Understand * Uplift * Unite

Underhill School and Children's Centre

Year 3

Meet the team

Class	Teacher	Support staff working within the year group
3 Yew	Sophia Leondiou	Mrs Lamming Ms Djeci Gemma Isabelle

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude though our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.

Curriculum

The School Day

	8:40- 9:00	9:00 – 10:30		10:30 - 10:45	10:45 - 12:00	LUNCH	13:00 - 13:30		13:30 - 15:00	15:00	15:20
Mon	Spellings EMW	Handwriting / English (10:10 Head's Assembly)		BREAK	Maths	12:00	Guided Reading		History / Geography PSHE	Story time	HOME TIME
Tues	Maths EMW	Handwriting / English			Maths	12:00	Guided Reading		Science Spanish	3 Yew Library	
Weds	Spellings EMW	PE / PPA			PE / PPA Guided Reading	12:00	Handwriting / English		Maths	Assembly talk time	
Thurs	Maths EMW	9:00 - 9:20 Singing Assembly	Handwriting / English		Maths	12:15	Guided Reading	RE	Computing	Story time	
Fri	Spellings EMW	Weekly spelling test Handwriting / English			Maths	12:00	Awards Assembly 13:00 or class assemblies at 14:50		Art / DT Music	Story time	

Early morning work - Don't miss out!

5 x 20 minutes = an hour of lost learning time

Reading

READING: Implementation Overview Year 3

Comprehension

Building on Previous Year and throughout Year 3 focus on:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of stories (including fairy stories*)
- Increase their familiarity with a wide range of books and retell some of these orally
- Read a range of books that are structured in different ways and read for a range of purposes
- Participate in discussion about both books that are read to them and those they can read for themselves
- Identify simple themes and conventions in an increasing range of books
- Retrieve and record some information from non-fiction
- Identify how language, structure and presentation contribute to meaning
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action**
- Predict what might happen from details stated and some which are implied
- Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Ask some questions to improve their understanding of a text
- Identify main ideas drawn from more than one paragraph and summarise these
- Discuss some words and phrases that capture the reader's interest and imagination

*Fairy Stories appear in several, not all 3 week units

**Three-week units contain either poems or play scripts

Reading Skills

Building on Previous Year and throughout Year 3 focus on:

- Connect prior knowledge with context
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
- Read a range of texts with increasing accuracy and fluency
- Develop views about what is read with support
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity
- Skim to gain an overview of a text, e.g. topic, purpose
- Identify different purposes of texts, e.g. to inform, instruct, explain
- Read short information texts independently with concentration
- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts

Word Reading*

Building on Previous Year and throughout Year 3 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop fluency and enthusiasm for reading and read widely and frequently
- Building on phonics subject skills and knowledge
- Recognise and read many Year 3&4 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Reading

Y3

Ready Steady Read Together: Vehicle Texts

Fiction



Non-fiction



Poetry



*This text is used for two units.

What do you think you know?



Book Talk: Let's explore this illustration.

Explore



rampaging



chaos



lofty

Hover for definitions!



weathered



iconic



distinctive

Reading

Library visit every week on Tuesdays.
Library is also open during lunch times if children want to go and read or change their books.





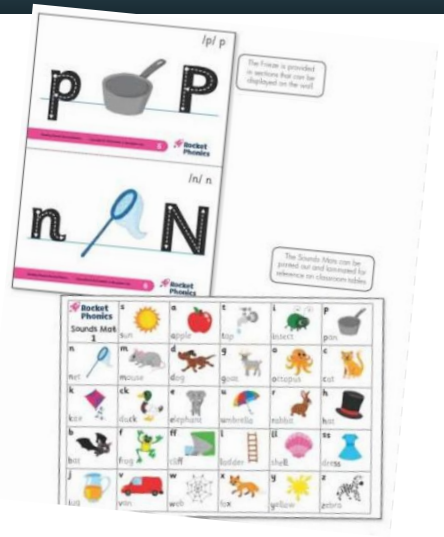






Phonics


s a t i p n
go I no to into the
no into
Assessment A


/p/ p
p P
/n/ n
n N
Rocket Phonics
Sounds Mat 1


Mop it!
Jam Muffins
The Pot of Oats
Top Dogs
In the Fish Tank

Phonics

- Children read levelled books linked to our phonics scheme. As soon as children learn a new sound, they will read a book that has lots of words with the new sound in it.

