



Gayton Primary
School

Year 3
2020 - 2021



The Creative Curriculum

- Autumn Term:

Geography: UK geographical regions Local Study (Parkgate)

Science Focus: 1. Animals including Humans
2. Begin 'Rocks' - coastal regions

- Spring Term:

History : Changes in Britain from Stone Age to Iron Age

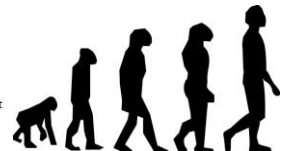
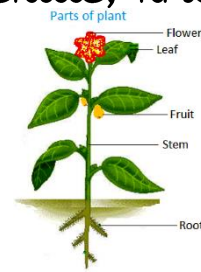
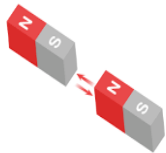
Science Focus: 1. Continue Rocks
2. Forces and Magnets

- Summer Term:

History Focus: Early Civilisations - Ancient Egypt

Science Focus: 1. Plants
2. Light

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





The Year 3 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 8:40 - 8:55	Maths Challenge	Maths Challenge	Maths Challenge	Handwriting	Spelling Test
Session 1 9:00 - 10:00	Maths - Add and subtract multiples of 100	Maths - Add and subtract 1s	Maths - Add and subtract 3 digit and 1 digit numbers - not crossing 10	PE - Fitness circuits	Maths - Add 3 digit number and 1 digit number crossing 10
Guided Reading 9:45 - 10:15	Whole Class Guided Reading - Session 2	Group 1 Guided Reading	Group 2 Guided Reading	Group 3 Guided Reading	Group 4 Guided Reading
10:15 - 10:30	B	R	E	A	K
Session 2 10:30 - 11:30	English - Riddle using verbs and prepositions	English - Role play conversation (write into speech bubbles)	English - Writing short dialogue using inverted commas and reporting clause	English - Paragraph grid; investigating reasons for starting a new paragraph	English - Planning 3 paragraph diary entry (before, during and after accident)
Session 3 11:30 - 11:45	Spelling	KS2 Picture news	Collective worship	Follow up class assembly	Editing and proof reading
Lunch 11:45 - 12:45	L	U	N	C	H
12:45 - 1:10	Handwriting	Handwriting	PPA - MFL - French - PE (Games)	Maths Challenge	Handwriting
Session 4 1:10 - 1:45	ICT	Science/Topic		Maths - Add a 2 digit and 1 digit number - crossing 10	Music - <u>Charanga Autumn 1</u> Let your spirit fly Celebration Assembly 1:30
Break 1:45 - 2:00					
Session 5 2:00 - 3:05	Science	Topic		Spelling - No Nonsense Spelling scheme	Art
3:05 - 3:25	S	T	O	R	Y
3:15 KS1 & siblings depart	T	I		M	E



We are utilising 'Pathways to Write' across the school. This uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

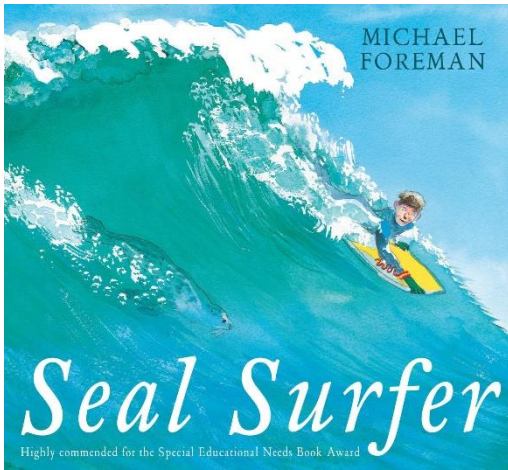


Impacts on both reading and writing attainment.

Vocabulary teaching explicit

Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.



Pathways to Write (Autumn term)

Elements of writing covered through our study of the texts.

Plan writing:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Compose and rehearse sentences orally

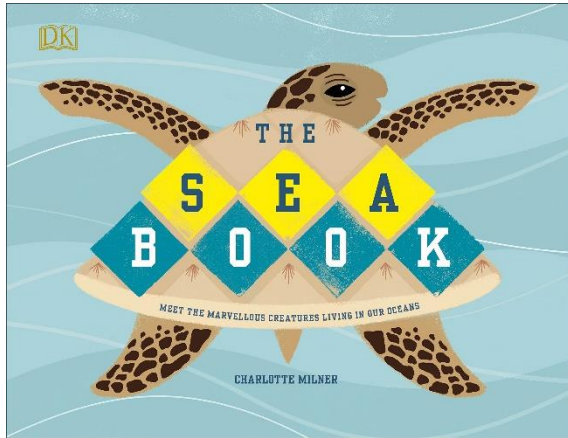
Draft and write:

