

Welcome to Year 3

Meet the Team

Creativity - Excellence - Resilience

Who's Who

Mr Chamberlain Chestnut
Mrs Dennett Beech

Mrs Loughlin (Chestnut)
Mrs Holdaway (Chestnut)
Mrs Moon (Beech)

Mr Miles (Music)
Mrs Brookes (Singing)
Mrs Smith (Art)
Mrs Andrews (Dance)
Mrs Pearman (Forest School)
Stewart and Ed (Tennis)



Gemma Dennett
Class Teacher



Leo Chamberlain
Class Teacher



Nicole Moon
Teaching Assistant



Sarah Holdaway
Teaching Assistant

Highlights of Year 3

- Bridge – local walk and tour of village and historic buildings.
- Maidstone Museum - Marvellous Mummies Workshop and Museum visit.
- Rocks Day – exploring rocks, minerals, mountains and volcanoes.
- Beach Trip – following on from Rocks Day and linking to our Stone Age learning.
- Maidstone Museum - £5 per child.

Curriculum

- Volcanoes
- Egyptians
- Stone Age
- Investigating India
- European Neighbours
- Light and shadows
- Animals including humans
- Rocks
- Forces and magnets
- Plants
- Music – percussion, samba, gamelan, ukulele, singing
- Art and DT – straw art, line drawing, making an Ancient Egyptian Necklace
- French
- Computing

Curriculum

- Ongoing informal assessments to analyse needs, identify gaps and accelerate learning.
- In the foundation subjects, i.e. Geography, there will be greater emphasis on the enquiry skills.

English

- Handwriting
- Reading
- Phonics & Spellings
- A range of fiction and non-fiction writing units linked to an array of texts.

Maths

- Number & Place Value
- Multiplication Tables (3, 4 and 8s)
- Calculations
- Fractions
- Shape, space and measure
- Geometry
- Money
- Time
- Statistics

Reading

At Bridge and Patrixbourne, children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

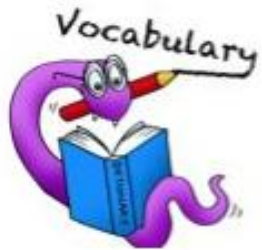
The Reading Vipers are used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence – KS1

Summarise – KS2

What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



VIPERS stands for:

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class, individual and guided reading sessions.

KS2 Content Domain Reference [VIPER]

2a Give/explain the meaning of words in context **[Vocabulary]**

2b retrieve and record information/ identify key details from fiction and non/fiction **[Retrieve]**

2c summarise main ideas from more than one paragraph **[Summarise]**

2d make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**

2e predict what might happen from details stated or implied **[Predict]**

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole **[Explain]**

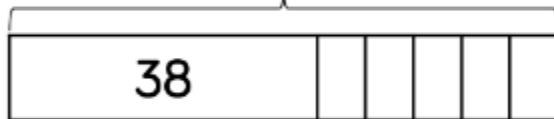
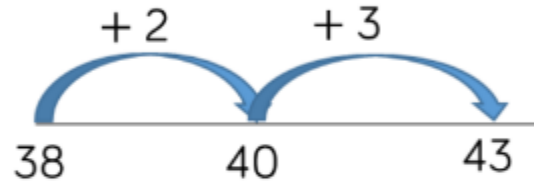
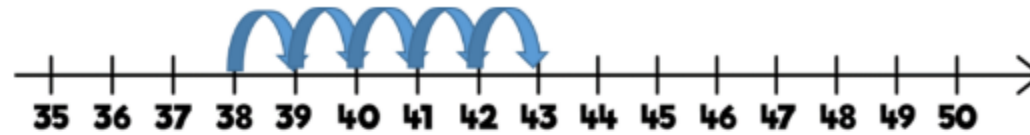
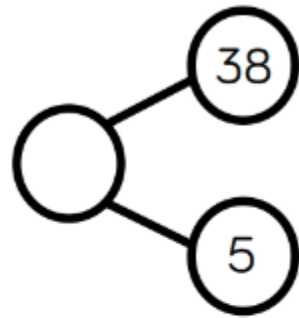
2g identify/explain how meaning is enhanced through choice of words and phrases **[Explain]**

