

Year 3 Newsletter



Mr Hussain, Mrs Begum, Mrs Khatun— Ahmed, Miss Hussain,

Miss Akhtar, Mrs Akhtar, Miss Anderson and Mrs Pitt

Wednesday 26th May 2021

'Wisdom comes not from age, but from education and learning.' Anton Chekhov

What We Learn Becomes A Part of Who We Are

Returning to school this half-term has been one of excitement as the world returns to normal and also one of complete determination. Our staff are dedicated to ensuring pupils are back in school and are accessing learning that allows each and every pupil to make good progress.

Well done to our pupils for quickly settling back into routines and for ensuring that they have only the highest aspirations for the rest of this academic year.

It has been a very productive term and I would like to share some highlights with you, but please do ask your son or daughter to provide you with further details. We have many success stories to share and good news items to celebrate together.

A few headlines include:

- A celebration of the Sikh new year— Baisakhi in assembly.
- Talking telephones being made in Year 4 Science lessons!
- Justice Week and the Big Legal Lesson being taught across school to help pupils understand more about the legal system, their rights and the world they are part.
- Lessons on Holi- the colourful Hindu festival of spring, life and love— being taught across the Primary Phase.
- Mr Hanif turning 50!
- Dragon training in Year 4!



- Year 3 pupils fighting for the future of rivers, by campaigning in the style of Greta Thunberg to prevent pollution.
- Smoothie making while following instructions in Year 3.
- The reflective period of Ramadan being observed by many of our pupils.
- Special Eid parties being celebrated in pupils' own clothes, including an Eid lunch.
- Understanding through assembly that Shavout marks the time when Jews received the Torah on Mount Sinai.

Pupils have understood how hard teaching staff are working to provide engaging, exciting and enjoyable learning experiences. We are delighted with the effort that our pupils are putting into hands-on activities and are very pleased with the outcomes being produced.

Children are showing that they are thankful for their education and don't want to waste another moment now that they are properly back in school! Lessons in Lower Key Stage 2 are memorable experiences that pupils can build on year after year. Pupils know they can not afford to miss even one day.

Mrs Pitt

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Learning Through Diversity

'What we learn becomes part of who we are.'
Come to school, on time, every day, ready to learn!



School Target	97%		Primary Phase Start Times	
Primary Phase Attendance	Spring 2	Summer 1	Reception and Year 6	8.30 am
	89.1%	87.1%	Year 1 and Year 2	8.35 am
Key Stage 2 Winning Attendance	3C: 95.2%	6C: 91.2%	Year 3 and Year 4	8.40 am
3A Attendance	93.7%	88.2%	Year 5	8.45 am
3B Attendance	89.8%	86.9%		
3C Attendance	95.2%	87.6%		

Attendance during Autumn 1 for the whole of the Primary Phase was **90%**. Attendance during Autumn 2 rose slightly to **94.8%** but then dipped to **under 90%** during Spring 2. This half term, attendance for the whole of the Primary Phase was **87.1%**. We are on the way to getting our attendance to where it needs to be after lock down– but are not there yet!

Attendance for each pupil should be a **minimum of 97%**. Anything less than this is not at the school target and needs to be improved, to do this we need all families on board and all pupils in lessons learning. At the start of the year, expectations were shared and all pupils and parents are aware that attending school daily is a requirement.

The attendance target for each pupil is more important now than ever. With months of learning lost due to COVID-19, pupils are working hard to meet the age related expectations for their year group and missing even a day puts each child behind. Each day new learning is shared with pupils. Every day that your child misses from school results in them missing out on education and essentially falling behind. It is every parent and carers responsibility to ensure that all pupils are in school, every day and on time.

Please take note of the start times for all pupils. The time listed is the time that the register is taken and that learning begins. Any pupil not in school when the register is taken is marked as late (L), which is recorded on the register and negatively impacts on your child's attendance percentage.

Primary doors and gates open at least 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for learning to commence at the times listed. The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600, using the pupil absence line** and leave a message.

All **Year 3 pupils** should be in school and seated for **8.40 am**. The register is taken at this time. Any pupil not in school at this time is marked late, which is recorded on the register and negatively impacts on your child's attendance percentage. Primary doors and gates open 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for **learning to commence at 8.45 am**. The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600, using the pupil absence line** and leave a message. Medical and dental appointments should be arranged outside of the school day to ensure that pupils are in school and are learning. If however, an appointment can only be obtained at a certain time, for example hospital appointments, an appointment card must be presented to authorise your child's appointment.

Learning Through Diversity

Traffic Light Letters



Although traffic letters are provided termly, we would like to share these with our families at the end of this half-term as well so that you are kept informed about your child's attendance.

The third national lockdown has not impacted on your son/ daughter's attendance. Pupils who were supposed to attend school during this period, were informed and know about this. The attendance figures take into account punctuality as regular lateness impacts significantly on pupils' learning.

Were you aware that being late on a daily basis leads to days worth of lost teaching time?

Late minutes per day during the school year	Equivalent to lost teaching time per year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

The traffic light colour coded letter contains invaluable information and should be a source of celebration for parents and pupils.

The colour of the letter received will indicate your son or daughter's level of attendance from the start of the academic year until the end of Summer 1.



Gold letter: 100% attendance.

This is perfect attendance and a fantastic achievement for parents and pupils!



Green letter: 97% attendance and above.

This gives the children the best chances of success. This is good attendance.



Amber letter: attendance below 97%.

This is a cause for concern and there needs to be an improvement. Attendance will be monitored and meetings maybe scheduled to discuss ways to improve attendance and provide support.



Red letter: attendance below 90%.

This is poor attendance with serious concern. Persistent absence can have a huge impact on children's learning. Meetings will be arranged with parents or carers to discuss ways to improve attendance and provide support. An improvement in attendance is essential.