- They should read the same book at least 3-4 times to build fluency. Fluency leads to progress in reading.

We will change the books **once a week**.

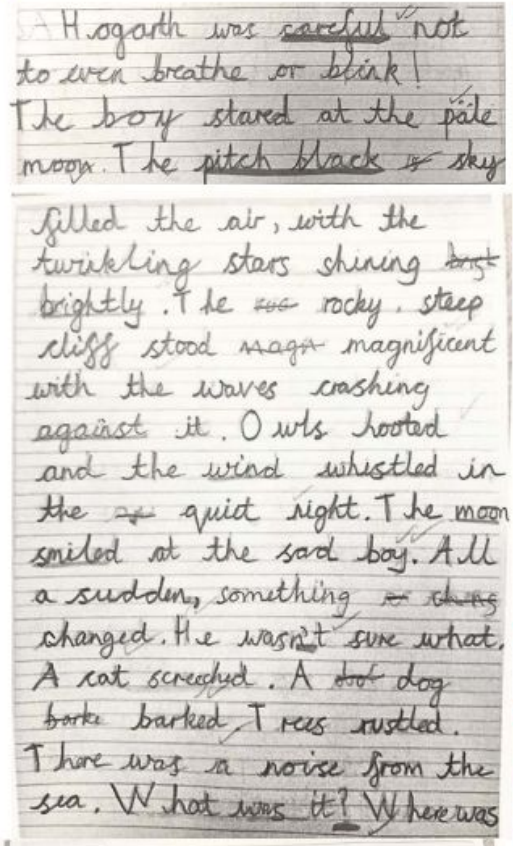
Writing



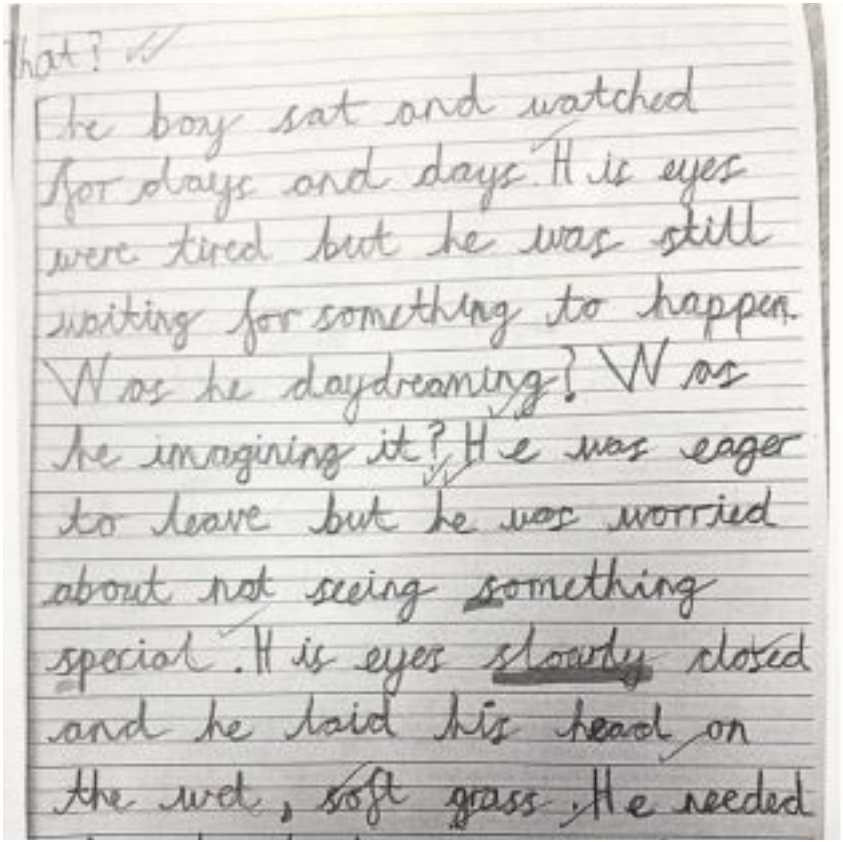
Ready Steady Write Progression Overview Year 3

