



Our Year 3 Newsletter

Year 3: Miss Chahal, Mr Gould, Miss Hussain Miss Islam, Miss Saddique, and Miss Zamir.

Dear Parent/Carers,

It has been an incredibly busy half term as we welcomed back our new Year 3 pupils, held Stone Age and Iron Age workshops, visited Billesley Tennis Centre for the Multiskills PE Tournament and introduced our weekly booster clubs! Thank you to you all for your ongoing support with ensuring pupils' are bringing back their reading books, and weekly homework and ensuring pupils are reminded of our HEAR values.

We are due to learn more about the Ancient Romans, with a visit planned to actively get involved with a Roman's experience in a trip. Details of this trip will be shared after the half term break, to support the topic's teaching in the weeks running up to the Christmas holidays.

As the half term draws to a close, it is the perfect opportunity to share some of our recent and exciting wider learning experiences; read on to find out more!

We continue to ask for your ongoing support with improving our school attendance at school. It is essential that your child attends school every day, if they are fit and well, to make good or better progress. Every day counts!

Please don't hesitate to approach me at the gates if you have any queries.

Ms. Zamir (Director of Learning)

Attendance - Autumn 2

Class with highest attendance in Year 3	3C – 96.3%
Average class attendance in Year 3	96%
School Attendance Target	97%

Dates for your diary:

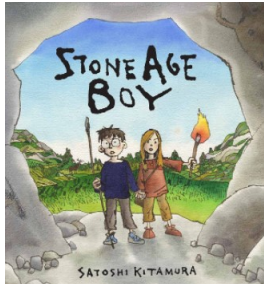
Last day of Autumn 1 term: Friday 22nd October	Pupils return to school: 1st November 2021 Autumn 2 term starts
Book Fair in School W.C. 1st November	Primary Parents Evenings Tuesday 2nd November & Wednesday 3rd November 3.15 p.m. – 6.00 p.m.
Diwali Celebration Day: Wednesday 3rd November	Great Fire of London Workshop Wednesday 10th November
Remembrance Day: Thursday 11th November	Primary Photograph Day: Thursday 18th November
Anti-Bullying Workshops and Performances Thursday 18th November	Children in Need Day: Friday 19th November
Hanukah Celebration Day Monday 6th December	The Wind in the Willow Pantomime: Morning.
Christmas Themed Lunch Wednesday 15th December	Last day of autumn term for children: Friday 17th December 2021

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Phone:
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Email:
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~English~



This half term the children have been basing their writing on our key text called 'The Stone Age Boy.' We have explored the features of adventures texts, hot seated characters from the text and explored the characters from the text. Our knowledge of the Stone Age has enabled us to describe Stone Age settings in preparation for our own adventure story plans.

We have planned our own adventure stories and build upon these extending sentences with adjectives, adverbs, connectives and varying sentence openers. We have focused upon the correct, consistent choice of punctuation marks in our writing looking at statements, questions and commands but have begun to use inverted commas to show speech within our story writing. We will be publishing our stories with illustrations to share with other pupils in school. We will be learning how to structure our writing through planning their ideas and organising writing into paragraphs.

Using the knowledge pupils have gained about the Stone Age, pupils have then written their own non-chronological reports. Children have identified the differences between fiction and non-fiction texts and also explained the uses of each of the features of non-chronological texts.



"In English we learnt that in the Stone-age, they hunted for their food by charging at the animals and cooked the meat on an open fire."

Aisha M 3A

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English continued...



The grammar for this term will focus on word categories and knowing how to write a sentence with the correct punctuation. We will also focus on words that the children often make mistakes with such as ere/was, their/there and our/are. The children will practise handwriting every morning; focusing on letter formation and joins, following on from their handwriting syllabus in Year 2. In reading lessons we will be focussing on the skills for retrieval; finding information in the text and then building on this to infer information from what they have read.

"In English I learnt about the stone-age boy where the families had to hunt for food using spears and today people go to the supermarket."

Tola M 3A

Children will also have the opportunity to read for enjoyment and choose books from the library and classroom. We encourage the children to spend time at home reading; whether it be individual or sharing a book with brothers, sisters and parents.