We really appreciate your support in making sure pupils are at school, enjoying learning every day. As we move towards the second half-term for this school year, it is essential that all pupils come to school, on time, every day and are ready to learn.

Learning Through Diversity

Year 3 Newsletter



'Set your target and keep trying until you reach it.'

Napoleon Hill

Curriculum Targets

At Waverley School we recognise the importance and value of providing a curriculum that is balanced ensuring that the teaching and learning is tailored to best support the individual needs of our pupils, and focused on developing knowledge and skills.

In order to provide a curriculum which will meet the needs of each pupil in our school, we have implemented curriculum targets.

Curriculum targets have been introduced to set deliberately challenging and ambitious goals. Each pupil has been given three personalised targets: one for Mathematics, Reading and Writing.

These targets are:

- **Comprehensive**

Covering a wide range of National Curriculum skills

- **Developmental**

To prepare all pupils for the next steps and stages in their education

- **Flexible**

Individualised and personal; adapted to meet the needs of our unique pupils

- **Manageable**

Fun and engaging to foster a love of learning

- **Meaningful**

Relevant and enriching

Pupils are aware that at the beginning of each half-term, their curriculum targets will be set to focus learning for the new half-term.

Targets set are based on pupils' prior attainment and our high expectations for each child. This will support each pupil to achieve the best possible outcomes. Targets are shared with pupils and each child is expected to work towards these aspirational goals in their learning.

Pupils will be supported in their learning journeys each half-term in a more focused method allowing for targets to be tracked and monitored on an ongoing basis. A formal review will take place at the end of each half term.

Please ask your child about their targets and encourage them to discuss and work towards these goals on a regular basis.

My [Summer 1] Math Targets
Pupil name: Khadeejah Rashid Class: 3C Date: 23.04.2021

My targets	Evaluation of previous targets
I can compare and order fractions with the same denominator.	
I can add fractions with the same denominator within one whole.	
I can identify and show equivalent fractions.	

How I will meet these targets (success criteria):
I will go home and practice my math and the table calculator. On the weekend I can practice fractions for 10 hours.

Pupil name: Khadeejah Rashid Class: 3C

My [Summer 1] Writing Targets
Pupil name: Esa Ahmed Class: 3C Date: 23.04.2021

My targets	Evaluation of previous targets
I can spell words with endings sounding like 'th' and 'ch' e.g. treasure, measure, picture, nature.	
I can spell words with endings which sound like 'thun' e.g. division, decision.	
I can assess my own work and work of others and suggest improvements such as missing punctuation and grammar.	

How I will meet these targets (success criteria):
I will use a dictionary and phonics and dictionaries.

Pupil name: Esa Ahmed Class: 3C

Why do we set targets?

- To improve standards
- To focus the teaching staff's attention and effort on clearly defined priorities for learning and progress
- For effective self-reflection
- To help pupils to have a clear idea of what they need to do to improve their work and achieve high personal standards
- To support peer reviews
- To highly motivate pupils
- To help parents understand how to support their child

Most importantly, curriculum targets allow pupils to take ownership of their learning and for teaching to be tailored to the needs of pupils.

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‘Dress for success. Image is very important.’

Brian Tracy

Uniform



Waverley's uniform is an important part of the culture and ethos of our school. Uniform helps ensure equity between pupils, creates a sense of pride, aspiration and professional identity for our learners and for the school.

High standards of dress are expected at all times. Pupils must come to school every day in neat, clean uniform as an indication that they take pride in belonging to Waverley School's community.

We fully expect families to support the school in these high expectations. Please use the holiday break to ensure your child has the correct uniform for the start of Spring Term. Your support in this matter is greatly appreciated.

Key Stage 2 Uniform



- Pupils in Key Stage 2 (Years 3, 4, 5 and 6) are expected to wear a black blazer with the Waverley logo, a white shirt and tie.
- All pupils should either wear black trousers or a black skirt, with black socks or tights.
- School shoes should be worn through out the day. School shoes must be black.
- Trainers are not permitted (except for in PE lessons).
- If pupils choose to wear a head scarf, it must be plain black and should be removed during PE.



Embroidered Uniform and PE Kits

Embroidered uniforms with the Waverley logo can be bought from: <https://myclothing.com>

Ties be purchased through the Primary Admin Office.

Please send in £3.10 in a sealed envelope with your son/ daughter's name on to the class teacher, who will liaise with the admin team to provide pupils with ties.

The PE kit consists of Waverley branded: royal blue polo t-shirt, jumper/fleece/raincoat, black jogging bottoms/shorts and trainers. Rain coats and fleeces are now available to be purchased online.

Most pupils now have the Waverley branded PE kit, thank you to parents for supporting with this.



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We Are Geographers



'You are never too small to make a difference.' *Greta Thunberg*

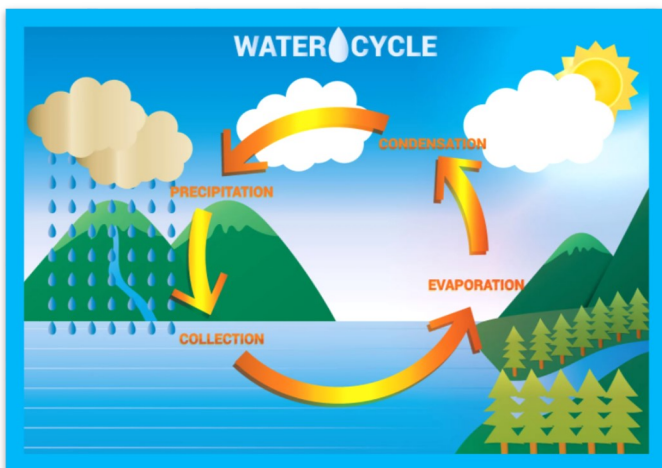
Rescuing Rivers!