A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis-mis-im-in Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Adverbs ending in-ly	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
Grammar: Sentence					
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Grammar: Text					
Build on previous year & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar: Punctuation					
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Terminology for Pupils					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

Writing



Hogarth was careful not to even breathe or blink! The boy stared at the pale moon. The pitch black sky filled the air, with the twinkling stars shining brightly. The rocky, steep cliff stood magnificent with the waves crashing against it. Owls hooted and the wind whistled in the quiet night. The moon smiled at the sad boy. All a sudden, something changed. He wasn't sure what. A cat screeched. A dog barked. Trees rustled. There was a noise from the sea. What was it? Where was

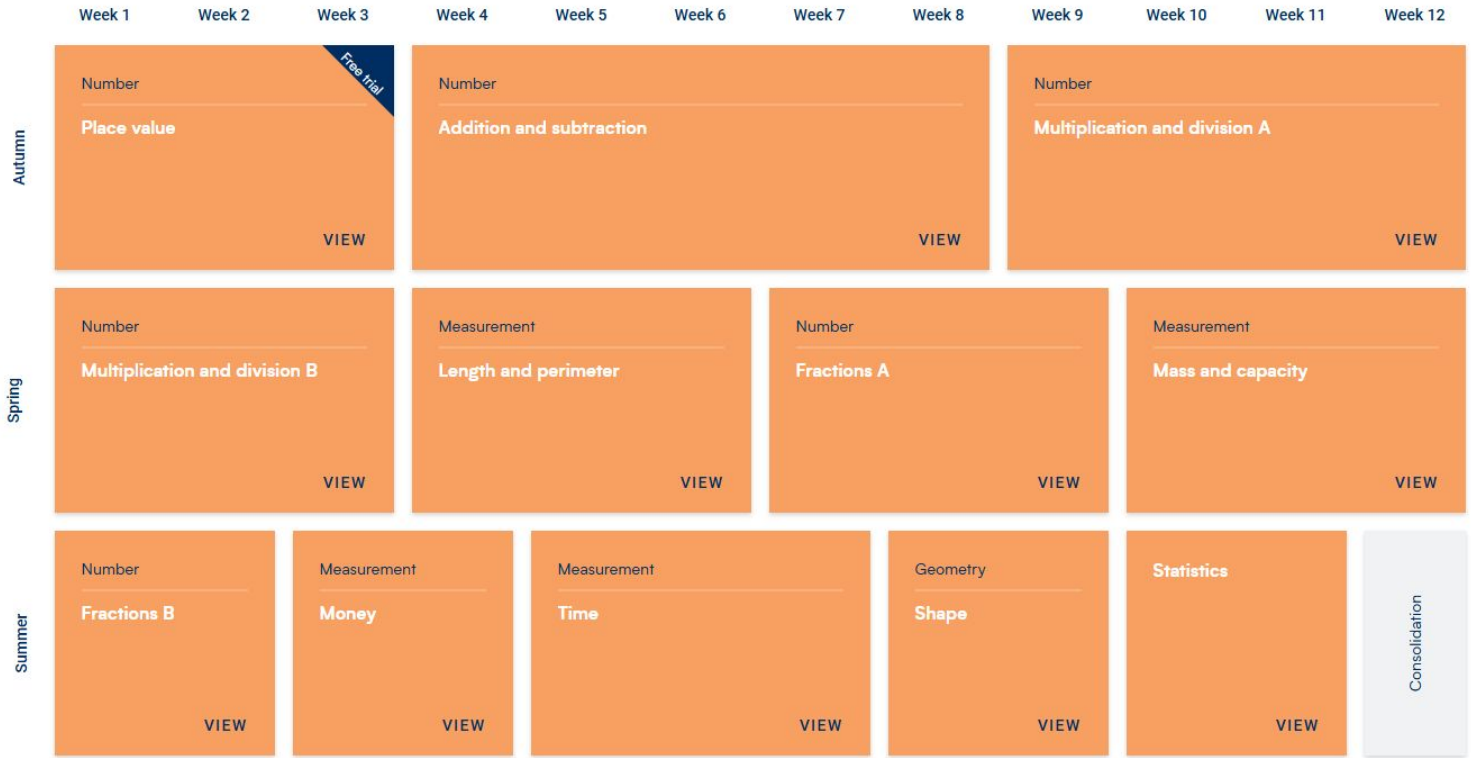


that?

The boy sat and watched for days and days. His eyes were tired but he was still waiting for something to happen. Was he daydreaming? Was he imagining it? He was eager to leave but he was worried about not seeing something special. His eyes slowly closed and he laid his head on the wet, soft grass. He needed


Year 3 Week 1
1 bi bi
babies
2 bu bu
bullies
3 pp pp
supplying
4 py py
copying

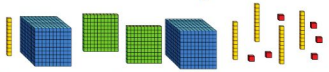
Maths


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
Free trial
Number
Place value
VIEW
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

Maths

whiteboard

1) What number is represented?



1) Draw counters to represent 2,362

Thousands	Hundreds	Tens	Ones

