



# **YEAR 2 TO YEAR 3 TRANSITION**

# **STAFF**

**Miss Bashford**

**Miss Albrighton**

**Mrs Brannigan**

# ADDITIONAL ADULTS- GOVERNMENT FUNDING

Each class will have an additional adult each to support  
children in class

**3B Ms Palmer**

**3A Ms Tomlin**

See Website for further details



[HOME](#) [ABOUT](#) [PARENTS](#) [CLASSES](#) [NEWS](#) [CONTACT](#)

## COVID-19

### COVID-19 Information



Risk Assessment for September Opening



# COVID-19 SAFE-HOW WE ARE MINIMISING VIRUS TRANSMISSION

- Regular handwashing
- Own resource pack
- Year group bubbles
- Staggered break and lunch times
- Own entry and exits
- Facing forwards in class
- Quarantine of library books
- Reduce items brought to school
- Cleaning resources

# DAILY ROUTINE

- At 8.45am the doors will open-children come through the car park gates with one adult only.
- The gate and doors will close at 9am.
- Follow the one way system to the hall doors, sign posted Year 3.
- Children exit via the KEY STAGE TWO PLAYGROUND DOOR at the end of the day
- 3B will be collected from under the 3B window  
3A will be collected from the red stage

Day ends at 3.10pm

# School uniform to be worn every day



- Red or white polo shirt;
- Black or grey trousers or skirt;
- Red sweatshirt or cardigan.
- All children are expected to wear dark coloured shoes, no trainers, and no fashion boots.
- No jewellery, except studs and watches are permitted
- Hair accessories to be subtle and match school colours

# PE Kit

For PE, your child will require:

- Blue or black shorts
- Plain white T-shirt
- Pumps/black trainers
- A PE bag
- Earrings must be removed or covered with medical tape
- Long hair must be tied back(girls and boys)
- Children may wear dark tracksuit bottoms for outdoor PE in in winter



PE will be taught outdoors at every opportunity. Areas taught in the first half of the autumn term include:

- Fitness
- Athletics



# LOCKERS-ONE PER CHILD-NO KEY REQUIRED

Large enough for coat, bag, PE bag.



No pencil cases to be brought to school-everything is provided.

# WATER BOTTLES

Children to take them home to wash and bring to school each day.  
Bottles can be refilled throughout the school day.



# BREAKTIME

- One playtime per day in the morning – 11am -11.15am
- Y3 will stay in their own year group bubble on the playground
- Children need to bring their own snack for breaktime

# LUNCHTIME

- Lunchtime:12.30 -1.15pm
- Packed lunches in class/ school dinner in hall



“...the curriculum remains broad and ambitious:all pupils continue to be taught a wide range of subjects...” (Guidance for full opening:schools GOV.UK)



# CURRICULUM

Autumn	Spring	Summer 1	Summer 2
Scavengers and Settlers	Ancient Egypt	Local Area	Active Planet
No off site trips in the autumn term Trips in the Spring and Summer Term TBC			

# AUTUMN TERM CURRICULUM-CAN BE FOUND ON THE SCHOOL WEBSITE

**Text:** Stic Of The Dump  
**Portal story:** Stone Age Boy  
**Recount (Narrative):** Stone Age girl  
**Non Chronological report:** The Bubblyans  
**Grammar:** Use of a/an, commas in a list conjunctions, inverted commas.

**Light:** State the difference between light sources and other shiny objects and name a number of light sources including the Sun. Notice that light is reflected from surfaces  
 Recognise that they need light in order to see things and that dark is the absence of light  
 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes  
 Recognise that shadows are formed when the light from a light source is blocked by a solid object  
 Find patterns in the way that the size of shadows change.  
**Forces & Magnets** Compare how things move on different surfaces  
 Notice that some forces need contact between two objects, but magnetic forces can act at a distance  
 Observe how magnets attract or repel each other and attract some materials and not others  
 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles  
 Predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Place Value:** Count in multiples of 4, 8, 50 and 100 from 0. Find 10 and 100 more/less than a number. Identify the value of each digit in a 3 digit number. Read and write number to 100 in words and numerals. Solve number problems.  
**Addition and Subtraction:** Add and subtract mentally: 3d - 1d, 3d - T, 3d - H. Estimate answers and use the inverse to check them. Solve missing number problems.  
**Multiplication and Division:** Recall multiplication and division facts for 3, 4 and 8 times tables. Write and solve calculations.  
**Fractions:** Identify fractions of an amount - unit fractions. Compare fractions.  
**Measurement:** Measure, compare, add and subtract - capacity (ml/l). Calculate change. Know units of time - how many minutes in an hour etc. Compare/convert time.