2h make comparisons within a text **[Explain]**

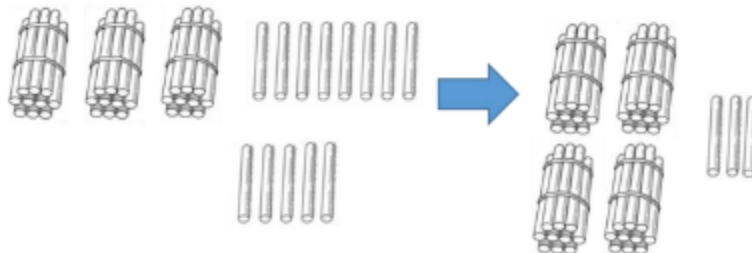
Maths - Addition

Skill: Add 1-digit and 2-digit numbers to 100

Year: 2/3



$$38 + 5 = 43$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

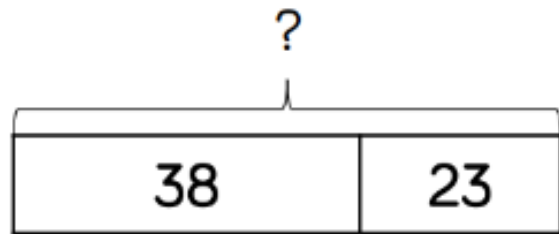
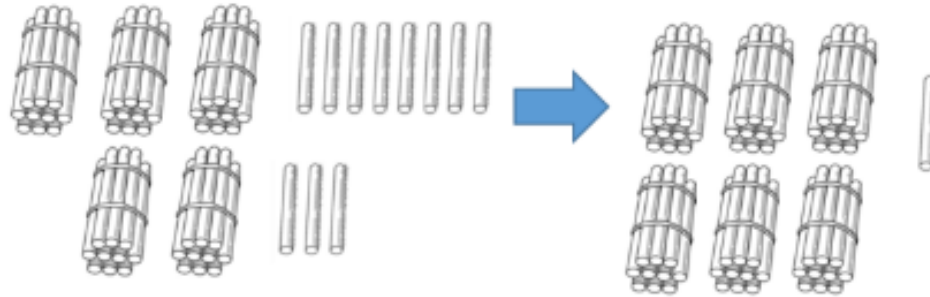
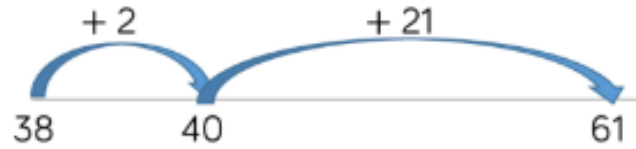
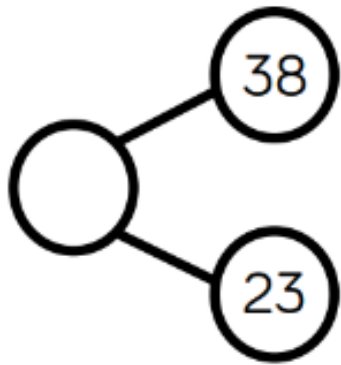
When adding single digits to a two-digit number, children should be encouraged to count on from the larger number.

They should also apply their knowledge of number bonds to add more efficiently e.g. $8 + 5 = 13$ so $38 + 5 = 43$.

Hundred squares and straws can support children to find the number bond to 10.

