



Somerdale Educate Together

Welcome to the Year 3 Parent Workshop.

Please grab a chair and take a seat.

Meet the Team

Tiarna

Mon - Wed



Beth

Thurs - Fri



Tracey
Mon- Wed



Claire
Mon – Wed (pm)
Thurs – Fri (all)



Becky
PPA Teacher
Wednesdays
8.30- 10.30am



Daily Timetable



Somerdale Educate Together
School Day Timetable Year 3 Term 1



	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50am	Morning Activities	Morning Activities	Morning Activities	Morning Activities	Morning Activities
By 9am	Register				
9 – 9.10am	Numbersense video and booklet				
9.10 – 10.05am	Maths	Maths	Computing (PPA Cover)	Maths	Maths
10.05 – 10.30am	Vipers	Vipers	Spelling (PPA Cover)	Vipers Quiz	Library/Reading for Pleasure
10.30 – 10.45	Playtime				
10.45 – 11.40am	English	English	English	English	English
11.40am – 12pm	Spelling	Spelling	Vipers	Spelling	Spelling Quiz
12pm – 1pm	Lunchtime				
1pm	Register				
1pm – 1.10pm	Drop Everything And Read (Teacher to hear readers / Star Reader / Book change)				
1.10pm – 2pm	Science	Art	Maths	Geography	Handwriting Spanish
2pm – 2.50pm	PE (Ball skills)	PSHE	PE (Dodgeball)	Learn Together	Music
2.50 – 3.10pm	Celebration Assembly	LT Assembly Spelling Intervention	Right of the week	Singing Assembly	Values Assembly Maths Intervention
3.10pm – 3.20pm	Class Story				
3.20pm	Home Time				



Morning Activities

Good Morning Wildcats!

Thursday 10th September

Complete your table's morning activity and then read a book quietly.

Spelling

Group 1

mouth
sprout
around
sound
spout
ouch
hound
trout
found
proud

Group 2

flowers
boxes
brushes
lunches
cars
foxes
dogs
dishes
boats
churches



Choose a fun way to remember your spellings:

Rainbow Words

Write your words out in pencil.
Next, draw around each letter
five more times using a different
coloured pencil.

literacy

Fancy Letters

Write each of your words using **fancy writing**. Your letters could be curly or dotty... or whatever you decide!

happy

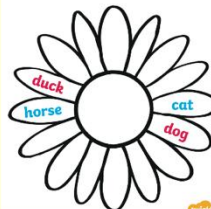
Pyramid Writing

Write each of your words
like a pyramid:



**s
o
s
o
m
e**

Spelling Flowers



Draw a big **flower**.
Write each of
your spelling
words on one of
the **petals**!

Table 1

Monday

Handwriting

Tuesday

Spelling

Wednesday

Maths

Thursday

Reading

Friday

TTRS

Numbersense

- Numbersense booklets up to Christmas
- Applying knowledge of key number facts.

“If I know that... I also know that...”

“I can use my number bonds to work this out because...”

I - Date:

$1 - 0 = \underline{\quad}$	$3 - 1 = \underline{\quad}$	$3 + 2 = \underline{\quad}$
$4 + 8 = \underline{\quad}$	$5 - 5 = \underline{\quad}$	$8 + 6 = \underline{\quad}$
$7 - 4 = \underline{\quad}$	$2 + 5 = \underline{\quad}$	$16 - 7 = \underline{\quad}$
$8 - 5 = \underline{\quad}$	$0 + 1 = \underline{\quad}$	$17 - 7 = \underline{\quad}$
$5 + 3 = \underline{\quad}$	$2 - 0 = \underline{\quad}$	$9 - 3 = \underline{\quad}$
$7 - 1 = \underline{\quad}$	$5 + 5 = \underline{\quad}$	$5 - 4 = \underline{\quad}$
$6 + 6 = \underline{\quad}$	$8 + 3 = \underline{\quad}$	$1 - 1 = \underline{\quad}$
$10 + 0 = \underline{\quad}$	$2 + 8 = \underline{\quad}$	$9 + 9 = \underline{\quad}$
$0 + 10 = \underline{\quad}$	$10 - 0 = \underline{\quad}$	$10 - 7 = \underline{\quad}$
$3 + 1 = \underline{\quad}$	$4 + 5 = \underline{\quad}$	$10 - 1 = \underline{\quad}$
$9 + 10 = \underline{\quad}$	$4 + 7 = \underline{\quad}$	$5 - 0 = \underline{\quad}$
$4 + 6 = \underline{\quad}$	$14 - 8 = \underline{\quad}$	$10 + 8 = \underline{\quad}$
$2 + 4 = \underline{\quad}$	$10 - 2 = \underline{\quad}$	$5 + 10 = \underline{\quad}$
$14 - 10 = \underline{\quad}$	$20 - 10 = \underline{\quad}$	$4 - 2 = \underline{\quad}$
$8 - 2 = \underline{\quad}$	$9 + 6 = \underline{\quad}$	$9 - 1 = \underline{\quad}$

