

# WELCOME TO



## Oasis Academy Shirley Park Year 3 Home Pack

Dear Families,

Welcome to Year Three at Oasis Academy Shirley Park Primary. We would like to tell you a little about Year 3 to help prepare you and your child for what we are sure will be a very exciting and happy year at school.

The working day will be structured in a similar way to Year 2, with our day starting at 8:45am and finishing at 3.20pm.

In Year 3 the children line up in the big playground at the beginning of the day. They say goodbye to their parents and carers when the whistle blows and are led into school by their class teacher.

Enclosed in this pack is some helpful guidance on maths and English (including reading, writing and handwriting), the summer holiday homework and familiar faces that can help!

We are very much looking forward to getting to know you and your children over what we hope will be an enjoyable year at school. Please do not hesitate to come in and speak to us if there is anything you'd like to ask or tell us at any point in the year.

We wish you a very happy summer holiday!

Best wishes,

Ms Robertson, Mrs Marshall, Mr Eniola, Mrs Esnard and Miss Campling.

There are lots of people around school that are more than happy to help you.

Mr Browne is the Acting Principal  
of the whole academy.



Mrs Botley is the Acting Primary Headteacher



Ms Robertson is the Phase Leader for Year 3 and 4.



Mr Eniola is the Class Teacher for Chestnut Class



Mrs Esnard is the Class Teacher for Pine Class



Miss Campling is the Class teacher for Hawthorn Class



Mrs Marshall and Ms Robertson are the Class Teachers for  
Birch Class



# Maths

**Times Table Rockstars and Sumdog:** Your child should be used to logging onto TT Rockstars and Sumdog.

**3x 4x and 8x tables:** These are the focus in Year 3! However, most children have now secured their 3x table, so we will move on quickly to the 4x table early on in the Autumn term, 8 x in the Spring term and should be ready to progress to 9 x in the summer term. All of these need to be learnt in and out of order and **with related division facts**. Children will be challenged to beat their previous score in three, 3 minute test each week.

**Homework:** Children should also be practising their times tables frequently. Homework passports will be given on a termly basis with eight tasks which are rewarded on the due date.

**100 square:** This will still be useful for homework in year 3. In class we use them to count on and back 1 and 10 more and find the difference.

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

# English

## Handwriting

The children will continue to practise cursive writing and it is expected that the children apply this in all lessons and homework.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

The quick brown fox jumps  
over the lazy dog.



## Phonics and Spelling

Most children will be moving on from the SFA phonics learning towards a spelling programme. Weekly spellings will be going home on the Friday to be tested the following week.

## Writing

Writing is not just about stories! Ask children to label and annotate drawings and diagrams, write your shopping list, note down a football score, keep notes, diaries, postcards and letters - all of these are really good quality experiences for children to see that writing has a meaning. As with reading, it is important for them to see you writing too!

## Reading

All children in our school are being asked to read for up to 20 minutes a night. This is part of their homework. Like all skills, reading improves the more that it is practised. Children who read even four nights a week are getting an extra 80 minutes practice a week. Over the course of the year, that adds up to an amazing number of hours. It has been proven that the more children read, the better they will achieve.

You can support your child by finding a special time and place for reading. Your child will be particularly successful when someone in the family can sit with them and share the reading experience with them. We want this to be an enjoyable time for everyone, so the emphasis should be on reading for pleasure.

If your child does not want to read at home, then please let us know so that we can help in some way. There is usually a reason why they do not want to read, other than they can't be bothered!

The book your child takes home will depend on their SFA group. Some children will have a specific SFA book (that must be in school for use in class EVERY DAY). **All** children must take home a levelled reading book to suit their ability; they may also borrow a book from the class book corner.

**Please sign and comment in your child's reading record to confirm they have read that day.**

### **Hints for listening to your child read**

- If your child is reading a 'Roots' story they should be able to read the 'Green Words' by sounding them out or 'Alphie Talking' them. (Alphie is the puppet the teacher uses in the Roots lessons!). Start by practising the green and red words at the beginning of the story.
- Listen to your child read the story. Comment on what you enjoy or find interesting.
- Ask your child what part of the story /book they enjoyed the most.
- Help your child with unfamiliar words. Give your child a chance to work on a word if he or she wants to.
- Be positive. Let your child know that you think it is terrific when they read with expression, try a difficult word or read smoothly.
- The 'Roots' books also have helpful questions at the back which can help discussion and children's understanding. Please do not write in the books though!

Thank you for supporting your child in becoming the best possible reader!

# Safety in the Holidays

We hope that the holidays are a happy and positive time for our families but recognise that sometimes people may need support for a number of different reasons. Here are some useful links to websites and contacts that may help if the need arises:

## Internet safety

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



This website is great for and children also has a link to report an incident that has occurred online.

## Children's worries

We encourage children to talk to their trusted adults in their lives but if they find this difficult for any reason there are lots of amazing organisation with staff trained to help children with their worries:

[www.childline.org.uk](http://www.childline.org.uk) phone: 0800 1111



[www.bullying.co.uk](http://www.bullying.co.uk) phone: 0808 800 2222



## Parents/ guardians

For general advice:

[www.familylives.org.uk](http://www.familylives.org.uk) phone: 0808 800 2222



[www.croydon.gov.uk](http://www.croydon.gov.uk) phone: 0208 726 600



Support following a crime:

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)



Event and activity listings:

[www.familiesonline.co.uk/local/croydon](http://www.familiesonline.co.uk/local/croydon)

[www.croydon.gov.uk/education/special-educational-needs/sen-leisure](http://www.croydon.gov.uk/education/special-educational-needs/sen-leisure)

## Year 3 and 4 Common Exception words

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



# Shirley Park Passport

## Autumn Term, Year 3

- Children achieve more at school if they practise basic Maths and English skills at home, read every day, get enough sleep, eat healthily and have time to play.
- Please complete by Friday, 14<sup>th</sup> December 2017

3 achievements:  
Bronze Award

5 achievements :  
Silver Award

8 achievements :  
Gold Award

\* Tick a box each time you complete your times tables and spelling homework.

<p>Create a poster that promotes our Oasis Habits.</p> <p>Title:</p> <p>Signed:</p>	<p>Practise your times tables</p> <table border="0"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p>Signed:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Design a meal for a stone-age person</p> <p>Date:</p> <p>Signed:</p>	<p>Visit the park, identify the forces that are used when you are doing different activities. What do you notice?</p> <p>Title:</p> <p>Signed:</p>																																																											
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