Skill: Add two 2-digit numbers to 100

Year: 2/3



$$38 + 23 = 61$$

Tens	Ones

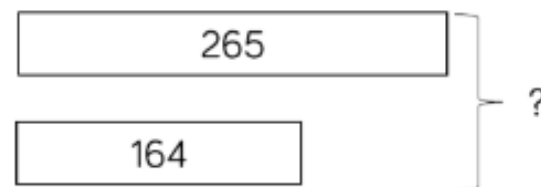
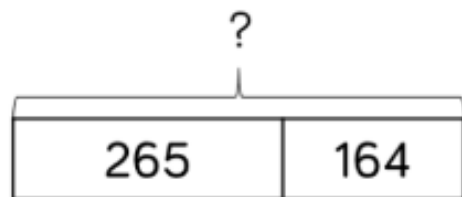
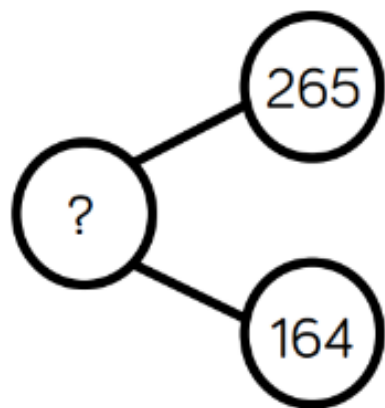
$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ 1 \end{array}$$

Tens	Ones
10 10 10	1 1 1 1 1 1 1 1
10 10	1 1 1
10	

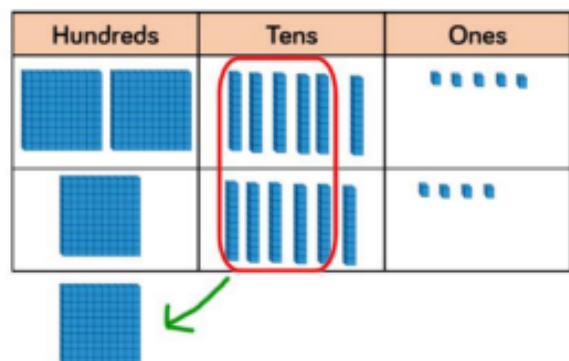
Children can use a blank number line and other representations to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient. From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Skill: Add numbers with up to 3 digits

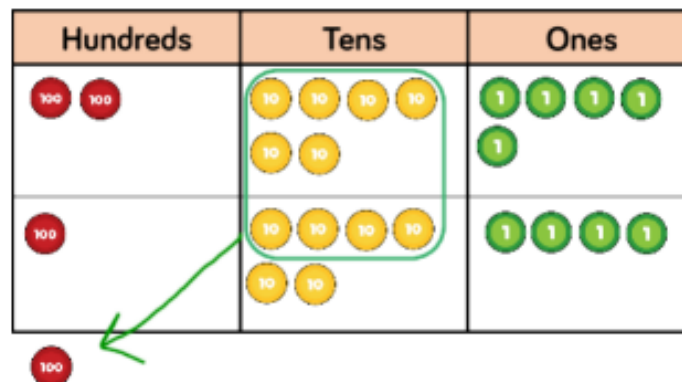
Year: 3



$$265 + 164 = 429$$



$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$



Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

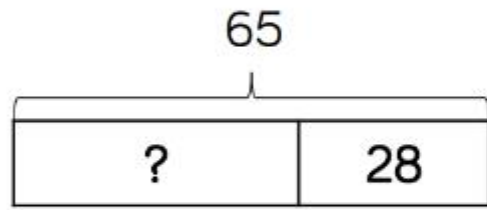
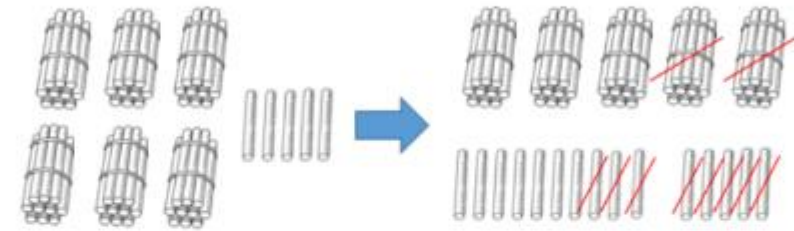
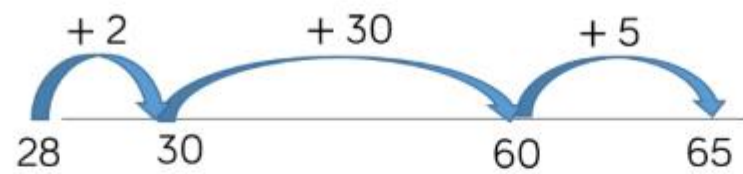
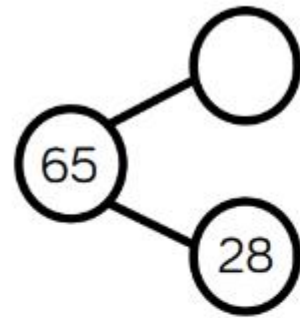
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