Times tables

1		2	
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$2 \times 5 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$
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$2 \times 6 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$3 \times 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$10 \div 2 = \underline{\quad}$
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$12 \div 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$8 \div 2 = \underline{\quad}$
$2 \times 5 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$5 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$6 \div 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$
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$6 \times 2 = \underline{\quad}$	$6 \div 2 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$6 \div 2 = \underline{\quad}$
$3 \times 2 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$4 \div 2 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$

First part of 2 times table

- Term 3 onwards
- Times table booklets twice a day
- 40 questions in 2 minutes.
- 2x, 5x, 3x

How do we teach Maths?

	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 VIEW		Free trial	Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW					
Summer	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW			Geometry Shape VIEW	Statistics VIEW				Consolidation ...	

White Rose Maths Scheme

- Flashback 4 starters
- Lesson input
- White Rose booklets
- Deepen its

How do we teach English?

Unit 1: Fiction (3 weeks)
Unit 2: Non-Fiction (3 weeks)

Week 1: Immersion in text
Week 2: Vocabulary and Key Skills
Week 3: Plan, write, edit and improve

Slow write

Guidance for each paragraph

Sentence 1:	Complete the stem sentence by giving three reasons. (Power of 3)
Sentence 2:	Write a rhetorical question, to link with the point
Sentence 3:	Use an expanded noun phrase
Sentence 4:	Begin the sentence with an imperative verb
Challenge	Emotive language

Short Burst

- Encourages creative flair
- Based on a given idea, concept or picture

Slow Writes

- Guided by the teacher
- Stem sentence and formula given
- Write one sentence at a time
- Class discussion before writing each sentence

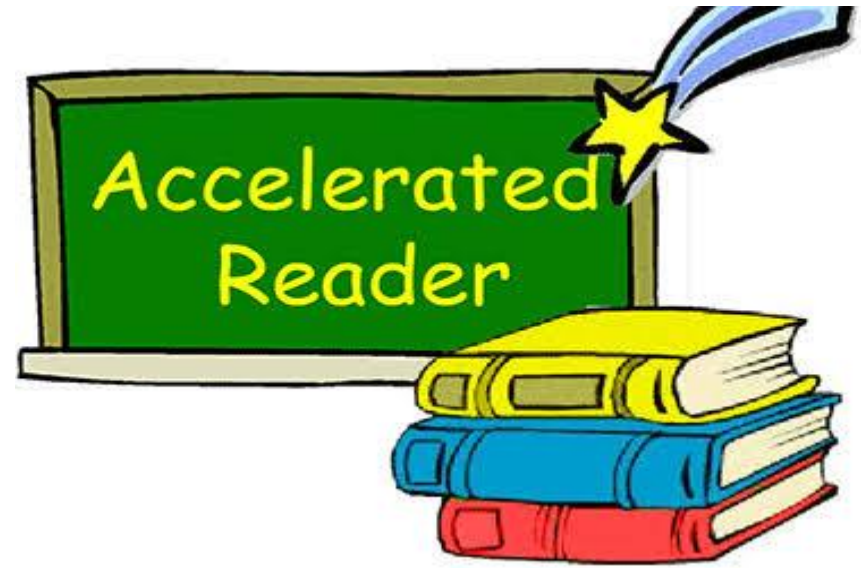
Final Writes

- Independent
- Success criteria

<u>Success Criteria</u>	Me	Teacher
Final write - persuasive writing		
Clear paragraphs		
Rhetorical questions		
Expanded noun phrases		
Power of three/repetition		
Imperative verbs		

New Reading Scheme

- Once book is completed, children complete a short online quiz, based on that book.
- Every term, every child will complete an in-depth online comprehension quiz.
- Children will be given a number range, so they can find books within that range.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Please sign the reading record whenever your child reads.