**RE:** Sharing and Being Generous.  
 Compassion, Caring for others, animals and the environment.  
 Creating Unity and Harmony.  
 Participating and Willing to Lead.  
**RE UNICEF Links Articles:**  
 15/1714/29  
**PSHE:** UNICEF Charters, e-safety, rules, learning to learn.

English

UNICEF  
PSHE  
RE

Science

## Year 3 Autumn 2020-2021

**Title:** Scavengers and Settlers

Question: How did we live?



Achieving  
Excellence  
Inspiring  
Dreams

Maths

**Art:** Explore prehistoric cave paintings. Chn to create their own paintings using textured paper for the backdrop and oil pastels for the picture.  
**Arts Week:** focus on Street Art  
 Christmas crafts - cards  
**DT:** Design, make and evaluate a sandwich filling

Art & DT

Physical Education

**Fitness:** Undertake coordination activities, develop strength through AMRAP activities and develop determination to work quickly.

**Athletics:** Use running, jumping, throwing and catching in isolation & in combination, develop flexibility, control & balance and communicate with others during physical activities

**Tudor Dance:** Respond imaginatively to a stimulus & explore movement, copy & repeat basic dance steps with control & mostly in time to music and vary levels & pathways when performing

**Quicksticks:** Push pass & receive the ball with control, pass the ball over a longer distance with accuracy & power and hit a moving ball into a goal with some success

Computing

**E-safety**  
 Powerful Passwords  
 My online community  
 Online chat, privacy  
**UNICEF LINK:** 8/16

**Computing:** Create digital artwork in the style of a famous artist.

History

1. Knowledge Harvest: Introduce the term "ancestor" and discuss our 'first ancestors', what they would have looked like, lived etc.  
Draw image of what they think the 'first' human looked like.
3. Discuss how we know about the past - primary/secondary sources.
4. Study the skeleton and artefacts of a Stone Age hunter.
5. Explore settlement of Stone Age.
6. Study Stone Age Houses and build one of each using natural materials.
7. Explore life in the Bronze Age and Iron Age and compare with that of the Stone Age - create a mind map

Geography

1. Locate continents on world map, making physical feature maps.
2. Compare life in Scotland and England, focusing on stereotypes, laws, traditions and culture.  
Create a tourist guide to Scotland

Modern  
Foreign  
Languages

**French:** Introductions, greetings and saying how you are; numbers 1-20; saying how old you are; colours; family members; parts of the body - "Heads, shoulders, knees & toes"

Music

To sing songs from different countries developing tuning.  
 To distinguish pulse from rhythm.  
 To start to read simple time stick notation.

# Year 3 Timetable

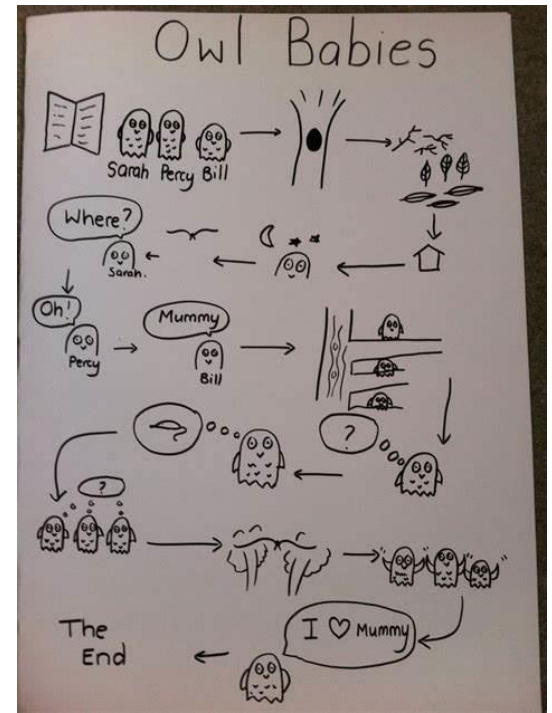
	8.45-9	9-10	10-11	11-11.15	11.15-11.35	11.35-12.30	12.30-1.15	1.15-3:10		
Mon	Registration	Maths	English		Spelling/phonics	Reading response		DEAR	Topic	Virtual Assembly Book spine
Tues	Registration	Maths	English		Spelling/phonics	Grammar + spelling rules		3B DEAR/PSHE/PE  3A PE/PSHE/DEAR		
Wed	Registration	3B PE(KS2 Hall)  3A Topic	Maths		Spelling test	English		Science		Assessment Book Spine
Thurs	Registration	Music(GH) RE(EB)	Maths		Spelling/phonics	English		DEAR	French (ND) RE(EB)	Book Spine
Fri	Registration	Maths	3A PE(KS2 Hall)  3B Topic		Spelling/phonics	English		DEAR	Topic	Virtual Assembly Book Spine