3) What number is represented?

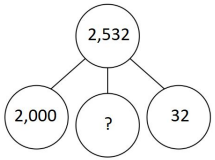
Thousand	Hundreds	Tens	Ones
1000 1000 1000		10 10 10	1 1 1

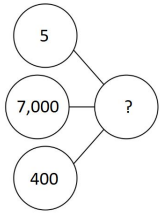
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learning partner

whiteboard

Complete the part-whole models.





8.09.26

I can partition numbers to 100.

Fluency

A) 61 = __ tens __ ones

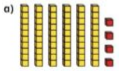
B) 50 = __ tens __ ones

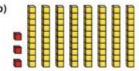
C) 7 tens 3 ones = ___

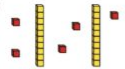
D) 10 tens 0 ones = ___

Main Task

1) Complete the sentences.

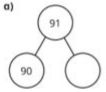
a) 
64 = ☐ tens + ☐ ones
64 = ☐ + ☐

b) 
83 = ☐ tens + ☐ ones
83 = ☐ + ☐

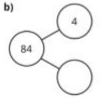
c) 
25 = ☐ tens + ☐ ones
25 = ☐ + ☐

d) 
40 = ☐ tens + ☐ ones
40 = ☐ + ☐

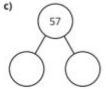
2)

a) 

91 has ☐ tens and ☐ ones.
91 = ☐ + ☐

b) 

84 has ☐ tens and ☐ ones.
☐ = ☐ + ☐

c) 

☐ has ☐ tens and ☐ ones.
☐ = ☐ + ☐

A. 377 + 40 =	B. 80 x 9 =
C. 8,327 + 14,895 =	D. $\frac{1}{4}$ of 36 =
E. 73,294 + 79,569 =	

Dexter is estimating the sum of a 6-digit number and a 5-digit number.

My 6-digit number rounds to 200,000 to the nearest 10,000

I have rounded my 5-digit number to the nearest 1,000

My estimate of the total is one-quarter of a million.



What could Dexter's numbers be?

What is the greatest possible total of Dexter's numbers?

What is the smallest possible total of Dexter's numbers?

Maths



https://ttrockstars.com/

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

PSHE

Year 3



RSE & PSHE

Introductory lesson: Setting rules for RSE & PSHE lessons

Creating and agreeing rules to help the class learn topics in PSHE and RSE effectively in the year ahead.