In Year 3, pupils' learning challenge this half term was to understand more about rivers and rocks. Pupils have been able to explore the features of the rivers and learn about the water cycle. Pupils now know that water is a vital part of human life and it must be preserved.

To introduce the unit, pupils participated in a campaign designed to save the rivers! Pupils across Year 3 thoroughly enjoyed creating speeches and sharing their message across school. Some of the campaigns were filmed and shared in classes so that other pupils could understand more about what is happening in the world.

During this interesting topic, pupils were able to complete experiments and work scientifically to understand how condensation takes place.

Pupils were also able to get creative and make 3D models of the river.



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Rivers



Using secondary and primary sources Year 3 researched local rivers such as River Sowe and River Avon. This allowed pupils to enhance their map skills and learn about cardinal and ordinal directions.

To conclude the unit, Year 3 ended the topic with a debate to discuss the pros and cons of river conservation. Mrs Pitt was the judge and Mr Hussain, Mrs Khatun-Ahmed and Miss Akhtar were the speakers of the house. This was an important and fun debate.

'I loved the debate. It was a very important topic. We must look after our rivers.'

Azka, 3C



We Are Scientists: Rocks

In Science lessons the pupils' unit of study was Rocks. The learning journey started by making chocolate rocks. This helped pupils to see the visual components of sedimentary, metamorphic and igneous rocks.

Pupils were able to carry out investigations to check how hard different types of rocks are and study them closely using magnifying glasses. It was interesting to learn about how different types of rock are used in our everyday life for example on kitchen work tops and in the past for the pyramids.

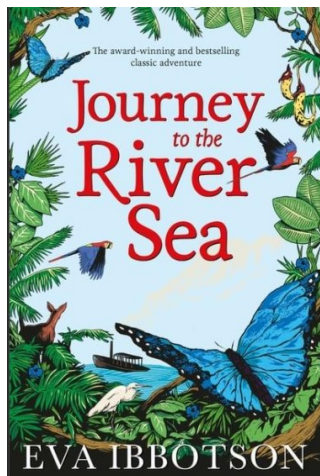


'It was fun using rocks and chocolate. It made the rocks seem very real.'

Luqman, 3A



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Journey to the River Sea



This term Year Three's focus topic was Rivers. Pupils' work was led by the content of the book 'Journey to the River Sea,' by Eva Ibbotson. This is a fantastic story set in the 1900s about a young English orphan, called Maia, who is sent to live with her distant relatives that own a rubber plantation on the Amazon River.

Year Three's task was to create an informative report about the Amazon that provided facts to reduce any worries Maia may have before she left. In order to do this, the children looked at many different examples of informative writing and analysed the key features of these. Pupils then moved onto describing the main character in the book by creating a character profile. The children used adjectives and expanded noun phrases to make this engaging and informative for the reader. After this they then researched facts which they could use within their report and began drafting the content they wished to include. Once the children were happy with their draft, it was time for them to produce their fantastic reports – which they thoroughly enjoyed.

Home of the Animals

As you may know the Amazon is home to many cute, cheeky animals and green spiky, lush plants. It is true that the Amazon contains more fresh oxygen than the whole planet! Its special name is (lungs of the planet).

One tenth of the world's wildlife species live there. Did you know scientist have not discovered many species living there as of yet and have plenty more to be discovered?

Liyana, 3C

The Phenomenal Amazon

Are you aware that this amazing tropical rainforest has existed for more than 5.5 millions years and its actually home to lots of dangerous animals?

This beautiful rainforest is located in South America and it covers most of the land and nine different countries. *Khadija, 3B*

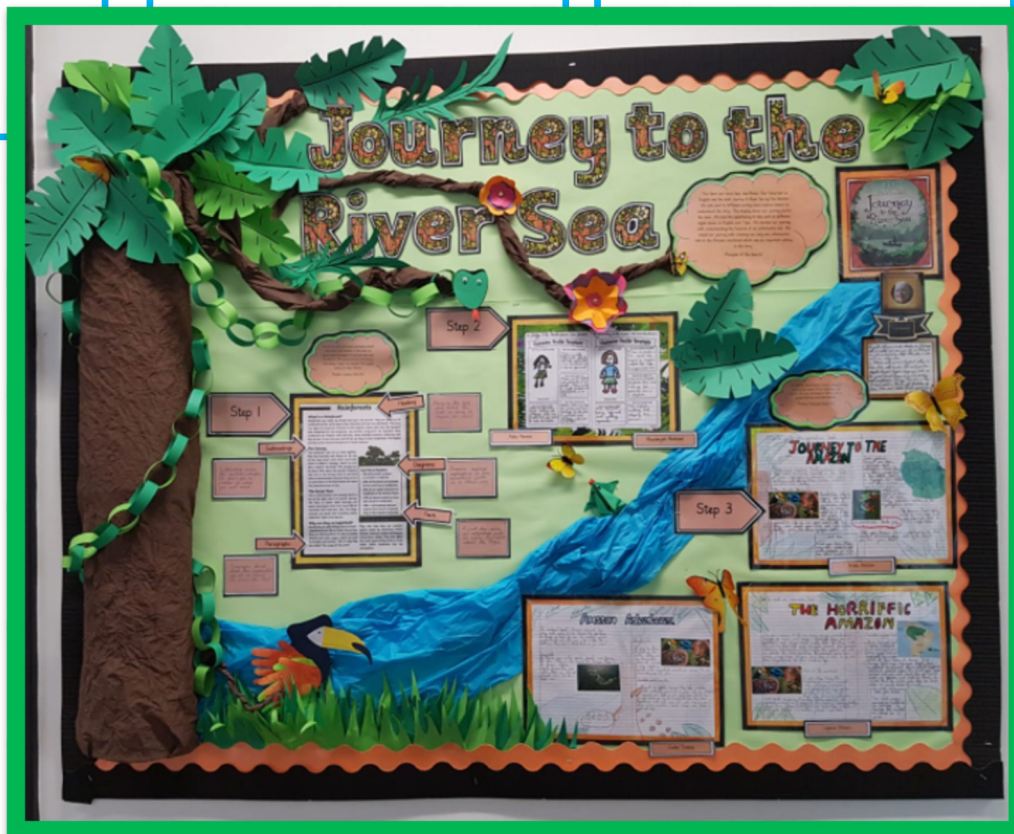
Wild Weather

Rainforests are important because they help maintain global weather. The environment is very wet in tropical rainforests and that is a fact you should know if you want to go the amazing mystical Amazon!

