



Dear Parents & families,

### YEAR 3 LETTER

**WELCOME:** A kind welcome to all families this new school year. Miss Dewhurst and Mrs Hill are both looking forward to the future challenges and opportunities this year may hold. We look forward to seeing each child grow. This year is a very special year for our children with many taking part in the Sacramental Programme leading to their First Holy Communion and the chance to gain greater responsibility in their roles as Guardian Angels. We are also very excited to work with Mrs Barnes, our shared Teaching Assistant. If you haven't already, please come and introduce yourselves to us.

### LEARNING:

English	Genres	Texts
Writing Checklist: Year 3	Short Story	Flat Stanley by Jeff Brown
Capital Letters	Instructions	The Minpins by Roald Dahl
Full stops	Diary	Spy Dog by Andrew Cope
Question marks	Narrative	The Hodgeheg Dick KingSmith
Exclamation marks for what and how	Newspaper Report	The Fantastic Flying Books of Mr Morris Lessmore by William Joyce
Commas in a list	Letter	Gregory Cool Caroline Binch
Use expanded noun phrases	Play Script	Mafaro's beautiful daughters: an African tale John Steptoe
Y2 conjunctions: and, that, but, or, when, if, because	Recount	The Poetry Chest by John Foster
Y3 conjunctions: after, before, unless		The Whistling Monster (Stories from Around The World) by Jamila Gavin
Use prepositions		
Use 'a' or 'an' appropriately		
Use contractions		
Begin to use speech punctuation		
Begin to use fronted adverbials (followed by a comma)		
Use sentences with different forms including: statements, questions, exclamations, commands and speech.		
Begin to use present perfect tense		
I can use first person pronouns		
I can use third person pronouns		
I choose different nouns to make my writing exciting		
Begin to use adverbs		
Begin to use the possessive apostrophe		
Begin to group using paragraphs		
Handwriting: use the flicks and joins taught so far		
Spellings for the year group		



Maths: Order of Learning	
<u>Autumn 1</u>	<p>Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers</p> <p>Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value</p> <p>Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving</p> <p>Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes</p> <p>Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations</p>
<u>Autumn 2</u>	<p>Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers</p> <p>Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining.</p> <p>Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres</p> <p>Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100</p> <p>Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</p>
<u>Spring 1</u>	<p>Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.</p> <p>Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice</p> <p>Identify 1/2s, 1/3s, 1/4s, 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts</p> <p>Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°</p> <p>Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds</p>
<u>Spring 2</u>	<p>Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3-digit numbers using vertical written addition (expanded)</p> <p>Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding</p>

	<p>them; choose to solve addition using a mental method or expanded column addition (written method)</p> <p>Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time</p> <p>Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back</p> <p>Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division</p>
<p><u>Summer 1</u></p>	<p>Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of <math>\frac{1}{2}</math>; add and subtract fractions with the same denominator</p> <p>Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method</p> <p>Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products</p> <p>Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units</p> <p>Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition</p>
<p><u>Summer 2</u></p>	<p>Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method</p> <p>Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction</p> <p>Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times</p> <p>Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers</p> <p>Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts</p>

e-Safety	Programming	Handling Data
<ul style="list-style-type: none"> <li>I can talk about what makes a secure password and why they are important.</li> <li>I can protect my personal information when I do different things online.</li> <li>I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>I can recognise websites and games appropriate for my age.</li> <li>I can make good choices about how long I spend online.</li> <li>I ask an adult before downloading files and games from the Internet.</li> <li>I can post positive comments online.</li> </ul>	<ul style="list-style-type: none"> <li>I can break an open-ended problem up into smaller parts.</li> <li>I can put programming commands into a sequence to achieve a specific outcome.</li> <li>I keep testing my program and can recognise when I need to debug it.</li> <li>I can use repeat commands.</li> <li>I can describe the algorithm I will need for a simple task.</li> <li>I can detect a problem in an algorithm which could result in unsuccessful programming.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the different ways data can be organised.</li> <li>I can search a ready-made database to answer questions.</li> <li>I can collect data help me answer a question.</li> <li>I can add to a database.</li> <li>I can make a branching database.</li> <li>I can use a data logger to monitor changes and can talk about the information collected.</li> </ul>

