



**April 2019**

Dear Year 3 Parents and Carers,

It has been wonderful to hear what the children got up to during the Easter break. They have come back revitalised, no doubt buoyed by the wonderful weather we have had. The purpose of this letter is to remind you of a few things and inform you of this term's areas of study.

### **Volunteers to Listen to Children Reading**

To begin with, a plea as at the moment the class has no parent support for reading. I appreciate that many of you have other commitments, but if you could find some time between 9.00 and 9.30am, once a week, that would be great. There is nothing to be afraid of and it really does make a difference!

### **Equipment**

Most children have returned with their pencil cases replenished, but can you please ensure that your child has everything they need for school and that **everything is labelled clearly**. The full equipment list is given on pages 13-14 of the Parent Handbook, which you will find here:



<https://www.curzonschool.co.uk/wp/wp-content/uploads/2018/07/PARENT-HANDBOOK-Sept-2018.pdf>

Whiteboard pens are used every day, so please don't overlook them. They are available from the office for only 60p.

### **Homework**

This term, I intend to experiment with setting some homework by providing a QR code (as well as the web address) to help to access it. Please continue to sign the homework diary every week and also use it to send messages or ask any questions. If your child attends homework club, they should bring their books back home with them so that you can see what they are doing. About twenty minutes of focussed work in a quiet environment should be enough for each subject. Please do not let your child do their homework in front of the TV!

### **Times tables**

Please continue to work on times tables along with the corresponding division facts. If your child struggles with times tables, just take them one table at a time and revise them at least three times a week. Also, help them to think of strategies to work out answers which do not come readily, e.g. if they know  $10 \times 6 = 60$ , then they can work out  $9 \times 6$  by working out  $10 \times 6$  and then subtracting 6. The 2, 3, 4, 5, 6, 8 and 10 tables should be fairly secure by now. Should your child already be fluent in these times tables, please start them on the 7 and 9 times tables.

## Spelling

There will be weekly spelling lists for the children to learn. Sometimes these will link to work on spelling patterns and other times they will link to vocabulary from the subjects they are studying. The method I suggest for learning new words has two stages: **1 Look – say - copy; 2 cover- write – check.**

## Reading

Your child should be reading daily. Please listen to your child reading at least three times a week, so that you have an idea of how they are coping with pronunciation, unfamiliar words, fluency, and expression. Either you or your child should make a note of each reading session in the homework diary. This could be simply the page numbers, or could be more elaborate (e.g. a summary, or a new word, or what they liked/disliked). They will receive a house point if they record that they have read three times in a week and you have signed their reading record. Extra house points are available for extra reading. Please encourage your child to read a range of books and texts.

When listening to them read:

- let them try to work out new or unfamiliar words first;
- discuss what they are reading;
- ask them to make predictions about what will happen in stories.

Please ask me if you would like any advice on how to support your child with their reading.

If you have any questions or concerns, come and speak to me when I am on the playground (though not when I am on duty, please) or make an appointment through the office.

Mr M Robson (Year 3 Teacher)

Some suggested reading to this term's History and Literacy

The Egyptian Cinderella by Shirley Climo • The Time-Travelling Cat and the Egyptian Goddess by Julia Jarman • The Red Pyramid by Percy Jackson • Egyptology: Search for the Tomb of Osiris by Emily Sands • Flat Stanley: The Great Egyptian Grave Robbery by Sara Pennypacker • Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams • Egyptian Things to Make and Do by Emily Bone • The Scarab's Secret by Nick Would • If I Were a Kid in Ancient Egypt by Cobblestone Publishing • The Plot on the Pyramid by Teary Deary • Casting the Gods Adrift by Geraldine McCaughrean • Anthony and Cleopatra by Andrew Matthews and Tony Ross • Pharaoh's Egypt by Mick Manning • If I was there Tutankhamun's Tomb by Sue Reid • Everything Ancient Egypt by National Geographic • Ma'at's Feather by Juliet Desailly • There's a Pharaoh in Our Bath by Jeremy Strong • See Inside Ancient Egypt by Rob Lloyd Jones • Miu and the Pharaoh by Sally Wallace Jones • Ancient Egypt (Eyewitness) by DK

### YEAR 3 TIMETABLE, SUMMER 2019

Monday	Tuesday	Wednesday	Thursday	Friday
Hymn Practice	Assembly	Assembly	Assembly	Class Assembly
Literacy (Grammar)	Literacy	Literacy	Literacy	Numeracy
Break				
Spelling/phonics	Spelling/phonics	Times tables	Guided reading	Guided reading
Maths	Maths	Maths	Maths	Maths
Lunch				
Handwriting	French	Music	PE	PSHCE
ICT	Science			PE
Art				

### Areas of Study, Summer 2019

Science	Light; plants
ICT	Databases
History	Ancient Egypt
RE	What kind of world did Jesus want? Hinduism
Art	Art inspired by Ancient Egypt
Music	Garage band; drumming; musical elements; production songs
PE	Track and field events
English	Stories based around Ancient Egypt
Maths	Column subtraction; division; fractions; telling time to the nearest minute; mental maths; shape.