Did you know in the tropical rainforest the temperature doesn't change between day and night? *Kashaf, 3C*

Year 3 concluded their learning journeys by creating their very own information text on the Amazon rainforest- a key element in the story's setting.

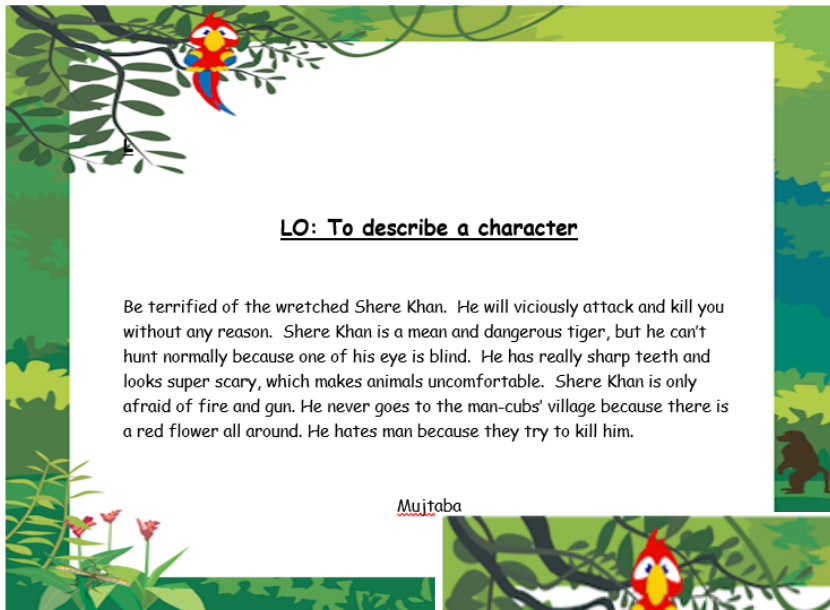
3C's display celebrates their learning journey from all lesson across the term.



Learning Through Diversity



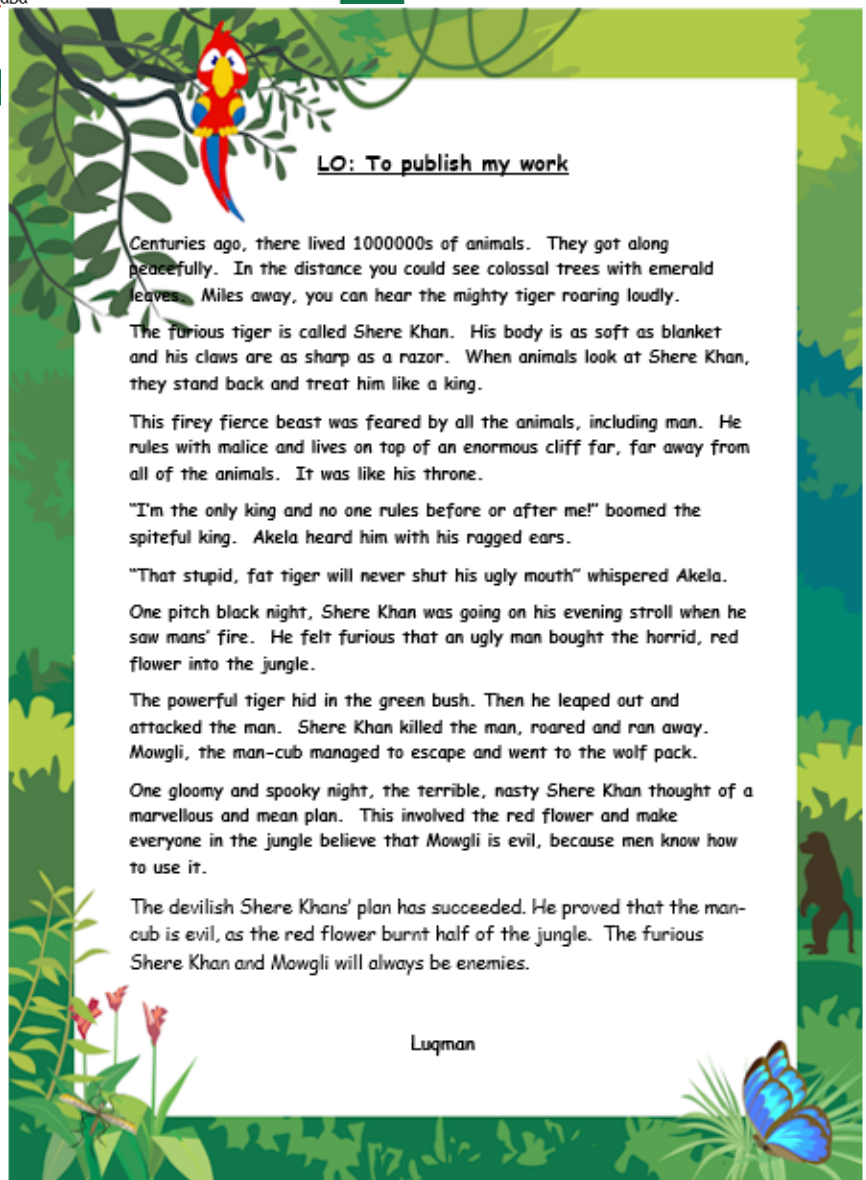
Just look at the fantastic work our pupils have produced this term!



