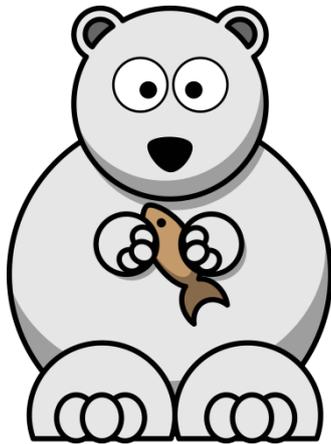


# Welcome to Polar Bears and Pandas

Class Teachers: Miss Robertson and Miss Rogers

This page contains termly news, examples of fantastic work, photos of interesting activities and extra notes for parents.

It will be updated each term to let you know what is happening in our class.



## Upcoming dates

12.10.18 Harvest Festival Service @ St Mary's Church —Yr 3 Parents Invited

w/c 15.10.18 ECO Week

19.10.18 The Friends Mufti Day—Tombola Donations

w/c 22.10.18 Half Term

02.11.18 Fireworks Night—The Friends

06 & 08.11.18 Family Consultation Meetings

08.11.18 Peter Pan Theatre Production

16.11.18 Children in Need w/c

19.11.18 Lifebus

22.11.18 The Living Rainforest—Yr 3

01.12.18 The Friends Christmas Fair

12.12.18 Christmas Lunch

## Languages Day

On Wednesday 26<sup>th</sup> September St. Mary's took part in Languages Day. In Year 3 we looked at the Swedish language and created our own Dala horse. Then we looked at the Korean language and created our own dragon.



## Fencing

On Friday 28<sup>th</sup> September we enjoyed taking part in a fencing taster session.



## Homework

**Topic Homework:** Your Topic/Literacy homework is your choice! There are 9 activities to choose from below. Choose a different activity each week, spending 30 minutes each time. **You are to hand in your homework every Tuesday. It will be marked and sent home on the Thursday.** The work should be completed in your homework book. (If you choose to, then it can be completed on a computer, printed out and stuck in.) It is expected that you will complete your homework task with care and to the best of your ability.

|  |   |  |
|--|---|--|
| <p>Task:1 <b><u>St. Mary's Learner</u></b><br/>Please complete the St. Mary's Learner sheet provided in your homework books.<br/>We have been focusing on the following attitudes:<br/><b>Always ready to learn</b><br/><b>Enthusiastic</b></p>  | <p>Task: 2 <b><u>Grammar</u></b><br/>Spelling, Punctuation and Grammar.<br/>See worksheet in Homework books.<br/><b>(Compulsory Grammar Task)</b></p>   | <p>Task: 3 <b><u>Grammar</u></b><br/>Please complete the Grammar Education City tasks assigned to you.</p>   |
| <p>Task: 4 <b><u>Science</u></b><br/>Please complete the Science Education City tasks assigned to you.</p>   | <p>Task: 5 <b><u>Geography/ DT</u></b><br/>Find a Brazilian recipe for a dish that is eaten and enjoyed by the people of Brazil.<br/><b>Must:</b> Write out the recipe using imperative verbs e.g. cut, chop, put<br/><b>Should:</b> Use time connectives in your instructions e.g. first, next, after that<br/><b>Could:</b> Have a go at creating the dish—remember to take pictures!</p> | <p>Task: 6 <b><u>RE</u></b><br/>Harvest Festival—Write about how different countries celebrate the Harvest Festival.<br/><b>Must:</b> Explain what the Harvest Festival is.<br/><b>Should:</b> Write about at least two countries.<br/><b>Could:</b> Explain how we celebrate as a school celebrate and help others during the Harvest Festival?</p> |
| <p>Task: 7 (Two Week Activity) <b><u>Geography</u></b><br/>What can you find out about Fairtrade and Brazil?<br/>Use <a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a> to help you.<br/><b>Must:</b> Present your findings clearly (e.g. poster, leaflet, PowerPoint)<br/><b>Should:</b> Include facts or opinions<br/><b>Could:</b> Persuade others to buy Fairtrade products.</p> | <p>Task: 8 <b><u>Literacy/ Geography</u></b><br/>Create a glossary of words linked to Brazil.<br/><b>Must:</b> List and explain a minimum of 10 words.<br/><b>Should:</b> Present your words in an interesting way (e.g. use colour, drawings, alphabetised)<br/><b>Could:</b> Write your words in a sentence to help explain their meaning.</p>  | <p>Task:9 <b><u>Geography</u></b><br/>Design a front cover for your topic book on the topic 'Brazil'.<br/><b>Must:</b> Fill an A4 piece of paper and include the title.<br/><b>Should:</b> Have lots of different colours and pictures to represent the rainforest.<br/><b>Could:</b> Have hand-drawn pictures to represent the rainforest.</p>      |

**Maths Homework:** A maths worksheet or mathematics task will be set on alternate weeks to complete.

**Reading Records:** Due in every Tuesday (part of the weekly homework is to read 3x each week, this must be signed by an adult)

**Spelling test:** Taken on a Thursday morning

## Our Values

Autumn 1: Respect and Thankfulness

Autumn 2: Self Esteem

## St Mary's Learner Attitudes

Autumn 1: Ready to Learn and Enthusiastic

Autumn 2: Risk Taker

## Maths Objectives

Autumn 1: Place Value and Addition and Subtraction

Autumn: Addition and Subtraction and Multiplication and Division

### Place Value Objectives

Count from 0 in multiples of 4, 8, 50 and 100

Find 10 or 100 more or less than a given number

Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)