(1 lesson)

View unit ›



RSE & PSHE

My healthy self: How can I take care of my mind and body?

Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings.

(6 lessons)

View unit ›



RSE & PSHE

Connecting with others: What helps us feel safe and included?

Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves...

(6 lessons)

View unit ›

RSE & PSHE

The online world: How should we communicate online?

Exploring ways people communicate online and understanding the importance of safe and respectful online behaviours.

(6 lessons)

View unit ›



RSE & PSHE

Citizenship: What rights and responsibilities do we have?

(6 lessons)

View unit ›



RSE & PSHE

Health protection: How can we prevent illness and injury and respond if they happen?

Exploring hygiene, sun safety, vaccines and basic first aid.
Publishing date: 21 September.
0

View unit ›



RSE & PSHE

Citizenship: What careers do people choose and why?

Exploring different careers, what can influence career choices, how skills can transfer between jobs and how gender stereotypes can be...
0

View unit ›

School Trips

All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.







Ukulele lessons

This year, Year 3 will have the amazing opportunity to learn the ukulele.

These lessons will be happening every Friday with an external music teacher!



Assessment

Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.
Children will be assessed in:

- Reading comprehension
- Maths: arithmetic
- Maths : reasoning

We always analyse assessment results and will use the data to inform our practice.

Behaviour

Underhill Behaviour

I can, You can, We can…	This means that we…
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

House Points
Star of the Week
Marbles and marble parties
Golden tickets
Our Unsung Heroes

Underhill Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.

Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction

Parents as Partners

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be 21st and 22nd October.

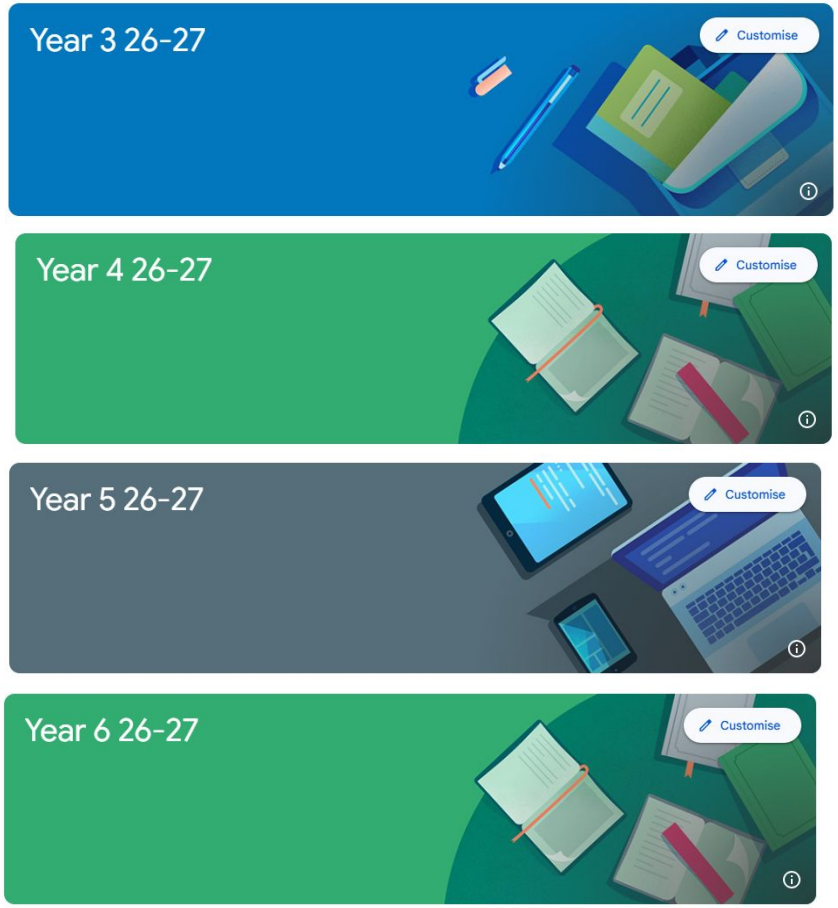
Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter, there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Google Classroom