LO: To describe a character

Be terrified of the wretched Shere Khan. He will viciously attack and kill you without any reason. Shere Khan is a mean and dangerous tiger, but he can't hunt normally because one of his eye is blind. He has really sharp teeth and looks super scary, which makes animals uncomfortable. Shere Khan is only afraid of fire and gun. He never goes to the man-cubs' village because there is a red flower all around. He hates man because they try to kill him.

Mujtaba



LO: To publish my work

Centuries ago, there lived 1000000s of animals. They got along peacefully. In the distance you could see colossal trees with emerald leaves. Miles away, you can hear the mighty tiger roaring loudly.

The furious tiger is called Shere Khan. His body is as soft as blanket and his claws are as sharp as a razor. When animals look at Shere Khan, they stand back and treat him like a king.

This fiery fierce beast was feared by all the animals, including man. He rules with malice and lives on top of an enormous cliff far, far away from all of the animals. It was like his throne.

"I'm the only king and no one rules before or after me!" boomed the spiteful king. Akela heard him with his ragged ears.

"That stupid, fat tiger will never shut his ugly mouth" whispered Akela.

One pitch black night, Shere Khan was going on his evening stroll when he saw man's fire. He felt furious that an ugly man bought the horrid, red flower into the jungle.

The powerful tiger hid in the green bush. Then he leaped out and attacked the man. Shere Khan killed the man, roared and ran away. Mowgli, the man-cub managed to escape and went to the wolf pack.

One gloomy and spooky night, the terrible, nasty Shere Khan thought of a marvellous and mean plan. This involved the red flower and make everyone in the jungle believe that Mowgli is evil, because men know how to use it.

The devilish Shere Khans' plan has succeeded. He proved that the man-cub is evil, as the red flower burnt half of the jungle. The furious Shere Khan and Mowgli will always be enemies.

Lugman



LO: To build suspense

There were other animals like Kaa the fast, slithering snake. All of the animals had something about them. Kaa would always slither around the mysterious jungle. Mowgli was a human and he would do silly things. There were also villagers not so far away from the jungle. Some animals didn't like Shere Khan because they were scared and angry at him. Most animals thought of him as a normal nice animal. Some really liked him for how brave he was and what he did. Shere Khan just thought to himself "Nothing has happened and I have nothing to do except hunt! I would run all the time for a reason but now there is no reason!" Shere Khan didn't know what would unfold in a matter of a second...

Ibraheem

LO: To describe a setting

I'm hiding behind a wall...

My paws touched the smooth heavy stone, as I hobbled through peaceful grass and exquisite plants. The waterfall was as shiny as the big sun above my head. I could see hundreds of enormous birds tweeting in harmony.

Suddenly, I heard a loud bang, but it was just a cute, little, cheeky monkey that gave a banana to me. As I ate my banana, I could feel the long, spiky grass tickling my paws. It was a beautiful place, the jungle.

Talha

LO: To publish my work

Me (Shere Khan) and Mowgli are trapped in a strange, mysterious jail!

"What do we do?!" Shere Khan exclaimed.

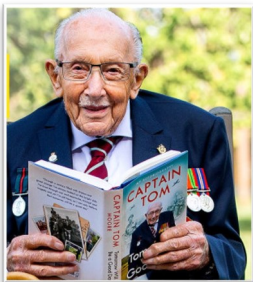
"I know!!!!" Mowgli announced thankfully.

"We can search around to see if we can find a key to escape!" replied Shere Khan. They searched and searched and searched until...

"I FOUND IT!!!!" gasped Shere Khan.

They used the key to unlock the door whilst the witch was sleeping. They ran to the animals to tell them what had happened! They were shocked and yet joyful to know they were safe. Finally, they could rest.

Zaina



'The sun will shine on you again and the clouds will go away.' Sir Tom Moore

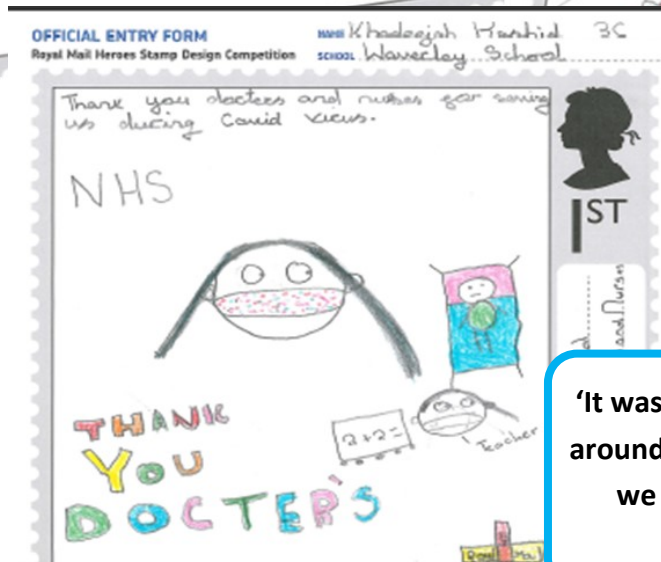


Royal Mail Stamp Competition

Across the country there has been an exciting competition launched for school pupils. The competition involved children creating a new Royal Mail stamp. The new design should include the pupils' COVID heroes.

Year Three launched the competition by watching the Prime Minister, Boris Johnson, share the importance of taking part in this activity. Just look at how fantastic some of the designs are— and thank you to all of our parents that were key workers throughout the pandemic.