Computing

Multimedia	Technology in our Lives
<ul style="list-style-type: none"> <li>I can create different effects with different technology tools.</li> <li>I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</li> <li>I can evaluate my work and improve its effectiveness.</li> <li>I can use an appropriate tool to share my work online.</li> </ul>	<ul style="list-style-type: none"> <li>I can save and retrieve work on the Internet, the school network or my own device.</li> <li>I can talk about the parts of a computer.</li> <li>I can tell you ways to communicate with others online.</li> <li>I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>I can use search tools to find and use an appropriate website.</li> <li>I think about whether I can use images that I find online in my own work.</li> </ul>

PE

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Outdoor: Basketball	Outdoor: Hockey	Outdoor: Netball	Outdoor: Rugby	Outdoor: Orienteering	Outdoor: Football
Indoor: Dodgeball	Indoor: Gymnastics	Indoor: Dance	Indoor: Gymnastics	Indoor: Dance	Indoor: Athletics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
07-09 Sep: Purpose Statement	31 Oct-25 Nov: Baptism/Confirmation   Belonging	05-06 Jan: Epiphany	06 Feb-03 Mar: Reconciliation   Inter-relating (cont.)	26 April-26 May: Pentecost   Serving	05-16 June: S.R.E. A journey in Love (Reception-Y4) / All that I Am (Y5 & Y6)	
12 Sep-07 Oct: Domestic Church   Family	28 Nov-20 Dec: Advent/Christmas   Loving	09 Jan-03 Feb: Local Church   Community	06 Mar-11 April: Lent/Easter   Giving		19-23 June: Islam	
10-14 Oct: Mercy Week / Day (See below)		06 Feb-03 Mar: Reconciliation   Inter-relating			26 June-20 July: Caritas in Action: Themes to be given to each Key Stage – plan together to show progression using the ideas in the book as a base. Be creative with this and use some ideas for a topic completed at home.	
17-21 Oct: Judaism			<b>Summer 2 Caritas in Action themes:</b>			
<b>Corporal Works of Mercy:</b> R0: feed the hungry R5: give drink to the thirsty I5: clothe the naked I8: shelter the homeless 2C: visit the sick 2I: visit the imprisoned 3D: bury the dead			R: The dignity of a human person (2 wks) The dignity of work (2 wks) Y1: The dignity of a human person (2 wks) The dignity of work (2 wks) Y2: The dignity of a human person (2 wks) The dignity of work (2 wks) Y3: Family and community (2 wks) Solidarity and the common good (2 wks) Y4: Family and community (2 wks) Solidarity and the common good (2 wks) Y5: Rights and responsibilities (2 wks) Options for the poor and vulnerable (2 wks) Y6: Rights and responsibilities (2 wks) Options for the poor and vulnerable (2 wks)			
<b>Spiritual Works of Mercy</b> 3M: counsel the doubtful 4W: instruct the ignorant 4K: admonish sinners 5A: comfort the afflicted 5M: forgive offenses Y6M: bear wrongs patiently Y6TC: pray for the living and the dead						