Spellings



Medium Term Plan - Stage 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'ie'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly': exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

- Spelling book to move between school and home
- Spelling practice during morning activities, class input and at home
- Spelling Shed
- Spelling Quiz every Friday
- Bespoke spelling groups

Statutory Y3/4 Spellings



Somerdale Educate Together Primary School
Year 3 and 4 Statutory Word List (Total 109 words)

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

- The children will be tested on these Year 3/4 words regularly throughout the year.
- Computer used for tests
- Aim to know half by the end of Year 3

Dyslexia Screening The 8 Year Old Quiz

- Every child will be screened for dyslexia, in the term after they have turned 8 years old.
- Fun quizzes online
- Tests for dyslexic traits
- Maps how your child's brain learns
- Discuss next steps with the SENDCo

How Dyslexia Screener and Dyslexia Guidance can help you

| Initial screener

Easy to administer

Initial screener

This short test is a quick initial assessment to see how far a pupil's abilities and skills match those of people who have been found to have dyslexia. Based on the discrepancy model, the test comprises six subtests covering three areas (two assessments for each); ability, attainment and diagnostic.



A Snapshot of Year 3!

Term 1

Local environment

Human muscles and skeleton

Healthy body and mind

Collage

Computing Networks

Term 2

Stone Age, Iron Age and Bronze Age

Light and Shadows

Anti-bullying

Charcoal drawings

Stop frame animation

Term 3

Ancient Egypt

Forces and Magnets

Online safety

Sewing Egyptian collars

Computer Programming/Scratch

Trip to Bristol Museum

Term 4

Volcanoes Earthquakes

Rocks and Fossils

Friendships and Relationships

Making Biscuit boxes

Databases

Year 3 Assembly

Term 5

Bristol Civil War

Healthy eating

Hazards, risks and keeping safe

Food Tech

Desktop publishing

Term 6

Features of the coastline

Plants and pollination

R.E: Muslim faith

Making puppets

Computer Programming

Trip to the beach!



Class Charter



As Rights Holders we will...

- tuck our chairs in.
- pick things off of the floor
- put things away properly.

As Duty Bearers adults will...

- remind us to be safe.
- make sure that we have a safe environment.



As Rights Holders we will...

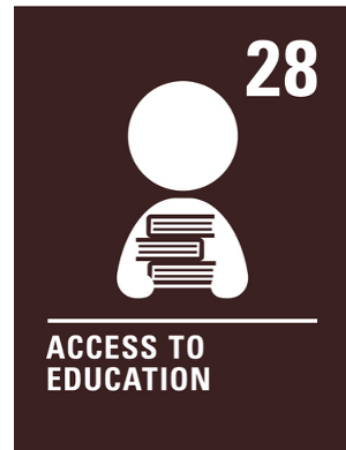
- let an adult know if we feel someone is being treated unfairly.

- respect everyone's views and differences.

- include people if they feel left out.

As Duty Bearers adults will...

- respect everyone's views and differences.



As Rights Holders we will...

- not distract others.
- focus on our learning.

As Duty Bearers adults will...

- help us to learn.
- Treat us with dignity if we need a reminder and try to make sure others can still learn.



As Rights Holders we will...

- look and listen when someone is speaking.

- try to share kind thoughts.

As Duty Bearers adults will...

- listen to us
- listen and comfort us if we are sad.