'My hero is the scientist who invented the COVID vaccine to save the world and save our lives.' Ibraheem, 3B



'It was so difficult to decide. Heroes were all around us and going to work every day when we had to stay at home. They were so brave!' Sana, 3A

'My mum is my hero. She does so much for me. I love her.' Aiza, 3C

Learning Through Diversity



'One language sets you in a corridor for life. Two languages open every door along the way.' *Frank Smith*



We Are Linguists: Spanish

During this half-term pupils we have covered the unit "Puedo" (I can) and we have learnt the most common verbs in Spanish as "comer o beber" (to eat or to drink). Here are some phrases the pupils have learnt:

"Puedo ver la tele" and "Puedo cantar." (I can watch TV and I can sing.)

Luqmaan, 3A

"Puedo saltar" and "Puedo beber." (I can jump and I can drink.)

Sehrish, 3A

"Puedo cocinar" and "Puedo beber." (I can cook and I can drink.)

Haris, 3B

"Puedo bailar" and "Puedo escuchar" (I can dance and I can listen.)

Sumayya, 3B

"Puedo escribir" and "Puedo comer." (I can write and I can eat.)

Luqman, 3C

"Puedo cantar" and "Puedo bailar." (I can sing and I can dance.)

Liyana, 3C



In the next half-term, pupils will cover a creative reading unit called "Caperucita Roja" (Little Red Riding Hood) and will enjoy and retain vocabulary from the story as the parts of the body.

Reviewing
<https://www.languageangels.com/schools/>

LOGIN →

LOGIN PUPILS GAME →

Username waverley
Password 1234

USE THE LOGIN DETAILS GIVEN TO YOU BY YOUR SCHOOL TO ACCESS EXCITING INTERACTIVE FOREIGN LANGUAGE GAMES.

LOGIN
TEACHER AREA

OR

LOGIN PUPIL GAMES

LOGIN HOME SCHOOL

Learning Through Diversity

Maths Manipulatives

At Waverley School, we follow the mastery approach when teaching Mathematics to our children, ensuring they acquire a solid enough understanding of the Maths that is been taught before our children to move on to more advanced material.

In order to do this successfully, we use the concrete, pictorial and abstract (CPA) approach across the Primary Year groups. Children often need visual and physical hooks to enable them to grasp and understand new concepts in Maths. Using concrete manipulatives allows children to make sense of the problem by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure.

In Lower Key Stage 2 this involves using fraction walls and fraction pies whilst learning about fractions. This allows our children to physically experiment and compare fractions with one another to see which is larger or smaller as well as having the ability to recognise equivalent fractions. Through the use of these physical manipulatives children were able to transfer what they had learnt pictorially into their books.

Whilst looking at time this half-term, children were provided with individual clocks which allowed pupils to physically manipulate the minute hand, whilst noting the effect it had on the hour hand. This was an invaluable resource as the children are beginning to deepen their understanding in telling the time from an analogue format.

When teaching money, children were given a variety of coins and paper notes to develop their fluency and deepen their understanding of money. This is an invaluable tool as it prepares our children for the real life problems may come across in the wider world.



'Once I had learnt my 12 times table, it was downhill all the way.' Fred Hoyle

Year 4 TTRS Rock Star Super Stars

Here are the 3 best performers in each of the Lower Key Stage 2 classes.

Did your child make it onto the list? Will they make it onto next half-term's top spot?

Headliner – Under 4 seconds

Abbas 3A– 3.08 seconds

Aman 3A– 3.87 seconds

Ibraheem 3A– 4 seconds

Rock Star – Under 3 seconds

Azka 3C– 2.47 seconds

Jabron 3C– 2.82 seconds

Rock Legend – Under 2 seconds

Hadiyah 3B– 1.39 seconds

Ayan 3B– 1.40 seconds

Zaina 3B– 1.55 seconds

Imaan 3C– 1.85 seconds

Yaeesh 4A– 1.13 seconds

Absar 4A– 1.34 seconds

Kuhzaima 4A– 1.37 seconds

Yannis 4B– 1.13 seconds

Rock Hero – Under 1 second

Zakariyah 4B– 0.93 seconds

Mohammed 4B– 0.97 seconds

Sumsam 4C– 0.83 seconds

Aakash 4C– 0.85 seconds

Kousar 4C– 0.85 seconds

Learning Through Diversity



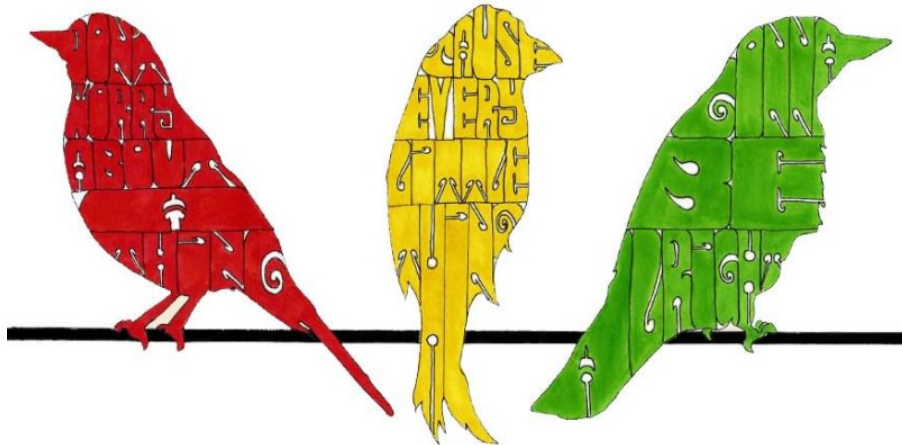
'Music is a piece of art that goes in the ears straight to the heart.' Unknown.



We Are Musicians

Year Three pupils have been enjoying a six-week unit of work. All the learning in this unit has been focused around one song: 'Three Little Birds'. This is a reggae song, that was composed by Bob Marley and the Wailers- released in 1977 and again in 1980. It is one of their most popular songs and has been covered many times by different artists.