"In English I learnt that in the Stone-age people had to build their own houses whereas today they are already built for them and all they need to do is buy the houses". Aleena I 3A

After the half term, children will be reading and identifying features of fables, myths and legends. Our key texts will be 12 labours of Hercules, Romulus and Remus, and Roman Gods. As part of our topic all about the Romans, pupils will be exploring the key texts to present and inform their audience about the Romans. As part of their narrative writing, children will be immersing themselves in the characters and setting from the fables, myths and legends to plan and create their own descriptive writing.

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READING

is an adventure that never ends!



Reading is vitally important; it involves an adult sharing a text with the whole class and really looking deeply into the book. It is a strategy that supports students to discover the meaning of a text. It encourages use of problem-solving strategies to figure out words they don't know; deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. Reading also serves other purposes other than that related to its literary functions, it ultimately broadens and educates the mind. Reading allows us to be transported from our own world to another. Between the pages of a book, we can immerse and imagine ourselves in the lives of fictional characters. Books enable us to learn about other cultures that are entirely different from our own. This is especially important as we live in a multi-cultural and diverse city underpinned by British Values. Waverley School pupils uphold and actively promote our HEAR values.



Ayesha R 3B



Sereen L 3B

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Email:
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Reading continued...

Reading allows us to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge. Because of the learning potential, the effects of reading on child development are vast and multiple studies have highlighted its benefits. As such, teachers and parents are in a great position to ensure reading is a key part of children's daily routine.

"In class we have been listening to our teacher read to us everyday in shared reading; this has helped me with how to read the book with expression and supported me to understand what the text was about as well as retrieving the answers."

Zakariya Z 3B

Today more than ever, we need to really support our children in building a love of reading. This can be achieved by questioning the comprehension of books read, promoting inference and predicting what could happen next in a story, encouraging children to summarise texts and invest the time in listening to children read aloud. These small priceless actions can help promote reading for pleasure and develop not only children's literacy skills but confidence too! Each child at Waverley should aim to read at least 10 minutes a day and make some inferences. How many of the books above have you read?

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We are Mathematicians



In Maths, the children have recapped their knowledge of place value with numbers up to 1000. The children are understanding how to read a number in numerals and words and what each digit represents. They are becoming confident at partitioning a number and identifying the value of a digit; children will show their understanding through representing numbers visually and with apparatus throughout this year. This will then enable them to order numbers and estimate amounts. Through solid understanding of place value, the children will add and subtract, ones, tens and hundreds from any given number, using mental methods and move on to formal written methods towards the end of the term. Whilst becoming confident with formal methods and mental methods of addition and subtraction the children will apply their skills using reasoning and problem solving. Throughout the half term the children will practise their number bonds and will re-cap their learning of their 2, 5 and 10 times tables. This will lead on to their 3 times tables and related division facts.

Homework Expectations

Please ensure that your child has their book in their book bag and that they bring it to school every day. They should read to an adult every day. Please check they understand what they're reading so they're not speeding through what has been written without the opportunity of discussion after. Maths will be set using MyMaths on a weekly basis and the children should also practise their times tables as often as possible using TT Rock-Stars. We have built the required foundation required by the end of Key Stage 2 which we will continue to be built on into year 3. Here are some websites, in addition to My Maths, TTRS and Maths Whizz, that you can access to further support your child at home: www.topmarks.co.uk/ , www.bbc.co.uk/bitesize/ictgames.com/ , www.home.oxfordowl.co.uk/fun-maths-games-and-activities/ and www.whiterosemaths.com/

GOOD MATHEMATICS IS NOT ABOUT HOW MANY ANSWERS YOU KNOW...IT'S ABOUT HOW YOU BEHAVE WHEN YOU DON'T KNOW.

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Topic



This half term, children learnt about Britain's history over 10,000 years ago. We began our topic in the Palaeolithic period and finished with the Iron Age in 25 AD. As part of the WOW hook, the children participated in a workshop all about 'Stone Age'. At this workshop the children had many opportunities to engage on hands on learning. During the workshop, the children were able to learn many different facts about the Stone Age era and also were able to get involved in having a closer look at some of the great artefacts that were around in the Stone Age.