Respectful



Safe



Ready to learn

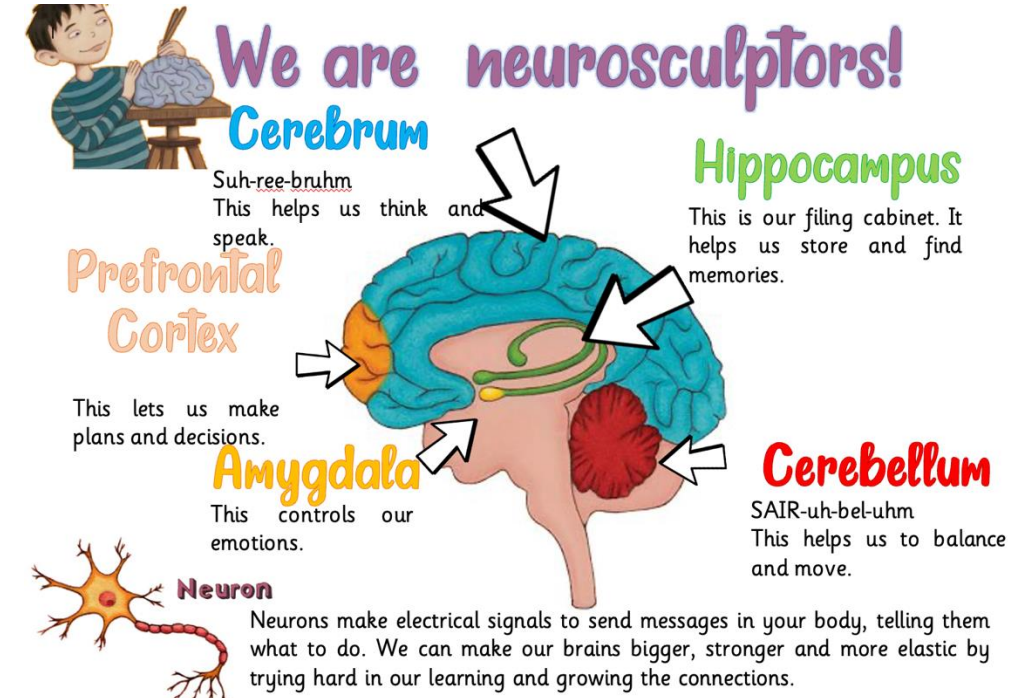
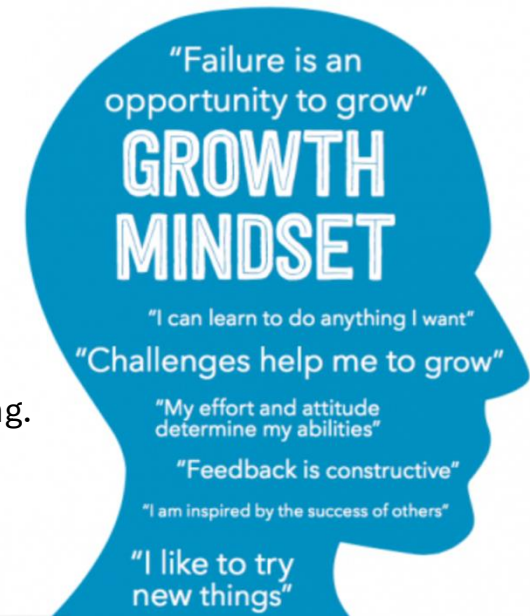
Our Behaviour Policy

0-Remind 	An adult will give me a reminder of the agreed expectation.
1- Reinforce 	If I need another reminder, the adult will help me remember how to be respectful, safe and ready to learn.
2- Reflect 	If I still need help, I will sit in my own space with a special sheet to help me think. The adult will talk with me about how to fix things, and then I can join back in the class.
3- Reset 	If I still need more help, I will spend 5 minutes in another classroom. I will fill in a sheet to help me think about what I did. When I come back to my classroom, an adult will talk with me, and they will also talk to my family.
4 - Internal Seclusion 	I might need to go and learn with Chris or Sam. There will be a meeting with me, my family, and my teacher. We will all agree on how to make sure I am kind, safe, and ready to learn.

How to Support at Home

- Read daily with your child
- Spelling practice and activities using Spelling Shed
- Times tables via TTRS
- Talk to your child about their day and talk to us about anything we may need to know about your child.
- Model and encourage a growth mindset
- Label coats, hoodies, bags, water bottles and lunchboxes!

Encourage a growth mindset.
I can't do this YET.
I am going to keep trying.
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



Communication

- Catch us on the door!
- Email : info@somerdaleet.org.uk
- Parents evenings
- Newsletters are on our school website
- Termly plans are on our school website

- Parent helpers needed to listen to readers



Any Questions?