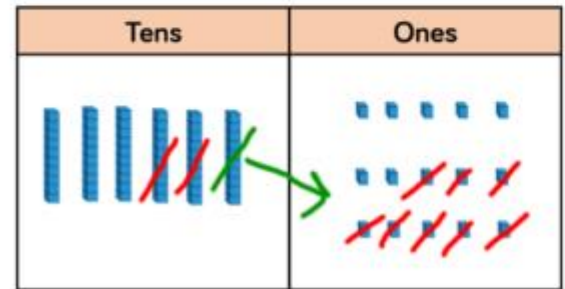
Maths - Subtraction

Skill: Subtract 1 and 2-digit numbers to 100

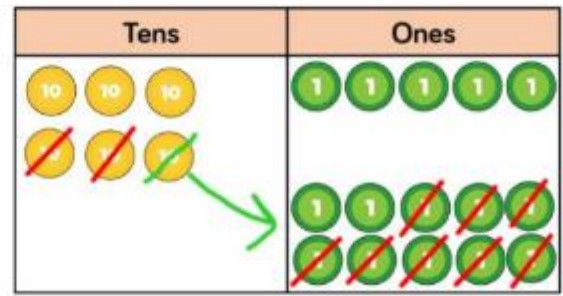
Year: 2/3



$$65 - 28 = 37$$



$$\begin{array}{r} 5 \ 1 \\ 65 \\ - 28 \\ \hline 37 \end{array}$$

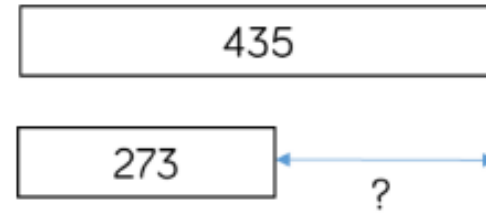
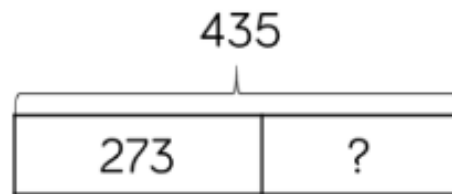
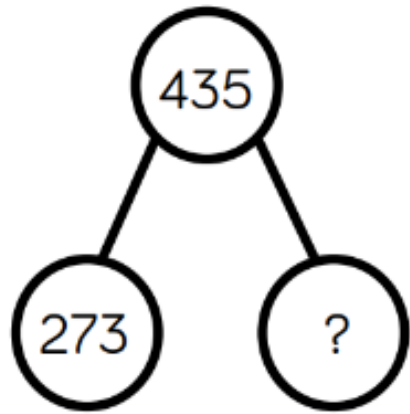


Children can also use a blank number line to count back to find the difference. Encourage them to jump to multiples of 10 to become more efficient.

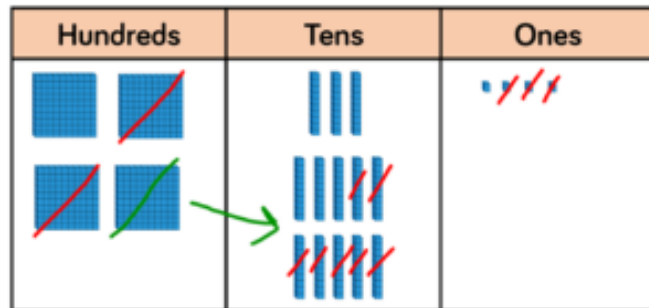
From Year 3, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Skill: Subtract numbers with up to 3 digits