- Discuss and record ideas
- Use dictionaries to check the meanings of words
- Enhance vocabulary choices using a thesaurus
- In narratives, create settings, characters and plot

Evaluate and edit:

- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors

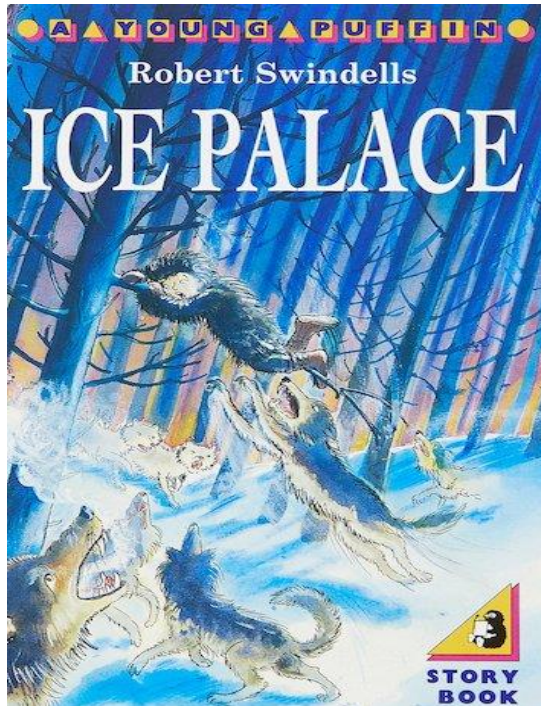




Pathways to Read (Autumn term)

Elements of Reading covered in our study of texts...

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.
- Ask questions to improve understanding of a text
- Use dictionaries to check the meaning of words
- Identify themes and conventions throughout stories
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied



Home Reading



Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

Year 3-4 Reading Key Objectives

Summarised form

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts

Spelling, Punctuation and Grammar



Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)

Terminology for pupils

preposition, conjunction

word family, prefix

clause, subordinate clause




direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')






Year 3 Spellings Autumn 1 2020-2021

<p>NC Common Exception Words Y2 (recap) covered in class</p> <p>every everybody everyone could would should</p> 	<p>NC Common Exception Words Y2 (recap) covered in class</p> <p>past who because after great again</p> 	<p>NC Common Exception Words Y2 (recap) covered in class</p> <p>kind many even people father children parents</p> 	<p>Notes for Friday 9th October Rarer GPCs: words with the /eɪ/ sound spelt in a variety of different ways.</p> <p>This sound is difficult as there are so many different ways of spelling the word such as 'ai', 'ay' and 'a-e' and also 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they). Some children may need to focus on the first three ways first. Practicing this sound comes down to what 'looks' right on the page and may involve trial and error.</p>
<p>Test date: Friday 25th September</p>	<p>Test date: Friday 2nd October</p>	<p>Test date: Friday 9th October</p>	<p>Test date: Friday 16th October</p>
<p>Words ending in -ed, -ing, -er, -es, -s</p> <p>clapped hoped baking planning floats likes runner walker</p>	<p>Prefixes -un and -dis</p> <p>unwell unhappy unlucky unfold disagree disappoint dishonest disallow</p> <div data-bbox="710 868 929 1229" style="border: 1px solid black; padding: 5px;"> <p>every everybody everyone could would should</p> </div> <p>And those old favourites... where, were, are, our</p>	<p>Apostrophes for contractions</p> <p>doesn't haven't hasn't isn't cant wont don't</p>	<p>Rarer GPCs: words with the /eɪ/ sound spelt a variety of ways See notes</p> <p>vein eight straight they grey sleigh shake brake</p> <div data-bbox="1630 961 1856 1329" style="border: 1px solid black; padding: 5px;"> <p>baby rain snake brake tail paint</p> </div>



Year 3 Spellings Autumn 1 2020-2021

Y3/4 Statutory word list which we explore and unpick vocabulary within English lessons through our half termly class text

<p>Statutory Y3/4 word list</p> <p>accident accidentally appear breath breathe caught</p> 	<p>Statutory Y3/4 word list</p> <p>early experience extreme heard natural</p> 	<p>Statutory Y3/4 word list</p> <p>often ordinary recent strength through</p>	<p>Common words occurring throughout our class story</p> <p>smudge nuzzle burst fade haul wrench gather</p> 
<p>Test date: Friday 23rd October</p>	<p>HALF TERM</p>	<p>Friday 6th November</p>	<p>Friday 13th November</p>
<p>Homophones</p> <p>brake break grate great eight ate weight wait</p>	<p>No test as such but please practice statutory words covered so far this term OR Y2 common exception words from start of term.</p>	<p>Homophones</p> <p>son sun plane pain rain reign mail male</p>	<p>Y2 revision –er and –est</p> <p>nicer rider hiker writer bravest latest rudest ripest</p>

The overview of weekly spelling lists for Autumn 1 can be found on Google Classroom by clicking 'Classwork' then going to the 'Homework' folder.