In the unit, pupils listened to and appraised the song, learning how to hum the tune. Pupils then composed their own melodies and tunes to fit with the music. It has been brilliant to see the pupils gaining increasing confidence in improvising and performing in front of their peers. Well done Year Three!



Booster Club

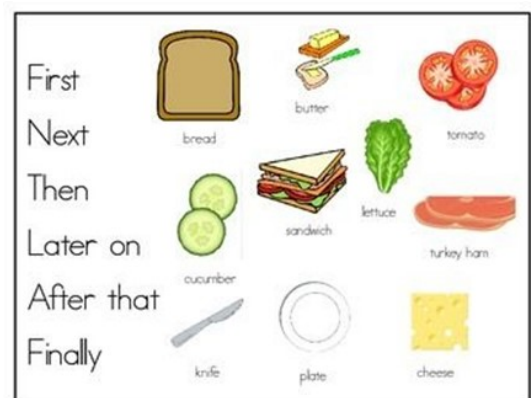
Some of our pupils have been invited to attend an afterschool booster club to target their individual gaps in learning. This term we have started our writing booster clubs. During the sessions, pupils have been working on what an information text is and what it is used for. Pupils now understand how to correctly order and label an information text.

The club has extended learning from the children's English lessons, focusing on the structure of a text, allowing pupils to explore in more detail a range of non-fiction features, including:

-Headings -Subheadings -Images -Text organisation -Captions -Factual language

The children have explained the purpose of each feature and have looked in detail at the text to then identify important language features such as, adjectives, subordinating conjunctions, verbs and adverbs.

In addition to this, the pupils have also organised a recipe, putting statements into the correct order. They have then used the instructions to make their own sandwiches and have written step-by-step instructions, using the correct non-fiction features.



Learning Through Diversity

'Vocabulary enables us to interpret and express. If you have a limited vocabulary, you will also have a limited vision and a limited future.' Jim Rohn.



Vocabulary

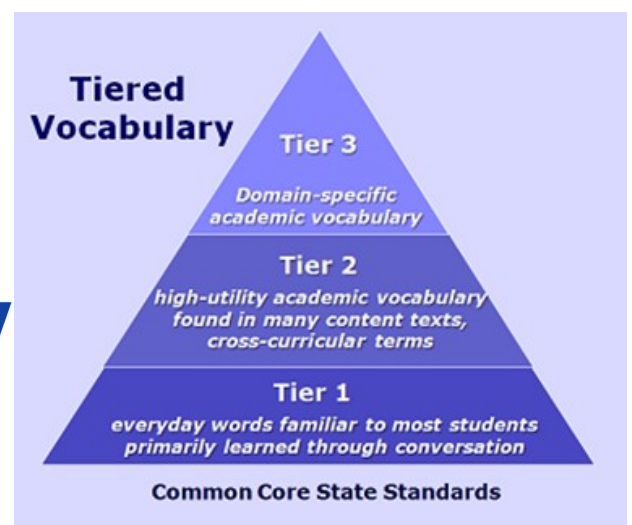
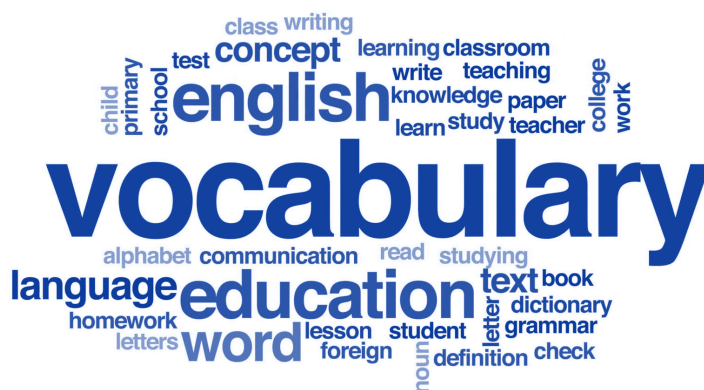
Vocabulary is a robust indicator of reading success (National Literacy Trust, 2017). In the Primary Phase we know from research that the size of a child's vocabulary is the best predictor of success on future tests.

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. At Waverley, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore pupils are regularly taught new vocabulary in all areas of the curriculum with the skills to understand new vocabulary explicitly taught in Guided Reading lessons.

We send home Knowledge Organisers each half term and are now asking parents to help us nurture the best start in life possible for our pupils. We need our Year 3 pupils to learn, digest and understand key terminology before beginning the units of work in school. This will mean that pupils understand the language as teachers are explaining essential learning. If pupils can learn the terminology on the Knowledge Organisers they are immediately on track to make accelerated progress— so parents we need your help!

What can you do, you ask?

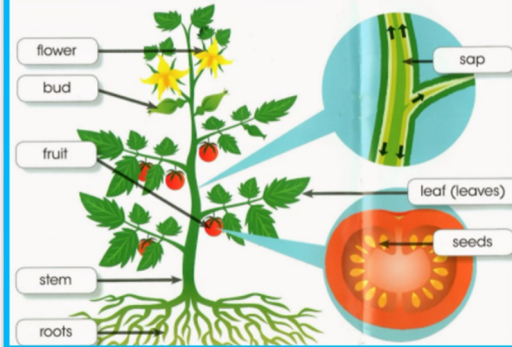
- Repeat, repeat, repeat the words on the Knowledge Organisers.
- Use the words in conversation. Ask your child to repeat the sentence and then think of one of their own.
- Play games with the words for example, pairs. Write the term and the definition on separate pieces of paper, take it in turns to turn cards over. When a definition matches the word, you get to keep a pair.
- Play snap, using the same cards as above, match the words and definitions.
- Have spelling competitions to help your son or daughter remember how to spell the words.
- Use the words in sentences with your son/ daughter's curriculum target.
- Draw pictures to match the words.



