



Welcome to Year 3 August 2023

Aims:

- Share our expectations
- Share format for learning
- Answer any questions you may have



Here are the Year3 team:

Your Team:



3B Miss Brown, Ms. Shrestha and Ms. Chaudhry



3W Miss Alice Wheatley and Ms. Maskey

Specialist Teachers

Music - Ms Gilbert

French - Ms Titley

PE - 3W - Mr Portsmouth. 3B - Ms Tyndall

Library - Ms Joshi

Nepali - Ms Shrestha, Ms Upadhyay, Mr Karki

Please feel free to contact your teacher with any queries:

3B Miss Hannah Brown

hbrown@tbs.edu.np

3W Miss Alice Wheatley

awheatley@tbs.edu.np

Assistant Head for Key Stage 2:

Miss Vinshupriya Tara Ealy

vealy@tbs.edu.np

You will receive these emails on our curriculum overview



Weekly Overview - a typical week in Year 3B

	8:00 - 8:05	8:05-8:45	8:45-9:40	BREAK	10:00-10:50	10:50-11:45	LUNCH	12:40-1:35	1:35-2:30
MONDAY	Register	Spelling Seeds	English		Maths	French		PSHE	IPC
TUESDAY	Register	Guided Reading	English		Maths	Music		PE	Nepali
WEDNESDAY	Register	Guided Reading	English HBr release time		ICT HBR release time	Maths		PAWS	IPC
THURSDAY	Register	Guided Reading	English		Maths	Science		PE	IPC
FRIDAY	Register	Guided Reading	English		Maths	Library		IPC	Golden Time Assessmbly



Home-School Communication

Please be sure the school has your current email address.

SeeSaw and GMail- Families will receive a year group email with logins for students and families.

You child will also get a Dojo login and they can keep track of their house points.

Please use email for individual updates and messages to the class teacher.

Weekly Newsletter & weekly updates on the Year group Website- learning for upcoming week

We will do our best to respond in a timely manner, in most cases within 24 hours.

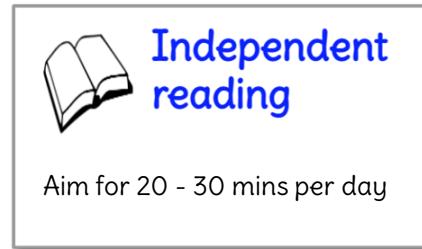




Reading Expectations

At TBS we expect children to take ownership of their learning by empowering themselves through healthy reading habits.

Children are expected to complete the follow each day:



Students will all have reading logs and are encouraged to read up to 30 minutes a day and log it into their reading record. Children are asked to bring the journals back to school with them every day. Your child will bring home a reading book that will need to come in daily with them so we can read in school and they can change it if necessary.



Curriculum Overviews



Welcome to Year 3

Your Team:



3B Miss Brown, Ms. Shrestha and Ms. Chaudhry



3W Miss Alice Wheatley and Ms. Maskey

We have an exciting year ahead, packed with fun and learning. Here is a brief overview of the key learning points in the Year 3 curriculum.

Please note that these are targets for the end of the academic year; we will be working towards them in gradual steps across each term.

Mathematics

Below are our key foci for Year 3.
The full curriculum can be found [here](#).

Number and place value

- 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 three-digit number (hundreds, tens, ones)

Addition and subtraction

- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions ('1' as the numerator) and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators

Measurement

- measure, compare, add and subtract: lengths

<p>(m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <ul style="list-style-type: none"> → add and subtract amounts of money to give change, using both £ and p in practical contexts → tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <p>Geometry</p> <ul style="list-style-type: none"> → identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>Statistics</p> <ul style="list-style-type: none"> → interpret and present data using bar charts, pictograms and tables
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English

Below are our key foci for Year 3.
The full curriculum can be found [here](#).

Reading

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading comprehension

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
- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- 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

Retrieve and record information from non-fiction

You will each receive a curriculum overview for the year, with breakdowns of what is covered in each subject throughout the course of Year 3.



IPC

Term 1



Scavengers and Settlers

Total Weeks: 6



Brainwave: The Brain

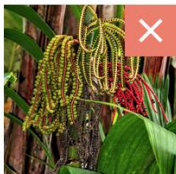
Total Weeks: 3

Term 2



Let's Plant It!

Total Weeks: 3



Vanishing Rainforests

Total Weeks: 9

Term 3



Art: Textiles

Total Weeks: 7



How Humans Work

Total Weeks: 6

Linked to PAWs

Term 4



Young Entrepreneurs

Total Weeks: 6

Plus our IPC skills weeks!