# YEAR 3 WRITING-CONSOLIDATE Y2 AND INTRODUCE Y3

## 5 writing sessions per week

### 1. Imitation –

- Use a stimulus text
- Learn the text (Story map)
- Engaging activities
- Cover the grammar objectives



## 2. Innovation – class version (shared writing)

Type of Dragon	
Introduction: Type	Sun dragon, Hungarian horned-tail, Rainbow, Blue-toothed, Orange- back, Rough bellied, Lesser-spotted
What it looks like: Similes Metaphors	Wings- leather, slight breeze, like a teeth- pearlised, toothless, sharp claws- fingered knives, meat cleavers fire- skimpotes, burning, poisonous tail- whipped, mace, tailless
Where it's found:	Himalayan mountains Blue mountains of Colorado White cliffs of Dover crater
What it eats:	rare, almost extinct tree → Sundried Sunshine tree. Prow Red → Skins of rattlesnakes.
What it does: (Incredible fact)	causes volcanic eruptions hoard treasure attracted to gemstones carries water to villagers steal sheep, cattle
Conclusion: (Appeal to audience) (Final fact.)	hoard treasure, collects lava steals money to ignite fires. only fears St. George wild stallions closer, she realised Digger had unarmoured a cat-like b.

## 3. Invention – create own

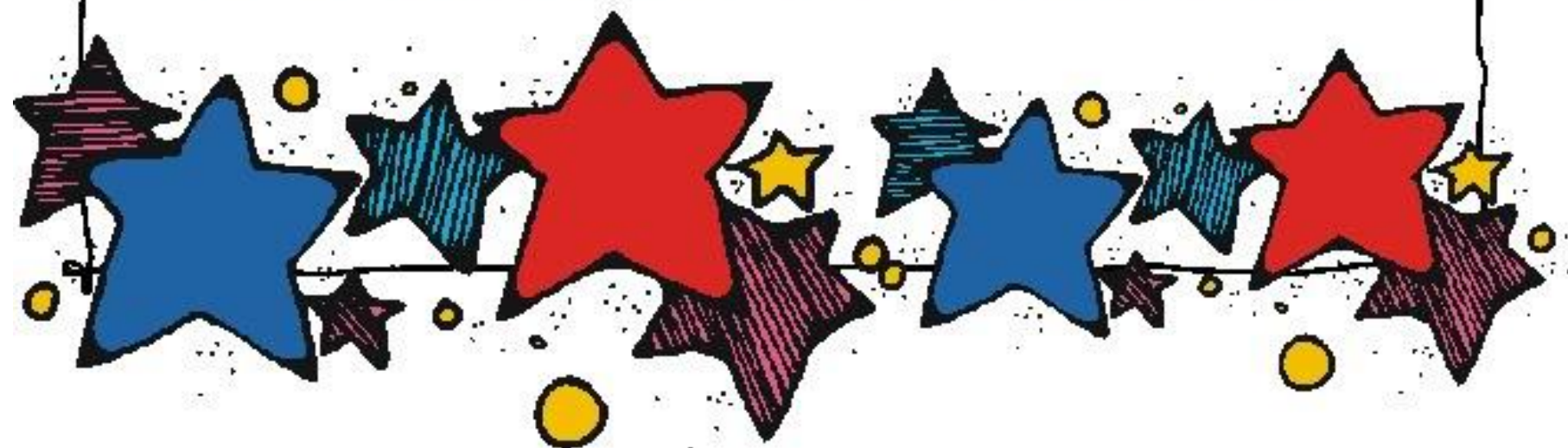


# GRAMMAR, PUNCTUATION AND SPELLING

- Spelling rules and grammar taught once a week
- Spelling and phonics taught 4 x per week
- Taught in class and embedded in the texts in Talk for Writing
- Year 3 grammar will be introduced while consolidating the Year 2 curriculum



# Accelerated Reader



# Taking an Accelerated Reader Quiz

The ultimate steps to achieving amazing Accelerated Reader results.