- Weekly homework
- Half termly topic grid
- Celebration of work



Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.
English - grammar or reading comprehension (alternative)
Spellings - 10 spellings per week

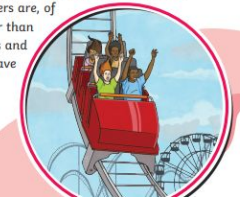
Home learning

Reading homework
Focus on fluency, reading speed and comprehension

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian mountains. The popularity of the rollercoaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York. It was made in the style of a runaway train. The rollercoaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.



Questions

1. When did the first well-known rollercoaster open and where was it?

2. Find and copy **two** words that tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times — June 2010

Octopus Expert

Paul the Octopus has been predicting the result of the World Cup football games over the past few weeks. He's an amazing animal!



The sea creature's owners have been putting some clear, plastic boxes into Paul's tank before each match. Each box is decorated with the flag of a football team.

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? What do you think?

Questions

1. What does Paul predict the results of?

2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

3. Why do some people think Paul is a football expert?

4. Do you think Paul is just a lucky octopus?

FRED - Reading at home

Children need to read at home **every night.** This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down the book they have read and how many pages.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick .



FRED - Reading at home

FRED



Families Reading Every Day

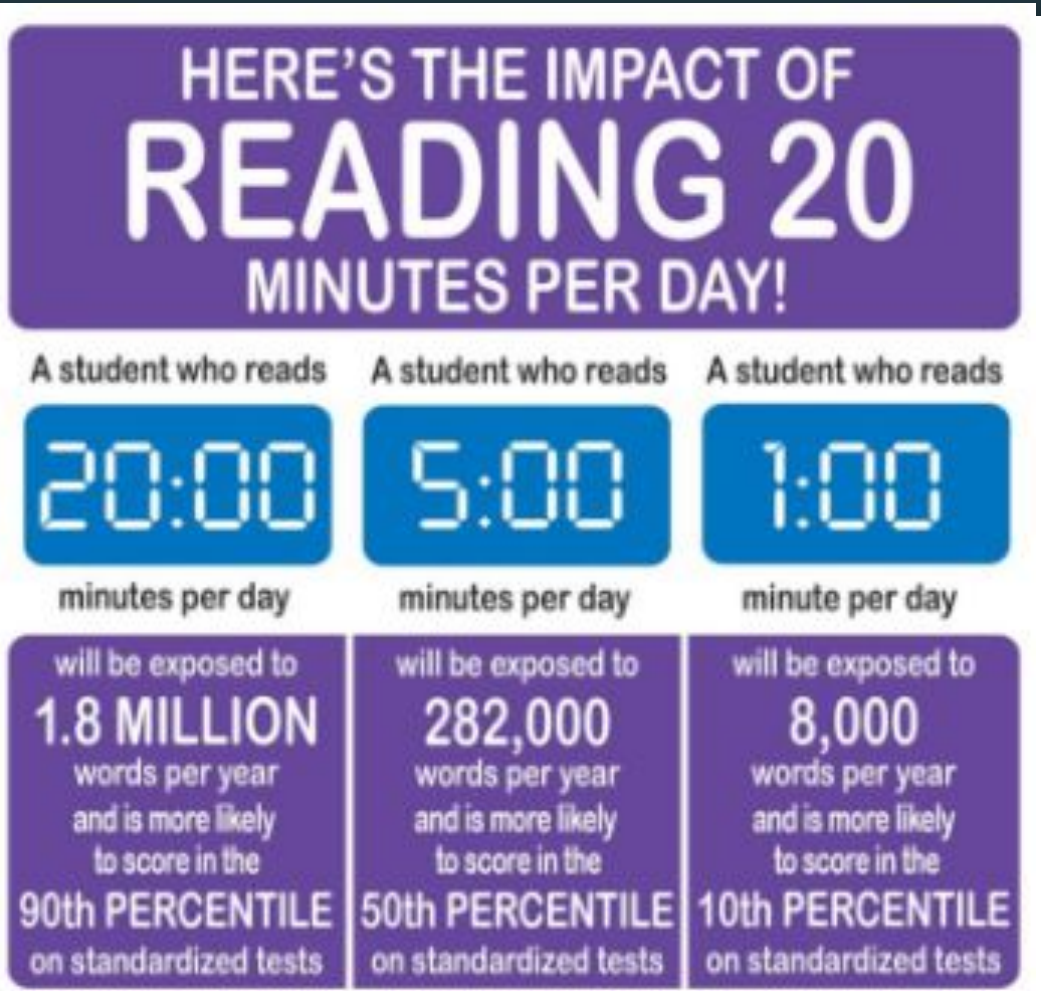
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order through the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