Compare and order numbers up to 1,000

Read and write numbers up to 1,000 in numerals and in words

### Addition and Subtraction Objectives

Add and subtract numbers mentally, including a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s

Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction

Estimate the answer to a calculation and use inverse operations to check answers

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

### Multiplication and Division Objectives

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Write and calculate mathematical statements for multiplication and division using known multiplication tables, including for two-digit numbers times one-digit numbers

Solve problems, including missing number problems, involving multiplication and division

## Literacy Objectives

Autumn 1: Autobiographies and Stories from other Cultures

Autumn 2: Adventure Stories, Explanation Texts and Poetry

|  | Bronze  | Silver   | Gold   |
|--|---|--|--|
| <b>Vocabulary,<br/>Grammar and<br/>Punctuation</b> | <b>I Can:</b>   |  |  |
|  | <i>use full stops and capital letters, some question marks and exclamation marks.</i>         | <i>begin to use speech marks/inverted commas to show when someone is speaking.</i>   | <i>use precise and ambitious vocabulary that is lively and imaginative, and which is intended to amuse or entertain.</i> |
|  | <i>use past and present tense mostly correctly and consistently.</i>                          | <i>use a wider range of conjunctions to show time, place and cause.</i><br><br>(e.g. when, if, because, although, however, so, while, before, after) | <i>use inverted commas more accurately to punctuate direct speech including some evidence of 'new speaker/new line'.</i> |
|  | <i>use co-ordination (or / and / but) and some subordination (when / if / that / because)</i> | <i>use adverbs and prepositions.</i><br><br>(e.g. then, next, soon, therefore, before very long, , after the meal)                                   | <i>use some variety in length, subject or structure of sentences.</i>  |
|  | <i>use some expanded noun phrases to describe (big, sharp teeth, my younger sister)</i>       | identify and use expanded noun phrases. (the best chocolate cake in the whole world)   | use a range of adjectives and adverbs across fiction and non-fiction.  |
|  | use words to create interest.   | show awareness of the reader by choosing words and phrases carefully.  | use language appropriate to a genre.   |
|  | begin to use a range of past tense forms for purpose.<br><br>(e.g. I walked, I was            |  | make sensible tense choices including using modals (e.g. can, will).   |

|   |   |   |   |
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|   | walking, I had walked)  |   |   |
|   | use commas after simple adverbials.<br><br>(Today, I feel tired)          |   | use commas after fronted adverbials and after subordination (e.g. Later that day, I heard the bad news).          |
|   | use adverbs to modify verbs   |   |   |
| <b>Transcription<br/>(spelling and handwriting)</b> | <b>I can:</b>   |   |   |
|   | <i>spell many words in their contracted form e.g. can't</i>               | <i>spell some words correctly from the years 3/4 list.</i>  | <i>produce neat, legible, joined handwriting.</i>   |
|   | <i>use a wide range of suffixes.<br/>(-ly, -ful, -tion, -less, -ment)</i> | <i>correctly spell the days of the week and months of the year (including use of capital letters)</i> | <i>spell many words correctly from the year 3/4 list.</i>   |
|   | use pronouns.<br><br>(he, she, I)   | correctly spell homophones (e.g. accept/except)   | <i>show increased ability to self-correct spelling error by proof reading; using word banks and dictionaries.</i> |
|   | use a range of prefixes (e.g. un-, dis-)                                  | correctly spell words with prefixes (mis-, dis-, in-, im-) and suffixes (-tion, -sion).               | spell words ending in -ssion and -cian.   |
|   |   | I know which verbs don't follow the rules and spell them<br><br>(e.g. go/went).                       | spell prefixes (e.g. sub, super, anti and auto).  |
|   |   |   | spell homophones or near-homophones (e.g. medal/meddle)   |

|   |   |   |   |
|---|---|---|---|
|   |   |   | use possessive apostrophes with plural words (e.g. boys')   |
| <b>Composition (organisation and purpose)</b> | <b>I can:</b>   |   |   |
|   | <i>write an appropriate ending to my story.</i>                     | <i>begin to organise related ideas in sections or paragraphs</i>  | <i>show main features of narrative and non-narrative structure to organise ideas and events.</i>  |
|   | <i>write a chronological story and sequence events.</i>             | <i>use headings and sub-headings appropriately to support organisation of information</i>                                       | <i>sustain writing style through longer pieces of writing and show evidence of a sustained viewpoint.</i>   |
|   | write a detailed character description.                             | <i>use main features of selected form (e.g. instructions) including use of language, structure and purpose</i>                  | <i>link my beginning, middle and ending.</i>  |
|   | write a detailed setting description.                               | <i>use openings and closings in a range of writing</i>  | <i>include detail to add an element of humour, surprise or suspense.</i>  |
|   | Brief comments, questions about events or actions suggest viewpoint | plan writing through discussion and use of examples in order to understand and learn from its structure, vocabulary and grammar | use the main features of a text to organise ideas and events (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions) |
|   | start to group my ideas into paragraphs.                            | evaluate and edit my own work and another person's, including suggesting improvements.  | link sentences within paragraphs or sections.   |
|   | consistently write in the first and third person.                   | draft and write by composing and rehearsing sentences orally (including dialogue)   | develop a character or setting by using detail, speech, feeling, descriptions or motives.   |