We moved onto learning about timelines and the different types of people that lived in the Ancient times including the Stone Age, Bronze Age and Iron Age. Additionally, the children participated in activities where they have created facts files for a person living in the Stone Age, Bronze Age and Iron Age in Britain. We then moved onto looking at how Britain has been shaped over the years by hunters, farmers and warriors. We looked at how Britain was once part of mainland Europe and that hunter gatherers used to roam the land as seasons changed. Additionally, the children shared their findings in fact files and through art work. As the topic developed, they investigated the changes to how humans lived and began to farm the land, creating small communities. The children learnt how the communities learn to thrive and survive in their communities. They also developed an understanding of how the people used tools to build houses and used these to hunt animals.

The children also learnt about how the key to this topic is the children's understanding of 'why life changed in Britain' and 'how that affected the people of the time'.

In Autumn 2, the children will be learning about the 'Roman Empire. The children will closely at finding out what Britain was like in the Roman times and the impact Romans had on Britain. The children will be engaged in a very exciting workshop at school. The children will learn about what life was like in the Roman times and they will build up on their knowledge of what the Roman Empire was and how everyday life in Britain was like.

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"In the Palaeolithic period the humans in Britain lived in houses that lived in caves.

They used these to shelter from ice"

"The Mesolithic period was around 15000 BC. The houses were made from timber frames and the top part was made from animal skin. They were circular"

"The Neolithic period - This was from 4000BC- 2500 BC the houses were rectangular and made from wood".

Ihaan A 3B



"The Stonehenge is a place in Wiltshire, it was used for healing, burial and worship. The stonehenge was built in 2000 BC. The Stonehenge was built by men who used hammers and chisels. The stone was transported by rivers on boats.

The men used ropes to pull them".

Fatima A 3B

"The stone Age people wore clothes made out of animal skin, the men were gatherers and the women stayed at home to make food and clothes." Adam M 3B

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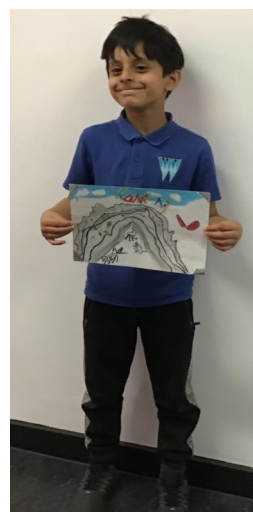
"I enjoyed touching the material which was worn by the Romans; these were animal which were hunted in order to keep warm." Kasim A 3C

"I was holding a reindeer horn- It felt and hard in texture. I would love to do the workshop again. Cut wood with the reindeers antlers" Abdullah A 3C

"I enjoyed touching the material which was worn by the Romans; these were animal which were hunted in order to keep warm." Kasim A 3C

"They used Antlers to hunt for animals -kill animals so they could have a meal . I was so excited because they had real fur for us touch and use our sensory skills."

Ibraheem M 3C



"I drew this picture because we were learning about the Stone-age- the deer is to show that they hunted and ate food as such. The colours chosen were chosen because I wanted it to look like a cave." Umayyah Ahmed 3B

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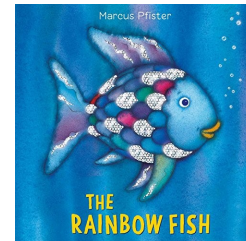
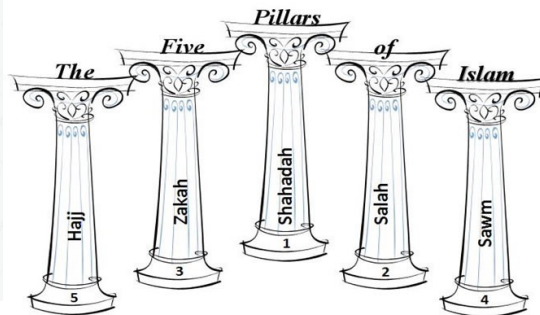
RELIGIOUS EDUCATION



In Autumn, The children have explored the value of giving and receiving presents. They have also developed an understanding about what materialistic objects are and that materialistic objects does not bring happiness.

We looked at the "Rainbow Fish Story" as a stimulus to support our understanding..

We have also moved onto learning about "Ramadhan". The children explored the five pillars of Islam.