Children can also wear black skirts, trousers or pinafores and **black** shoes.

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

Uniform

PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

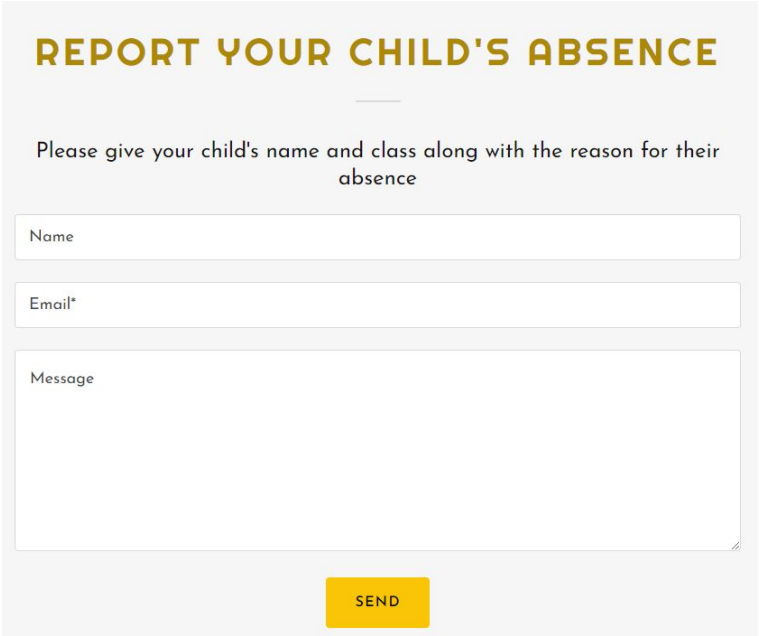
Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn

Absences

If your child in unwell, please inform the office in the morning.

https://underhillschool.co.uk/report-an-absence



Or you can call 020 8449 2423

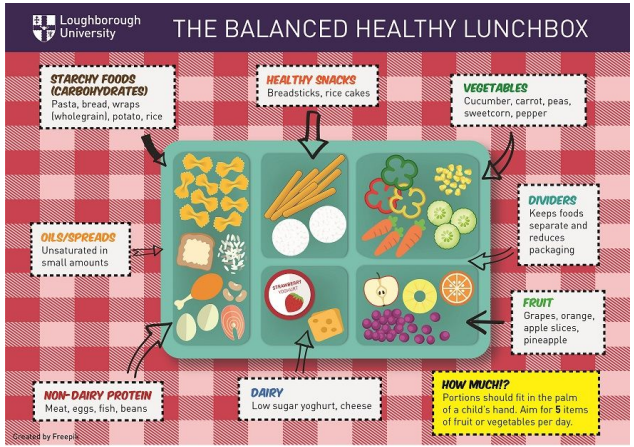
Snacks and Lunch

We are a **healthy, nut free** school. Children should bring in **fruit or vegetables** (e.g. cut up carrot, pepper or cucumber (not dried fruits please) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks.
All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.



PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.





Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!