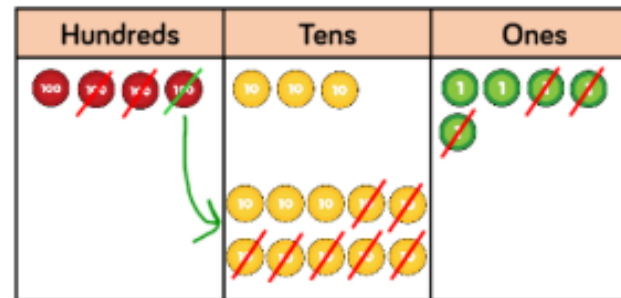
Year: 3



$$435 - 273 = 162$$



$$\begin{array}{r} ^3 ^1 435 \\ - 273 \\ \hline 162 \end{array}$$



Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.

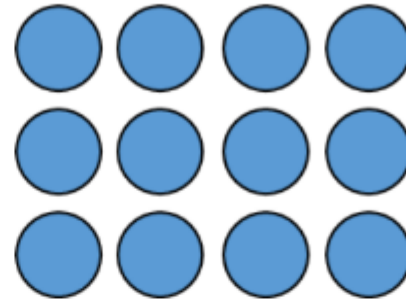
Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

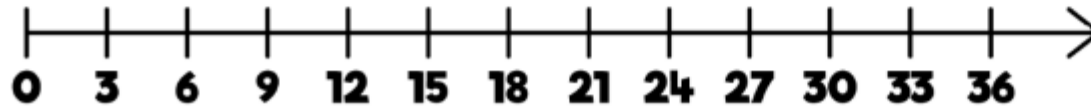
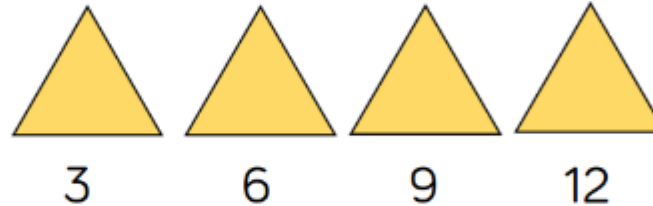
Maths - Multiplication

Skill: 3 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

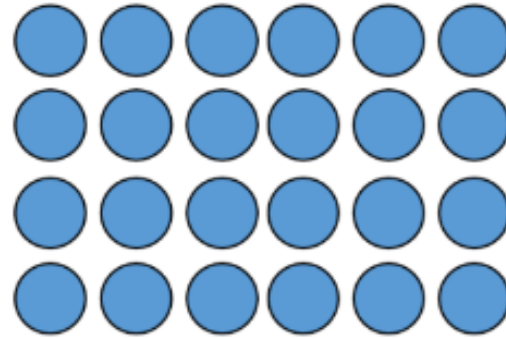


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

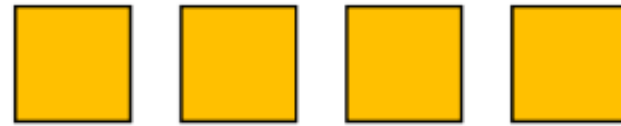
Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 4 times table

Year: 3

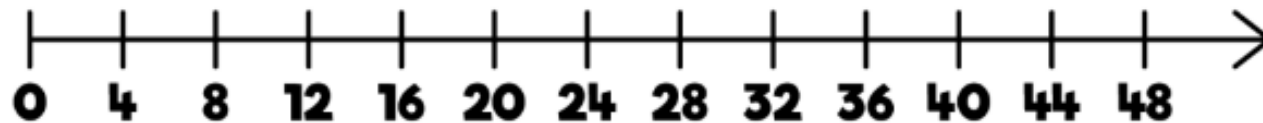


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



4 8 12 16

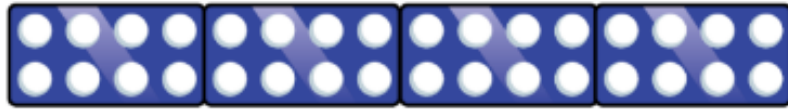
4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: 8 times table