Spellings taught in school

Overview of Spellings - Autumn 1

Week 1	Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (<i>disappoint, disagree, disobey</i>)
Week 2	Lesson 4 Practise /Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: Apostrophes for contractions	
Week 3	Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)	Lesson 9 Practise Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)	Lesson 10 Assess Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>): dictation
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	
Week 6	Lesson 13 Practise Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	Lesson 14 Assess Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)	

Overview of Spellings - Autumn 2

Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	

Overview of Spellings – Spring 1

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Assess Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

Overview of Spellings - Spring 2

Week 1	Lesson 1 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice
Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 Practise Prefixes 'super-' and 'auto-'	
Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 Practise Strategies at the point of writing: homophones	
Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)	

Overview of Spellings - Summer 1

Week 1	Lesson 1 Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 2 <u>Practise</u> Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix '-ly' with root words ending in 'le' and 'ic'	Lesson 5 <u>Practise</u> Suffix '-ly'	Lesson 6 Apply Suffix '-ly'
Week 3	Lesson 7 Revise From Year 2: Apostrophes for contractions	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/ɪ/ sound)	Lesson 11 <u>Practise</u> Rare GPCs (/ɪ/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/ɪ/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 <u>Practise</u> Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Overview of Spellings - Summer 2

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach The /n/ sound spelt 'ou'	Lesson 5 Practise The /n/ sound spelt 'ou'	
Week 3	Lesson 6 Apply The /n/ sound spelt 'ou': dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)	Lesson 10 Practise Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)	
Week 5	Lesson 11 Apply Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	



Apps to Support English

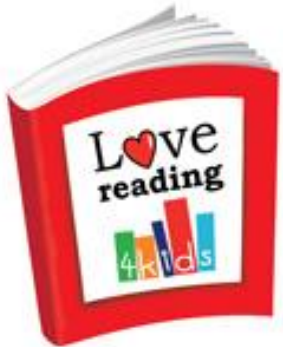


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

Developed by Alan Peat, there are a series of SpellFix apps that cover spelling lists and letter patterns.



Helping you choose the best books for children

Lovereadings4kids.co.uk

Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

*Reason- follow a line of enquiry, make generalisations, justify or prove something.

*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

Add 3-digit & 1-digit Numbers

Notes and Guidance

Children add ones to a 3-digit number, with an exchange. They discover that when adding ones it can affect the ones column and the tens column.

Children learn that we can only hold single digits in each column, anything over must be exchanged.

The use of 0 e.g. $145 - 5$ is important so they know to use zero as a place holder.

Mathematical Talk

When you add ones to a number does it always, sometimes or never affect the tens column?

What is the largest digit you can have in each column? Why?

How does using the number line support partitioning the number? What number bonds help us with this method?

Varied Fluency

- We can use Base 10 to solve $245 + 7$



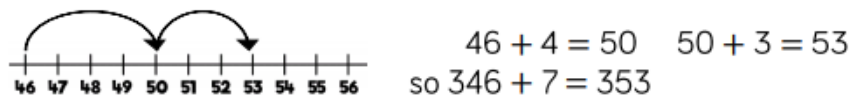
Use this method to calculate:

$357 + 8$

$286 + 5$

$419 + 1$

- We can use a number line to calculate $346 + 7$



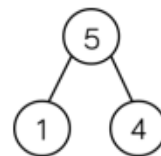
Use this method to calculate:

$564 + 8$

$716 + 9$

$327 + 5$

- We can partition our 1-digit number to calculate $379 + 5$



$379 + 1 = 380$

$380 + 4 = 384$

Use this method to calculate:

10

$178 + 9$

$826 + 7$

$359 + 8$

Add 3-digit & 1-digit Numbers

Reasoning and Problem Solving

Always, Sometimes, Never

When 7 and 5 are added together in the ones column, the digit in the ones column of the answer will always be 2

What other digits would always give a 2 in the ones column? Prove it.

Always

$$1 + 1$$

$$2 + 0$$

$$9 + 3$$

$$8 + 4$$

$$6 + 6$$

will also always give a 2 in the ones column.