Learning Through Diversity

Parts of a plant

These are the main parts of a flowering plant.



Half-term Homework

Plants

In preparation for future learning, Year Three are asked to research like the new Science topic 'Plants.' This is a fascinating topic that looks at the importance and role of plants in our world. Pupils need to create an A3 poster that is vibrant, packed full of facts and full of key terminology from the knowledge organisers. Paper and knowledge organisers will be distributed before the break. Pupils should bring in their research during the first week of Summer 2.

Instructions

For this task, teachers are assessing how much each pupil has understood during the current English unit: instructions. Pupils will be provided with a set of instructions to help them to successfully grow cress using empty egg shells. The cress seeds will be provided and parents are simply asked to oversee the emptying of the egg's shell. As well as growing the cress, teachers will judge the most innovative and creative decorated eggs. Again, projects should be brought to school for an egg-citing showcase during the first week of the second half-term.



CRESS HEADS

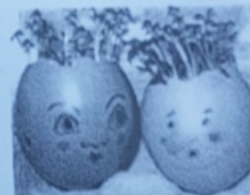
Wondering what to do with all those leftover egg shells from your boiled eggs and omelettes? Look no further...

YOU WILL NEED

Egg shells
Water
Tissue or Cotton Wool
Cress seeds

WHAT TO DO

1. First, prepare your eggshells. When you're cooking and eating them, try to crack them towards the top, leaving as much as possible un-cracked at the bottom. That way you get a more head-shaped bit of egg to play with. Now carefully clean the inside out if there are any eggy bits left inside.
2. Cut the tissue up into small squares so that you can put it inside the egg without cracking the shell. It's even easier to use cotton wool as it won't need cutting. Fill the egg up to about 1cm below the rim of the egg shell.
3. Moisten the tissue/cotton wool thoroughly – right the way through.
4. Cover tissue/cotton wool with a layer of seeds (not more than one seed thick!). Place the eggs in the light. And don't forget to water them when they get dry.
5. Once the seeds have started growing, draw a funny face onto the shells and watch as the cress hair grows.
6. When the cress is fully grown, you can chop it off and use it in egg sandwiches... (Or try Jamie Oliver's 'Potatoes, Avocado and Cress Salad' – you can look it up online!)



While you're munching, here's some seedy science to get your teeth into!

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Half-term Homework

Puppets

As a warm up to Arts Fortnight, Year 3 children will be asked to use old socks to create hand puppets. Pupils will be given a set of step-by-step craft instructions, including an equipment list, to create a unique and one of a kind hand puppet to enjoy and play with. By following the instructions pupils should feel a sense of achievement and pride at their own creative skills that they can then show off to their peers.

Showcasing the puppets in school will allow the articulation of skills and the development of speech, language and social skills when using the puppets to converse with one another. For extra brownie points, pupils should take photos to create their own set of step-by-step instructions and either write or type up the guide to share with teachers.

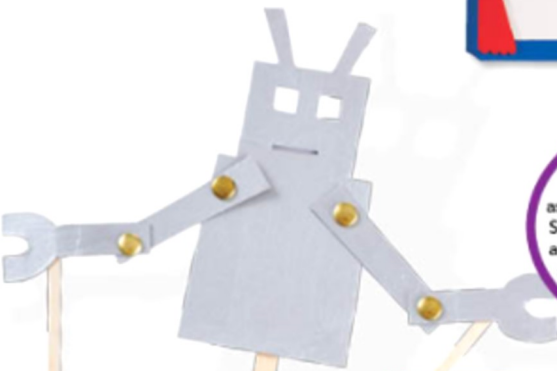
Shadow Puppet Theatre



You'll need:

- large piece of cardboard
- paint
- white paper
- coloured paper
- scissors
- paintbrush
- tape
- lamp or flashlight

- 1 Cut a big square out of the centre of the cardboard.
- 2 Fold the sides of the cardboard back to make flaps. This will help the theatre stand up.
- 3 Paint the cardboard your favourite colour. Let the paint dry.
- 4 Tape a piece of thin white paper to the back of the cardboard.
- 5 Cut a curtain shape out of coloured paper. Tape the curtain to the front of the theatre.



It's Showtime!
Sit beside your theatre and ask your audience to sit in front. Shine a light from behind so the audience can see your puppet's shadow. Make up a story and act it out!



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Year 3 Newsletter



Arts Fortnight

Prepare for fun and to unleash your creativity
In Year 3, pupils have a fantastic Summer Term to look forward to. There will be 2 full weeks of amazing art lessons where the pupils can unlock their imaginations.

In the first week, pupils will learn all about different types of puppets and have a go at creating one for themselves.

After this, pupils will be able to revisit cave art! In the Autumn Term, Year 3 pupils learnt all about the Stone Age where they discovered how cave art was created using natural materials to narrate the historical events of their life.

Pupils will be able to revisit the topic to study in great detail the cave art and even create their own caves.
(Please save up and bring in to school plenty of extra-large cardboard boxes.)



EVERY
CHILD
IS AN
ARTIST
-PICASSO

Dates for your Diary...

—
Tuesday 25th May

BCM Assembly: The Story of Daniel and the Lions

—
Wednesday 26th May

**3C Class Assembly
Jewish Shavout**

—
Friday 28th May

Last day of half-term

—
Monday 7th June

Pupils due back in school

—
Monday 14th June

Assessment week in the Primary Phase

—
Monday 21st June

**Arts Fortnight
(21/07/21– 02/07/21)**

—
**Diversity Day
30th June**

—
**Primary Class Swap
Introductions in next years' classes
5th July**

—
**Primary Parents' Evening
Tuesday 13th July
3:15– 6:00**

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