Year: 3



8

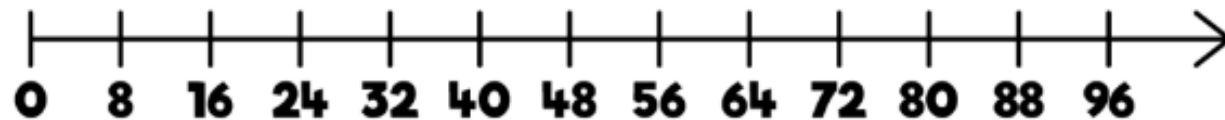
16

24

32

8	16	24	32	40
48	56	64	72	80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



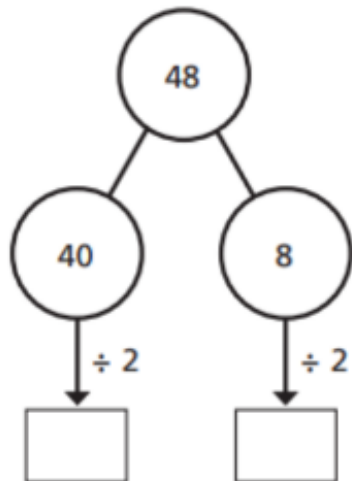
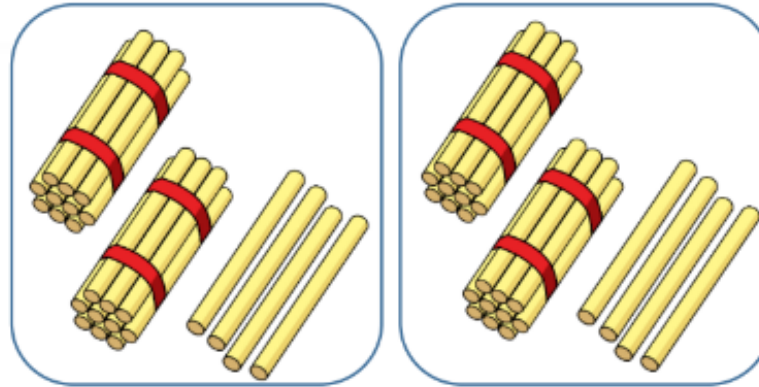
Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Maths - Division

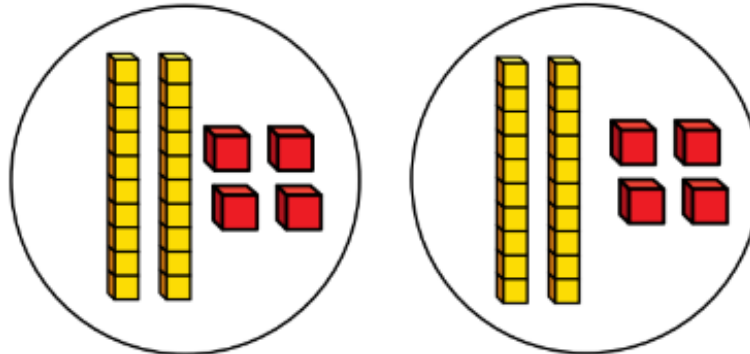
Skill: Divide 2-digits by 1-digit (sharing with no exchange)

Year: 3

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1



$$48 \div 2 = 24$$



When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.






Straws, Base 10 and place value counters can all be used to share numbers into equal groups.

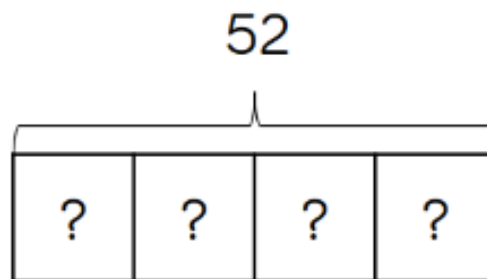
Part-whole models can provide children with a clear written method that matches the concrete representation.

