

Hethersett Woodside Primary & Nursery School



Coachmaker Way, Hethersett, Norwich NR9 3GN

Tel: Norwich 01603 810674

Email: office@hethersettwoodside.org.uk Headteacher: Mrs Mainwaring

Year Three Lime and Beech Classes

Dear Parents/Carers

Thank you for the positive start to our school year this half term! The children have settled into key stage 2 well and have worked hard. We trust you and your children will be rested and ready for this busy and exciting half term as we head towards Christmas.

During our first half term, we re-launched our Hethersett Reading Marathon! All children have a folder to keep a log of their progress towards the total 26 miles and to document the work that they produce at the end of each book so that they have a record of this fantastic journey they are on! Half term provides a wonderful opportunity for children to be creative and to make a start on these folders. In school, we have finished our work on 'Stone Age Boy' which is the first core text on their Year 3 list. We have also been reading 'Ug: Boy Genius of the Stone Age by Raymond Brigg' as part of our reading sessions, alongside 'George's Marvellous Medicine' as a reading for pleasure text, all of which can contribute to their marathon!



As the weather deteriorates please ensure your child has an appropriate coat for use outside to keep them warm and/or dry. P.E will take place for Lime class on Tuesday and Fridays and for Beech class on Mondays and Tuesdays. Please ensure that your child arrives at school on these days in their PE kit. This kit should be suitable for outdoor winter P.E. sessions.

Please can you ensure that your child has a water bottle every day which is named.

We have been invited to sing for the residents at Hethersett Hall Care Home in the village on Tuesday 10th December. Here is the Google form for care home visit for both classes:

<https://forms.gle/dNZAB7kdyd1G7u8>

We would also love to perform to parents and carers on Monday 16th December at 2:30pm. We will send out a Google form nearer the time.

We would like to remind you about the Writing Workshops, where you are invited to come and take part in a writing session with your child. If you have not done so already, please sign up using the Google form (a different one for each class).

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Writing workshops Beech- Wednesday 13th November-

<https://forms.gle/cbhLQMYPCPjTKLov9>

Writing workshops Lime- Thursday 14th November- <https://forms.gle/cbhLQMYPCPjTKLov9>

Please see our curriculum map for the forthcoming half term attached to the end of this letter. Here, you will see a list of spellings according to certain rules that we will be covering across the half term, as set out for Year 3 in the national curriculum. We will complete a range of activities that rehearse the rules, whilst also looking at exceptions to the rules and learn to apply these words in context. Each spelling unit will span roughly two weeks so that we are looking at rules little and often to help ensure they become embedded. We have also added a separate list of Y3/4 words that are part of the national curriculum which children are expected to be able to spell by the end of Year 4. We will cover these words alongside our spelling units and we welcome you in supporting your children in covering these words and helping them become confident in spelling them.

Finally, we would like to encourage children to share their certificates, trophies and achievements outside of school, such as sporting successes or music grades, during our celebration assemblies on Fridays. If your child has something to share, please inform the class teacher in good time (before a Friday) so that they are aware and then your child can bring in any items for the Friday assembly itself.

Wishing you all a wonderful break, and we look forward to seeing everyone again ready for some more learning on Monday 4th November.

Kind Regards,

Miss Wiseman, Mrs De Bloeme and Mrs Gaffney.

Long Term Plan
Autumn 1.2

Subject	Coverage			
Maths	Adding and subtracting within 1000. Geometry: Properties of shape.		Proportionality (understanding tenths). Multiplication and division.	
English: Writing	The Iron Man by Ted Hughes. Focusing on writing newspaper reports, a narrative - alternative ending and poetry.			
Spelling	The ee sound spelt ey	Adding the suffix -ness	Words ending in le	Words ending in el
Science	Rocks and animals, including humans			
Computing	Block Coding			

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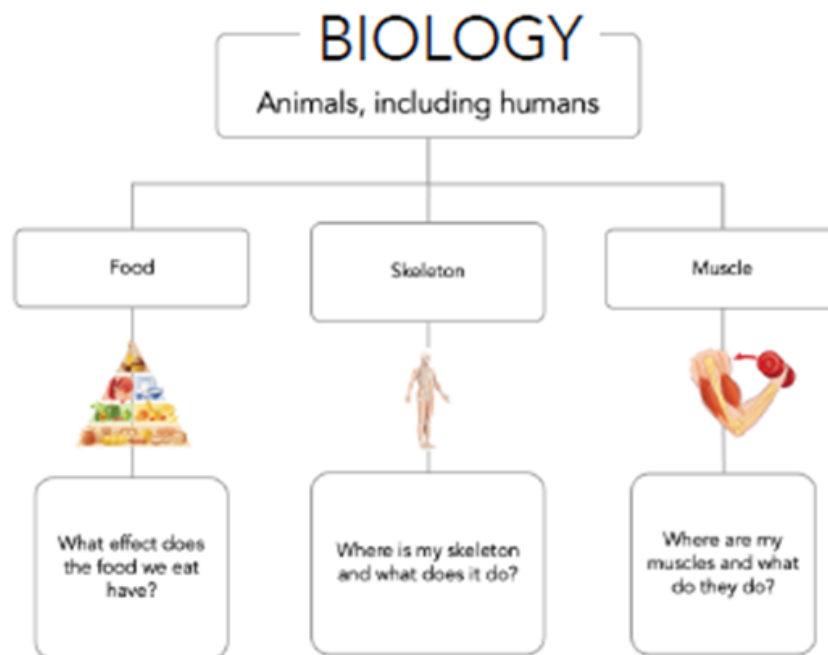