"We have been learning about Ramadhan and the importance of giving and receiving. We have been learning about a variety of religions. Muslims celebrate Ramadhan to worship Allah and collect good deeds." Ilhaan A 3B

"We learnt about five pillars of Islam in RE- Shahadah, Salah, Zakah, Sawm and Hajj. Zakah means giving to the poor. Sawm means fasting in the month of Ramdhan." Amelia Mahmood

"The Rainbow Fish thought that he was more beautiful than the others. I found it interesting that everybody ran away from the Rainbow Fish." Daria Stoica 3B

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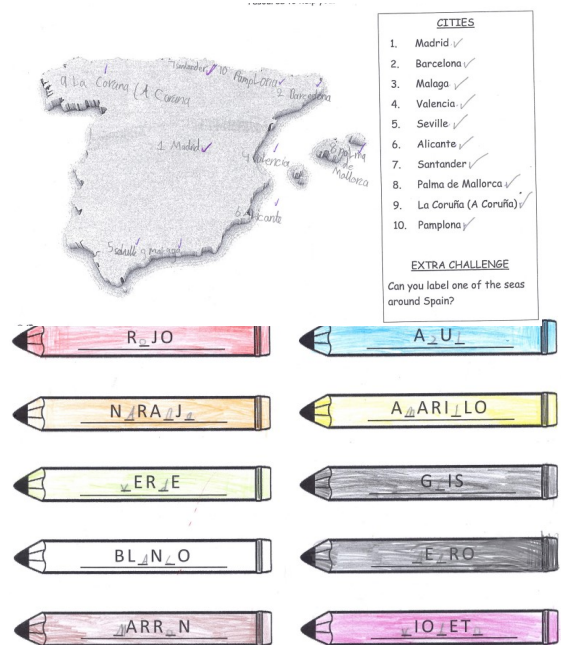
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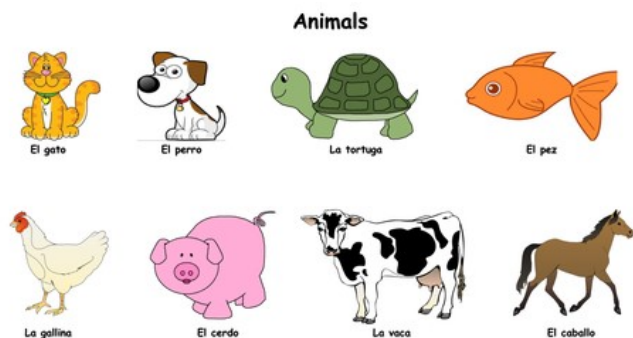
Spanish and to come...



In this term we have covered the unit "Yo Aprendo Español" (I learn Spanish). In this unit we have completed a number of different activities to improve our cultural awareness of Spain and Spanish speaking countries as finding Spain and locating main Spanish cities on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying and learning the spelling of ten colours and numbers from 1-10.



How to Count in Spanish			
0	zero cero	one uno	1
2	two dos	three tres	3
4	four cuatro	five cinco	5
6	six seis	seven siete	7
8	eight ocho	nine nueve	9



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Year 3/4 Common Exception Words



Practice your spellings!

The year 3 and 4 common exception words are tricky so why not learn them over the half term break and that way you are already achieving one of the year 3 targets before you return in September!

Challenge!

Can you put any of these words into an amazing sentence? Remember an amazing sentence includes expanded noun phrases, conjunctions, adverbs and punctuated all correctly!

Word	R	W	Word	R	W	Word	R	W
accident			consider			group		
accidentally			continue			guard		
actual			decide			guide		
actually			describe			heard		
address			different			heart		
although			difficult			height		
answer			disappear			history		
appear			early			imagine		
arrive			earth			increase		
believe			eight			important		
bicycle			eighth			interest		
breath			enough			island		
build			exercise			knowledge		
busy			experience			learn		
business			extreme			length		
calendar			famous			library		
caught			favourite			material		
centre			February			medicine		
century			forward			mention		
certain			forwards			minute		
circle			fruit			natural		
complete			grammar			naughty		

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~Traffic Light Letters~

The attendance figures take into account punctuality as regular lateness impacts significantly on pupils' learning.

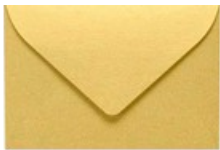
Were you aware that being late on a daily basis leads to days worth of lost teaching time?

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 term using registration marks to date.

Gold letter: 100% attendance.

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



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.



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.

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