Skill: Divide 2-digits by 1-digit (sharing with exchange)

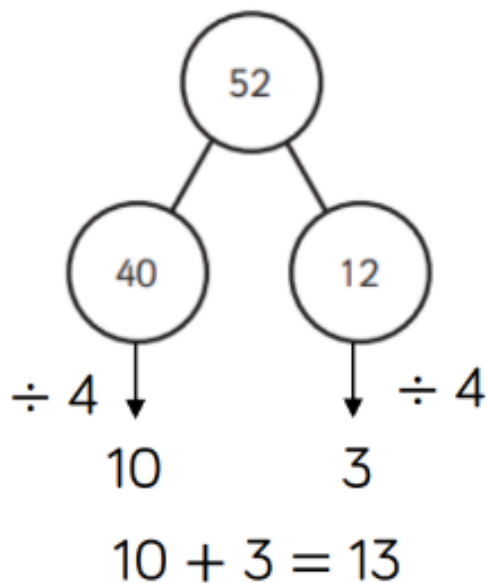
Year: 3/4




Tens	Ones
	
	
	
	



$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

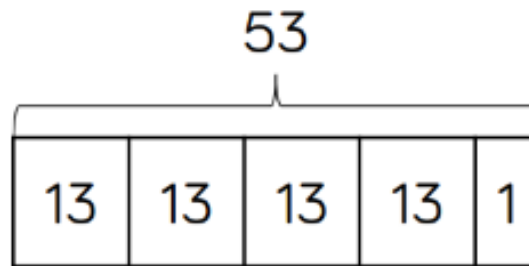
Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (sharing with remainders)

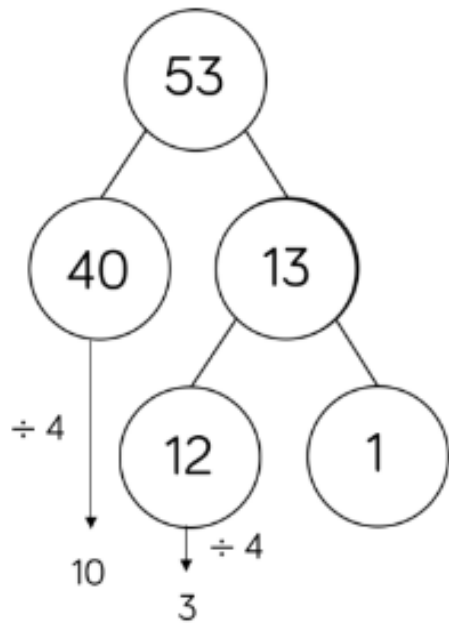
Year: 3/4



Tens	Ones



$$53 \div 4 = 13 \text{ r}1$$



Tens	Ones

When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made. Flexible partitioning in a part-whole model supports this method.

Home-Learning

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Home Learning (Reading & Phonics)

It is an expectation that your child reads for a minimum of 20 minutes each night. This ideally would be to an adult so that you can support them not only with the decoding of words, pronunciation, clarification of unfamiliar words and expression but be able to check their understanding of what they have read. Reading is a core area of a child's education which allows them to access all learning.

Regardless of whether you read with your child or they read alone, please sign their reading record so we can monitor the reading happening outside of the classroom.

Home-Learning (Maths)

Mathematics Key Learning Facts

Key aim: to consolidate the multiplication and division facts for the two times table.

This terms home learning focusses on consolidating the children's knowledge of the two times table.

On the right are some examples of questions that you could ask your child. They can always try the 3,4 and 8's if too.

$$2 \times 10 = 20$$

$$10 \times 2 = 20$$

$$20 \div 2 = 10$$

$$20 \div 10 = 2$$

$$\underline{6} \times 2 = 12$$

$$\underline{2} \times 6 = 12$$

$$\underline{12} \div 2 = 6$$

$$\underline{12} \div 6 = 2$$

Key Vocabulary

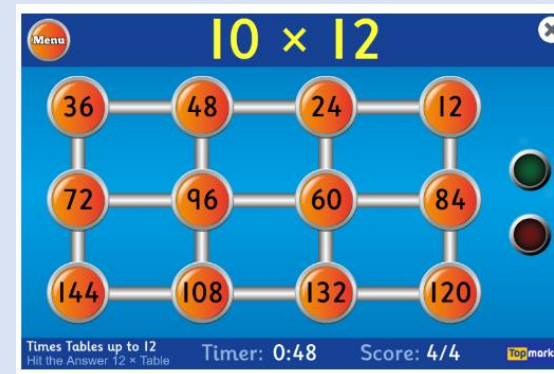
What is 2 multiplied by 7?