## 1 Choose a book within your ZPD



- Check that it is in your ZPD range
- Look at the cover
- Read the blurb
- Look for authors you like
- Read the introduction
- Read the first page



## 2 Read your book



- Read for 25 minutes everyday
- Record what you're reading in your reading log



## 3 Search for the quiz



- Go to your Renaissance Place and **select** Accelerated Reader, type in the book's quiz number and click **Search**
- You can find the quiz number on the **AR label**
- **Select** how you read this book
- Click **Start Quiz**



## 4 Take the quiz



- You will have 3, 5, 10 or 20 questions to answer
- Read the question and all four answers
- Ask a teacher to explain a question you don't understand.
- There are no time limits
- Click on the stars to rate the book
- Check your TOPS result



## Look at your TOPS Report



### 100% score

This book was comfortable for you, perhaps try a book higher up in your ZPD range next time

### 90% score

This book was perfect for you. Perhaps try one or two book levels higher or longer next time.

### 80% score

This book was a little difficult for you. Perhaps choose one or two book levels lower next time.

### 70% score

This book was quite challenging for you. Perhaps try a book at the beginning of your ZPD range next time.

### 60% or below

This book was too challenging. Perhaps try a book at the beginning of your ZPD or speak to your teacher for help.

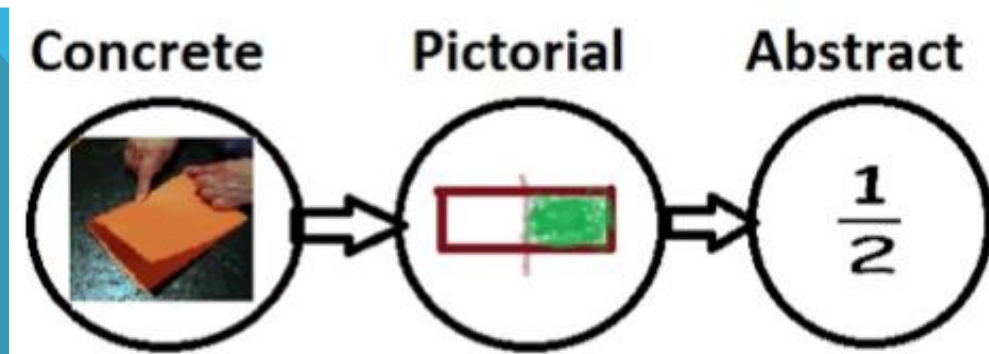
# ACCELERATED READER-ALL PUPILS IN Y3

- Children will take the online quiz by the end of next week
- Books will come home every evening for children to read
- All books will be quarantined before being returned to the library shelves.
- I pads wiped before and after use.
- Feedback given at parents' evening



# MATHS IN YEAR 3

- Planning for the Autumn term will have a focus on Number. We have decided to delay the teaching of Statistics, Geometry and some areas of measurement until the Spring term. Summer term objectives from the previous year will be taught alongside the current year group objectives in the Autumn term.
- Taught in two sets-overlap in planning
- No matter where the children are in their Maths on return to school, the teaching structure allows us to cater for all needs and levels of ability and confidence.



# MENTAL CALCULATIONS-KEY FOCUS ON NUMBER

- Count in multiples: 4, 8, 50, 100 and consolidate work done in Year 2 (2x, 5x, 10x).
  - Read, write, compare and order numbers up to 1000
  - Recognise value of digits in a three digit number
- 
- End of year 4 there will be an online tables test

# HOMework

Daily  
Reading

Weekly  
Spellings  
Maths  
(Homework books)

Holiday Projects each Half Term (Optional)

First homework will be given out on Friday 11<sup>th</sup>  
September



## Year 3 Homework Autumn 1

### Our Topic is Scavengers and Settlers

**How it works:**  
This is your homework  
for the half term. Please  
read the instructions at  
the top of each subject.

#### Useful Google searches:

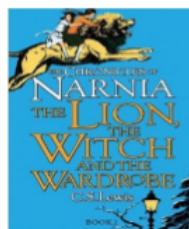
[BBC KS2 Bitesize  
Maths Highlights](#)

[BBC KS2 Bitesize  
Science Highlights](#)

## English

### How it works:

You will get ten house points for handing in one of the English tasks linked to our class text by Friday 13th October 2017. This work needs to go in your English homework book.



- ◆ Design a new front cover.
- ◆ Draw your favourite scene from the book.
- ◆ Pretend that you have found a mysterious wardrobe. Imagine that you step into it and it takes you into another land. Where could it take you? Can you describe where you are?
- ◆ Write a character description of one of the main characters.
- ◆ Write interview questions for a character in the story and then write what you think their answers might be.
- ◆ Write a new ending for the book. Decide what you would change and write two or three paragraphs.

## Maths

### How it works:

Maths homework, which will be sent on a Friday, will be stuck in homework books. It is due back the following Wednesday. Each week you must complete the given task as well as Big Maths Beat That!