Which questions are harder to calculate?

$$234 + 3 =$$

$$506 + 8 =$$

$$455 + 7 =$$

$$521 + 6 =$$

Explain your answer.

The second and third are harder as an exchange needs to be made.

Maths- Key Objectives

1	Count in multiples of 4, 8, 50 and 100
2	Compare and order numbers up to 1000
3	Add and subtract numbers mentally, including round numbers to HTU
4	Add and subtract using standard column method
5	Estimate answers to calculations and use the inverse to check answers
6	Know $3\times$, $4\times$ and $8\times$ tables
7	Count up and down in tenths
8	Understand that tenths are objectives or quantities divided into ten equal parts
9	Compare and order simple fractions
10	Recognise and show equivalent fractions
11	Find and write fractions of a set of objects
12	Add and subtract fractions with common denominators (less than one)
13	Measure, compare and calculate measures using standard units
14	Measure the perimeter of simple 2-D shapes
15	Add and subtract money, including giving change
16	Tell and write the time from an analogue clock, including using Roman numerals
17	Estimate and read time to the nearest minute
18	Identify horizontal, vertical, parallel and perpendicular lines
19	Identify whether angles are greater or less than a right angle
20	Interpret and present data using bar charts, pictograms and tables



Apps to Support Maths



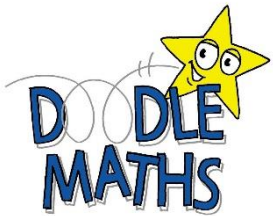
Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



Doodle Maths

Games and help following a personalised programme

Times tables- Fluency

- *By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.*
- *By YEAR 4, children should know all multiplication facts up to 12×12 .*
- *Children should practise their times tables every day at home with an adult.*





Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

• Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (at first with pencil, then as children become more confident with purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors





Yellow for grammar/punctuation errors

Homework Expectations

Homework will be uploaded weekly onto Google Classroom. Maths workbooks will stay at home to reduce the amount of things coming into and going home from school. Each week answers will be provided electronically. This will also be the same for reading comprehension.

Year 3

Date: 27.09.19

Reading	Spelling	Maths
 <p>This week your comprehension focuses on ASKING QUESTIONS.</p> <p>By asking yourself questions about the text, you'll be able to think about the author's intent and how it affects the reader.</p> <p>Complete the ASKING QUESTIONS comprehension.</p> <p><i>Discuss these with an elder sibling or an adult who has a copy of the answers. The dialogue around the text is more powerful than a written answer, so you don't have to write each answer down.</i></p>	 <p>Prefixes to change the meaning of a word. This week's prefixes are -un and -dis, meaning the opposite of the root word</p> <p>unhappy unlucky unusual unwell dislike displease disappear disallow</p>  <ul style="list-style-type: none">• The prefix is applied to the root word to change the meaning• The root word spelling remains the same.	 <p>We've been working on place value, particularly comparing and ordering values in ascending and descending order.</p> <p>Please complete pages 3 and 4 of your <i>Maths Practice Questions book</i></p>



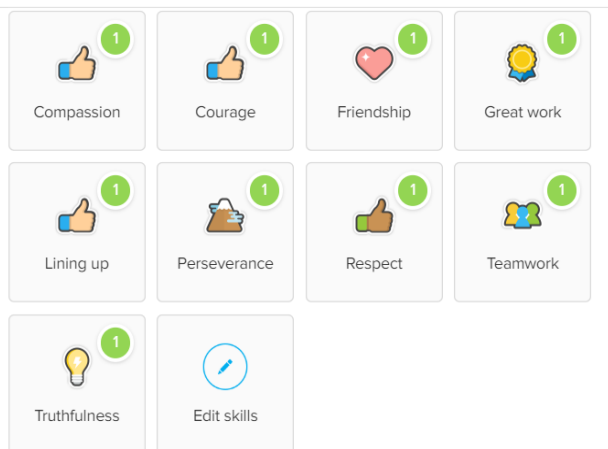
Rewards

As a school we use 'It's Good to Be Green' and Class Dojo.



Celebration Assembly virtually each Friday celebrates:

- ✓ Head teacher's Award
- ✓ Merit Award (Value of the Term)



- Year 3 also have the opportunity to be 'Star of the Week' and win a prize as well as have their name displayed on the proud cloud. We also choose a Secret Soldier and neatest boy and neatest girl every day!



Keeping in Contact

- Phone

Contact the school office - I'll get back to you as soon as I can.

- Email

The school office will forward emails to me and I will call you back as quickly as I can.

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