: Please continue with helping your child practice their weekly spellings. Pupils are often making errors in spelling similar words. Below is a table showing words which we commonly find misspelt by Year 3 pupils. Please practise these words at your own leisure, a few of these at a time and use the spelling activities suggestions, which are at the bottom of this letter, to help them learn the words they find most difficult. We will continue to send weekly spellings home following the spelling rule we have been practising that week. These will be tested on Tuesdays.

Allowed	Doesn't	Present	Whole
Awwhile	Don't	Properly	Won't
Believe	Everybody	Quiet	Where
Brought	Excited	Scared	Which
Can't	Favourite	They're	You're
Caught	Field	Threw	
Centre	Friends	through	
Clothes	height	Tomorrow	
Couldn't	Instead	Wasn't	
Didn't	Luckily	Watch	
Different	Nearly	We're	

SHOULD- Children should practice maths skills to increase their fluency with the skills learnt in class at least once a week. The table below give suggested activities to work through to build on each skill we will be covering. In addition to this being fluent in number bonds to 20 and in times tables is essential and takes a lot of practice. TT rock stars should also be accessed at least once a week. Please focus on the tables in the following order – 2,5,10,3,4,8. Work through some of the suggested maths revision below:

Maths skill	Possible activity
Multiplication:	Use groups of everyday objects such as pencils, shells, pebbles, pegs etc to help children count in groups of 3, 4 and 8. Use multiplication songs and games to help them begin to memorise these times tables. https://trockstars.com/
Times Tables	Key Timestables for Year 3 that require fluency time stables of 2, 3, 4, 5,6 and 10 times tables and corresponding division facts.
Counting on	Count on or back in tens or ones
Division	Use groups of everyday objects such as pencils, shells, pebbles, pegs etc to help children divide equally into groups of 3, 4 and 8.
Rapid Recall	<ul style="list-style-type: none"> Practice rapid recall of addition and subtraction facts for all numbers to at least 10. Practice number pairs with a total of 20 – e.g. 13+7 Practice doubles of numbers up to 10, and the corresponding halves
Addition	<ul style="list-style-type: none"> Find what must be added to any multiple of 100 to make 1000, e.g. $300 + ? = 1000$ Add or subtract any pair of two-digit numbers, without crossing a tens boundary or 100, e.g. $33 + 45$, $87 - 2$
Subtraction	<ul style="list-style-type: none"> Subtract any three-digit number from any three-digit number when the difference is less than 10, e.g. $458 - 451$, or $603 - 597$
Length	<ul style="list-style-type: none"> Please find real life opportunities to measure length and discuss different ways of measuring and comparing length.
Counting in tenths	Practice counting forwards and backwards in tenths together. <ul style="list-style-type: none"> http://www.snappymaths.com/counting/fractions/interactive/tenthsint/tenthsint.htm
Adding and subtracting fractions	https://www.splashlearn.com/math/add-and-subtract-fractions-games https://www.mathlearningcenter.org/apps/fractions
Finding equivalent fractions	https://www.topmarks.co.uk/Search.aspx?q=equivalent%20fractions https://www.splashlearn.com/equivalent-fractions-games

COULD-

To support our topic work children can choose from one or more of the below activities to complete and bring into share with the class after the end of term break.

- Find out about a place in England that is similar to Jersey such as Topsham or Salcombe.
- Find out about and retell a Jersey Folk lore story.
- Visit a Jersey heritage site and write a recount following your visit to describe what you learnt.
- Experiment with Jersey recipes at home.
- Try the local animal scavenger hunt below- how many Jersey creatures can you find whilst out and about in our island?

Useful links:

- Times tables, using <https://ttrockstars.com/>
- Maths fluency, using <https://www.busythings.co.uk/>
- Handwriting, using <https://teachhandwriting.co.uk/>

Thank you for your ongoing support.

























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Suggested ways to practice spellings-



Jersey Wildlife Scavenger Hunt.

Common toad	Heron	European redwood ant	Red squirrel
			
Palmate newt	Bearded tit	Field cricket	Common or French shrew
			
Agile frog	Dartford warbler	Southern emerald damselfly	Woodlice
			
Sparrowhawk	Barn owl	Swallowtail	European Shag
			
Kingfisher	Jersey grasshopper	Lesser white-toothed shrew	Duck
			
Cetti's warbler	Hoverfly	Hedgehog	Moorhen
			
Peregrine	Vernal colletes bee	Jersey bank vole	Bats, horseshoe