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Geography	KS2 fieldwork and map skills – physical and human geography OS map skills and fieldwork
Spanish	Phonics 1- I'm learning Spanish
Art	DT: Textiles Design and make a stocking.
PE	Rugby and dodgeball.
RE	What is the Trinity? (theology)
PSHE/ RSE	What keeps us safe? <i>My Rights and Responsibilities</i>
Music	<i>Learning Christmas songs for singing event.</i>



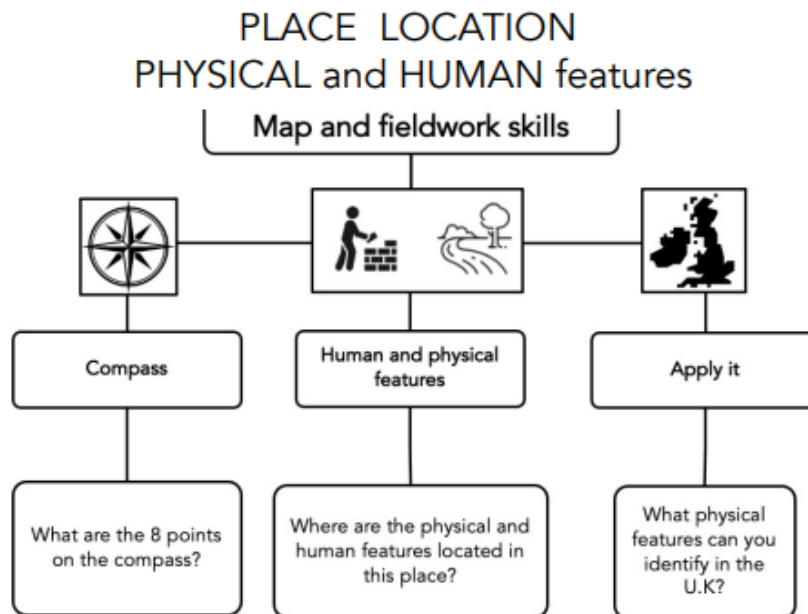
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100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women


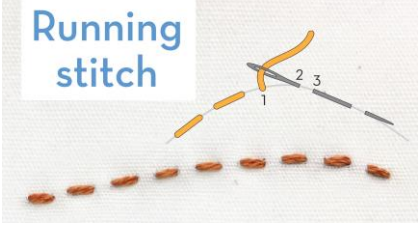
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<p style="text-align: center;">English</p> <p>1) Create an alternate ending to one of your favourite stories. For example; The Three little pigs, rather than wolf blowing the straw house down, what could happen instead?</p> <p>2) Write a report about a topic you are particularly interested in. It could be an animal, a sport, art and crafts, a hobby you have. Remember to write in paragraphs and include subheadings. You can add an illustrated picture.</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Create a skeleton using junk modelling, cotton buds and label the bones.</p> 	<p style="text-align: center;">Geography</p> <p>Draw your house in the centre (or school), sketch a map showing at least two physical and two human features in your local area.</p> <p>Human features describe things that are built by people. They include houses, roads, bridges and castles.</p> <p>Physical features describe naturally occurring things. They include rivers, mountains, forests and seas.</p>
<p style="text-align: center;">Expressive Arts</p> <p>Practise some sewing at home. Learn how to thread the needle, how to tie it and even practise the running stitch.</p> 	<p style="text-align: center;">Autumn 1.2</p> <p style="text-align: center;">Year 3</p>	<p style="text-align: center;">Out and About</p> <p>Look for properties of shapes on different buildings:</p> <ul style="list-style-type: none"> ● parallel lines ● perpendicular lines ● right angles ● 2d and 3d shapes <p>You could draw the building you see and label the shape properties.</p>
<p style="text-align: center;">Respect</p> <p>Have a look at the different scenarios below to do with Respect, can you discuss them with your child?</p>	<p style="text-align: center;">Responsibility</p> <p>Have a sort out of your toys and games, and tidy them up! If you have any toys or games you don't want any more, why don't you donate them to a charity shop for someone else to buy and enjoy?</p>	<p style="text-align: center;">Resilience</p> <p>Create a list of supportive phrases or mantras that you can refer to and remind yourself of when things are a bit tricky or overwhelming.</p>

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Respect Scenario Cards



Respect Scenario Cards

James and Alice asked to join the football team. Suzie ignores their request and carries on playing. Tom stops playing and invites James and Alice to play.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Jenny and her brother Liam were playing with their friends and left a mess in the dining room. Mum asked them to tidy it up, but they wanted to go outside with their friends.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Sarah's teacher noticed that she was struggling with her work. She asked Sarah to stay behind to offer some extra help. Sarah admitted that she needed some help and took up the teacher on the offer of more support in class.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Mrs Forest was out walking with her baby in the pram. Pamela and her friends walk by. They are all chatting loudly and don't notice Mrs Forest.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Sean and Peter walked down the school corridor quietly. They allow Mr Stevens to pass, make eye contact and greet him. Mr Stevens greets the boys with a smile and responds.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Sophie has new shoes. She decides to wear them to school. Jenny tells Sophie how much she likes her shoes. Karen comments that she does not like Sophie's shoes.



Who is showing respect or disrespect? How?