If you have completed your maths homework, have a go at one of these. You will gain ten house points for each one you try.

- ◆ I am thinking of a number. My number is between 300 and 500. The digits add up to 14. The difference between the largest and the smallest digit is 2. What could my number be?
- ◆ Always, Sometimes or Never? When you add 7 to a number ending in 8 your answer ends in a 5. Explain your answer.
- ◆ The answer to the addition is 201. All the digits used are 1 or 9. Fill in the boxes.

$$201 = \boxed{\phantom{0}}\boxed{\phantom{0}} + \boxed{\phantom{0}}\boxed{\phantom{0}} + \boxed{\phantom{0}}\boxed{\phantom{0}}$$

- ◆ Holly bought a chocolate bar costing 55p. She paid using 8 coins which were with 5p or 10p. How many different ways could she have paid?





**Year 3  
Homework  
Autumn 1**

**Our Topic is:  
Scavengers and  
Settlers**

**How it works:**

This is your homework  
for the half term. Please  
read the instructions at  
the top of each subject.

**Useful Google searches:**

British Museum :  
<http://bit.do/BritishMuseum1>

BBC Bitesize  
<http://www.bbc.co.uk/education/topics/z82hsbk>

## Optional Holiday Homework

**How it works:**

You will get twenty house points for handing in  
one of the Topic tasks by Friday 3rd November.

You can present your homework in the style of your choice.



- ◆ What were houses like in the Stone Age?
- ◆ What was life like for a Stone Age child?
- ◆ How did Stone Age people hunt for their food?
- ◆ Create your own cave painting.
- ◆ Research where the Stone Age people settled.
- ◆ What did the Stone Age people do for us?
- ◆ Would you like to have been a farmer or a hunter-gatherer?
- ◆ How was life different in the Iron Age to the Stone Age?



**Great places to visit:**

- Cresswell Crags, Nottinghamshire
- Butser Ancient Farm, Hampshire
- Bodrifty Iron Age Settlement, Cornwall
- Museum of the Iron Age, Hampshire
- Flag Fen, Cambridgeshire

# Year 3 Autumn 1 Spellings

## How it works:

Each Friday your child will receive a list of spellings to learn at home. The sheet will be stuck into English homework books and is to be handed in on Wednesdays. A dictation will take place on Thursday to test how well your child has learned their spellings.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
i:y middle	u:ou	k:ch	sh:ch	g:gue	k:que
accident	appear	busy	centre	decide	difficult
accidentally	arrive	business	certain	describe	disappear
address	believe	calendar	circle	different	early
answer	bicycle	character	chef	league	cheque
Egypt	young	stomach	machine	catalogue	unique
mystery	double	choir	brochure	vague	picturesque
symbol	country	technology	parachute	dialogue	technique
typical	enough	scheme	moustache	intrigue	grotesque
myth	courage	chaos	chalet	monologue	boutique
system	couple	architect	chaise	colleague	antique

## Accelerated Reader

At Cotteridge Primary School, we want our children to appreciate how valuable and rewarding reading can be. As part of the AR program we will be rewarding pupils for their individual successes during this process. Raffle tickets for successful quizzes as well as certificates for the number of books read can be earned throughout the year. There is also an ultimate goal, to be a "Cotteridge Million Word Reader". This is calculated by the number of words in each completed book being added together.



# SPELLING HOMEWORK IN YEAR 3

- Children have 100 words to learn over years 3 and 4 which have been broken down into two lists of 50 - these words will be introduced in class and will appear on weekly spelling lists
- Look, Cover, Write, Check format
- Dictation will take place once every week (Wednesday)
- Children do not need to bring spelling sheet back
- Parents will be informed each week of the score their child achieved.

## Spelling Homework Key Stage Two

Date: \_\_\_\_\_

Last week's spelling test score\_\_\_\_\_

Look → Say → Cover → Write → Check

Practise your spellings every day, your test is on \_\_\_\_\_

[illegible]

# CONTACTING SCHOOL

**Please inform the member of staff on the door of anything we may need to know about in order to support the children on their return to school.**

**or**

**Email**

**or**

**Telephone**



# DAY 1-THURSDAY 3<sup>RD</sup> SEPTEMBER 2019

- Gates open at 8.45am until 9am
- Enter via the car park and walk round to your Y3 door
- A member of staff will be there to meet you at the door
- DROP and GO
- At the end of the day you will meet on the KS2 playground at 3.10pm prompt.
- Bring snack, lunch and PE kit.



ANY QUESTIONS?