**SACRED HEART**  
WE DO THINGS DIFFERENTLY HERE...

**clarify whole school R.E.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Has Greece always been in the news?	Who first lived in Britain? <b>VISIT TO RIVINGTON ANCIENT SITES / MONUMENTS   VISIT FROM ARCHAEOLOGIST</b>	What makes the Earth angry?	How did the Victorian era shape the Westhoughton we live in today? <b>LOCAL LAND USE SURVEY</b>	Why was the mill burnt down in Westhoughton? (KS2)	Why do so many people choose to go to the Mediterranean for their holidays? <b>VISIT TO/FROM TRAVEL AGENT</b>
Guy Fawkes: Terrorist? w/b 09 & 16 Oct 2017 (KS2)	<b>What's that coming over the hill?</b>	How can we help an egg survive the journey home from the shops?	What is the keaw yed all about?	What would my dinner be back in time?	
Animals including humans - How can Usain Bolt move so quickly?	<b>Forces &amp; Magnets - Are you attractive enough?</b>	How will we bridge that gap?	How cosy is our quilt?	Plants – How did that blossom become an apple?	How can we string together a printed picture?
		Rocks – What do rocks tell us about the way the Earth was formed?	Science		Light - How far can you throw your shadow?

Geography

History

Science

Art and Design

Design Technology

## Class Themes

### 3H

Class Governor: Ms D Riding  
 Marian Saint: Our Lady of Banneux  
 Class Saint: St John Plessington  
 Key Stage Saint:/Environmental Saint: St Kateri Tekakwitha

### 3D

Class Governor: Ms D Riding  
 Marian Saint: Our Lady of Knock.  
 Class Saint: St Thomas Becket  
 Key Stage Saint:/Environmental Saint: St Kateri Tekakwitha

**RELIGION:** This year, we aim to enhance the curriculum through our 'Building the Kingdom' training which aims to challenge children's thinking. Our school's titanium rule is for the children to be like Jesus, and our teaching of R.E. underpins everything that we do as a Catholic school. Our values tie in with the values of the Catholic church, and we follow the 5 W's framework to ensure the children understand how we can follow the teachings of the church to ensure they are equipped to go forward and change the world.

A new initiative this year will be the 'prayer sack' which will be sent home with a child each week. This resource can be used at home to provide opportunity for reflection. Within the sack, there will be diary which can be used as an optional record of family reflection if wished.

**WORSHIP:** You are also invited to all of our liturgies of the Mass and class-led para-liturgies (assemblies). See below for dates.

**HOMEWORK:** Please use Homework diaries to communicate about reading and homework only. These will be checked weekly by a teaching assistant and any messages will be passed on to the teacher. For any other queries, please send a separate note to the teacher. Beginning w/c 11/9/17, spellings will be given out weekly on Fridays and tested the following week – please support your child with this. Active Learn maths homework will be set on a Friday, however sometimes this may come home as a paper copy if no game is available that week. Please note that these games are directly linked to learning that has happened that week and are a great learning resource presented in an enjoyable way. Reading books will be changed weekly on Fridays and 2 new books will be issued unless otherwise agreed.

**PE KITS:** PE kits should be brought in on Monday and left in school until Friday; trainers are not needed for outdoor games. An old shirt can be sent in to protect your child's uniform during art and other 'messy' activities. Please keep these in PE bags.

**SNACKS:** Our morning snack operates daily at break-time (40p / day). This is 'pay as you go' only, and served in the main hall. Until the end of Y2 all children are provided with a daily fruit / veg snack free of charge. Children in KS2 are only allowed to bring a healthy fruit or veg snack to eat at break-time – they will keep this in their classroom tray, not packed lunch boxes. All children must bring a clean, named, filled water bottle to school daily.