What is 2 times 9?

What is 12 divided by 2?

By the end of the Year 3, children should know all multiplication and division facts of the 3, 4 and 8 times tables. They should be able to answer times table questions in any order including missing numbers E.G.

$$10 \times \bigcirc = 20 \quad \text{or} \quad \bigcirc \div 2 = 4.$$



Home-Learning (Spellings)

English Key Learning Facts

Key aim: To read and spell common exception words

This term's home learning focusses on consolidating children's understanding and spelling of the year 3 common exception words. Below is a list of the key words children should be able to spell.

about	before	first	have
across	being	from	heard
after	both	goes	here
again	but	gone	how
almost	came	good	just
also	could	great	knew

Suggested Activities

Using felt tips pen and art activities - Most children enjoy using felt tips. Encourage your child to use more than one colour for each word – can they spot any patterns?

Games - Can your child guess which word you are thinking of, based on your clues? Can they match the word to the picture? Can you guess the word based on their clues?

Use the word - Making meaning helps us all to remember; if writing a sentence down is hard, talk the sentence out loud.

Spot the deliberate mistake - If you write out the words (and make a deliberate mistake) can your child find it? Don't forget to tell them, you have made a mistake.



We will be sending spellings home, each week on a Friday.

Behaviour & Expectations

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding

Home / Safeguarding / The Safeguarding & Welfare Team

SAFEGUARDING

- The Safeguarding & Welfare Team
- Online Safety
- Operation Encompass
- Parent Info
- Prevent
- School Policies

TWITTER

Tweets by @bpcepschool

Bridge & Patribourne CEP School
@bpcepschool
If any of our (new) Year 5 and 6 children

Who is responsible for Safeguarding in the School?
At Bridge & Patribourne CEP School, everyone is responsible for ensuring high standards of pupil behaviour, safety and welfare.

Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Carla Long
- Morny Starling
- Jacqui Hurley
- Chelsea Huggett

Please speak to any of Safeguarding Team with any concerns.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.

Safeguarding (Online Safety)

The screenshot shows the website for Bridge & Patribourne CEP School. The top navigation bar includes links for Our School, Key Information, School Life, Curriculum, Pupils, Safeguarding (highlighted in red), Parents, and Policies. The main header area features the text "Online Safety". Below this, a breadcrumb trail reads "Home / Safeguarding / Online Safety".

SAFEGUARDING

- The Safeguarding & Welfare Team
- Online Safety**
- Operation Encompass
- Parent Info
- Prevent
- School Policies


TWITTER

Tweets by @bpcepschool

Bridge & Patribourne CEP S @bpcepschool
If any of our (new) Year 5 and 6 children

Are you worried about the way someone has been communicating with you or your child online?

You can make a report to one of CEOP's Child Protection Advisors.



Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the **Parent Resource Hub** of the Safeguarding Training Centre.

Online Safety Documents

Child Safety on Fortnite - Parent Factsheet	Updated: 20/11/2019	329 KB		
Child Safety on Instagram - Parent Factsheet	Updated: 20/11/2019	245 KB		
Child Safety on Snapchat - Parent Factsheet	Updated: 20/11/2019	221 KB		
Child Safety on Tiktok - Parent Factsheet	Updated: 20/11/2019	316 KB		
Child Safety on WhatsApp - Parent Factsheet	Updated: 20/11/2019	213 KB		

School/Parent Partnership

We pride ourselves on our open relationships with parents, and together we:

- Respect and support our school's values.
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential.
- Encourage our child to take as full and active part in school life as possible.
- Support each other, especially regarding attendance, behaviour, online safety and home learning.
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Other Key Information

- Forest School for both classes will be on a Friday.
- Please remember to send your child in with a snack.
- Children aren't allowed to bring toys in from home such as Pokemon Cards, etc.
- Check that jumpers, coats, etc have names in.
- Your child is now allowed to bring a small pencil case. It just needs to fit into their tray.

Any Questions