PSHE, Nepali and ICT

PSHE:

In PHSE we will be covering a range of topics including:

- 'Being me in my world'
- 'Celebrating differences'
- 'Dreams and goals'
- 'Healthy me'
- 'Relationships'
- 'Changing me' (this will be out RSE topic)

Nepali:

In Yr3, Nepali is divided into 2 groups - native and non- native. In both groups they learn about upcoming festivals, Nepali cultures and traditions, Nepali script and numbers etc. In native they learn to read, write and speak in Nepali and in non-native languages, we focus on speaking in Nepali only and they write in romanized Nepali.

Computing:

KS2

Statement Number	National Curriculum Statement
2.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
2.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
2.4	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
2.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
2.6	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
2.7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



Some exciting things to look forward to this year

Swimming - Please can you make sure they have the appropriate equipment and only miss swimming if they absolutely have to (a doctor's note will be necessary), so that they make the most of this learning opportunity. The dates of our swimming lessons will be confirmed soon.

Swimming kit:

Swimming costume, towel, bag to put wet clothes in, goggles, sliders to wear around the pool, hairbrush (if needed), healthy snack.

Expedition - This will be an overnight stay in Sankhu, which is about an hour away and is a fabulous chance to stay away from home for a night and learn new life skills. We will have fun activities including a river walk, art opportunities and a treasure hunt! This will happen in between Dashain and Tihar holidays and you will get loads more information including another PIS before they go.



Key points to note

- Children arrive to school **by** 8am for registration after 8.05 they will be marked as late.
- Pickup time is 2.30pm unless your child has a club.
- Children need to bring a **hat, water bottle, spare mask, snack, lunch (if packed lunch) and reading book** to school each day.
- We provide all learning materials.
- On Fridays, please can they ensure they bring any library books that need returning.
- On Tuesday and Thursday they need to come in their **house T-shirt, and appropriate trousers/shorts and trainers.**



Key points to note

- Birthday invites - if the whole class is being invited, the teacher can share the invites, if it is selected children, the parents should contact them directly.
- Children should bring a healthy snack to school everyday *e.g. fruit, vegetables, a small sandwich, yoghurts, a snack-sized bag of crisps or a couple of biscuits.*



Seesaw

The screenshot displays the Seesaw app interface. On the left, a worksheet titled "Monday, 22/08/2022 - Worksheet 4" is shown. It contains three math problems:

- Write the greatest number:

□	6 782 800	6 872 000	6 628 200	6 887 200
□	2 788 003	2 887 003	2 887 003	2 788 003
- Write the smallest number:

□	2 364 789	2 436 789	2 439 876	2 346 789
□	7 477 400	7 747 400	7 774 400	7 744 700
- Fill in the blanks with 747:

□	1 200 569	□	1 200 000
□	4 588 700	□	4 588 007
□	8 933 007	□	8 939 320
□	8 907 808	□	8 900 002

At the bottom left, it says "Seen by: Farida K, Meekha Shrestha, Neha Golchha, Hiki khemka". At the bottom right, it says "August 22, 2022 9:45 AM".

On the right side, the "Class Journal" sidebar is visible for "6E(2022-23) Teacher". It shows a list of students and their post counts:

- Sample Student: 0 posts
- Aahana ACHARYA: 4 posts | Aug 17, 2022
- Aakriti JIREL: 4 posts | Aug 22, 2022
- Abdullah Hanif Alvi: 2 posts | Aug 22, 2022
- Adeline SPENCER: 4 posts | Aug 22, 2022

We still use Seesaw from time to time, to assign work, share resources. Please can you make sure your child has access to it at home once logins are sent out.

Unless specified all work on SeeSaw is to be done in school.

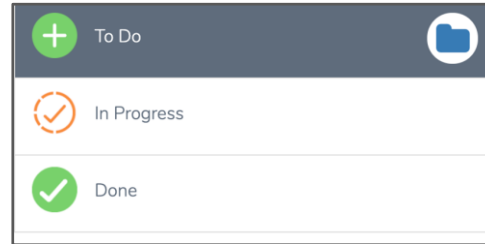


Feedback

There are two ways your child will be able to access any work they have done on Seesaw (which I am sure they are familiar with):

Completed work returned with a comment (found in 'Done')

Incomplete work sent back with an instruction (found in 'In Progress')





Any questions?