ALL YEAR ROUND UNIFORM:	SUMMER TERM UNIFORM OPTION:	PE. UNIFORM:	NOTES:
White collared long or short sleeve shirt Sacred Heart tie	Option A: <ul style="list-style-type: none"> <li>✗ White polo shirt</li> <li>✗ Grey long or short trousers</li> <li>✗ Grey / white socks</li> <li>✗ Black low-heeled school shoes</li> </ul>	White round neck t-shirt (not polo shirt) White shorts Dark grey / black pumps	Label all items of uniform with name. Tie must be worn with year-round uniform. No jewellery is allowed.
Maroon v-neck jumper or cardigan (not sweatshirt)	Option B: <ul style="list-style-type: none"> <li>✗ Red &amp; white gingham dress</li> <li>✗ Grey / white socks or white / grey / maroon tights</li> <li>✗ Black low-heeled school shoes</li> </ul>	Track suit & trainers for necessary outdoor use Draw-string pump-bag to hang onto cloakroom hook. <small>School stocks some logo pump bags – available from the office.</small>	Coat must have a hoop for hanging onto cloak-room hook. School book bag should have a long strap to hang onto cloak-room hook. <small>School stocks some logo book bags – available from the office.</small>
Black low-heeled school shoes (not trainers) [Velcro fastenings preferred for Reception]	Maroon v-neck jumper or cardigan may be worn with both options.	<b>UNIFORM STOCKIST:</b> Rainbows Schoolwear (Church Street) are the approved stockist of official logo uniform & bags etc.	Water bottle & lunch box must be sealable and named. <small>Only plain water is able to be brought into school in water bottles.</small>

Reception only uniform also includes: round-neck maroon sweatshirt, white polo-shirt & grey joggers option. Wellies must be provided. Waterproofs are ordered via the school scheme, and remain in school for everyday use. Spare socks / underwear may also be kept in school. *Shirt & tie uniform is to be worn on special occasions.*

**UNIFORM:** Correct uniform is to be worn for school. P.E. kits should stay in school throughout the week. Note that jewellery is not allowed to be worn in school.

**WEEKLY NEWSLETTER:** The Sacred Heart Herald is produced by the school office each week, and is emailed to all parents. If you do not receive your copy, please let Mrs Johnson, our Head's P.A. know. Paper copies are available to collect from the office. Up to date diary dates are included each week, and are also available to view at [www.facebook.com/TheJourneyMatters](http://www.facebook.com/TheJourneyMatters)

**FACEBOOK PAGE:** Our facebook page is updated by class staff when time permits. You may leave positive comments if you wish. This is not the forum to ask

something which is better said in person to the class teacher or to make a negative remark.

**DIARY:** Key dates for this year (subject to change – but include them in your diary now!):

**Class-led para-liturgy [assembly]:** **3H** – 17<sup>TH</sup> Nov 3pm and 27<sup>th</sup> April 3pm All Welcome.  
**3D** – 29<sup>th</sup> Sep 3pm and 9<sup>th</sup> Feb 3pm. All Welcome.

**Class visit to weekday Mass:** **3H** – 2<sup>ND</sup> Oct 9.30 am, 3H & RC – 29<sup>TH</sup> Jan 9.30 am., 3H and RC 11<sup>th</sup> June 9.30 AM.  
**3D** – 6<sup>th</sup> Nov 9:30 am, 3D & RI – 5<sup>th</sup> Mar 9:30 am, 3D & RI – 9<sup>th</sup> July 9:30 am

**Whole school Masses:** 18<sup>TH</sup> Sept, 1<sup>st</sup> Nov, 8<sup>th</sup> Dec, 10<sup>th</sup> Jan, 14<sup>th</sup> Feb – Ash Weds 10am, 27<sup>th</sup> March 9.30 am. 13<sup>th</sup> April – Easter Mass 9.30 am, May 10<sup>th</sup>. 23<sup>rd</sup> May, 29<sup>th</sup> Jun.

**Christmas productions:** Thursday, 14<sup>th</sup> December 2pm and 7pm

**Residential visits:** N/A

**Trips & likely voluntary contribution:**TBC

**Parent / Teacher / Pupil evenings:** 8<sup>th</sup> November 2017 and 7<sup>th</sup> March 2018.

**End of year reports open afternoon:** Wednesday 11<sup>th</sup> July

Should you have any queries throughout the year, please do not hesitate, in the first instance, to get in touch with us.

Thank you for your continued support as we work in partnership together...

Yours sincerely,

Miss Dewhurst and Mrs Hill

Class teachers.