

**Year 3**

# Forest Gate Academy Parent Forum

September 2023



THE DEAN TRUST  
Believe Achieve Succeed

# Who are we?

Miss Cowan– Year 3 Class Teacher

Mr Henderson– Year 3 Teaching  
Assistant

# Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have their 'Start Now' (Spelling) task ready on their tables as soon as they arrive. No time is lost! They complete this task whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1<sup>st</sup> response phone calls to locate any missing children.

# Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website ([www.petitesmodessale.com](http://www.petitesmodessale.com)) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

## Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A red and white check summer dress is permitted in the summer months only.

Black school shoes (not trainer type shoes or boots) **must** be worn by all pupils.

**Make up or nail varnish** are not permitted in school.

**Jewellery** is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

## Boys' Uniform

Grey trousers or shorts, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

## Hair





**Extreme hair fashions**, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.




**PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."**

Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

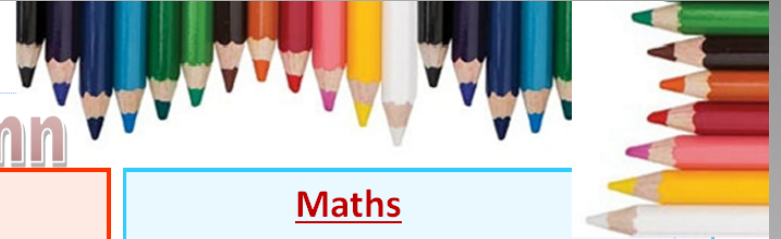
# Behaviour

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p><b>Pot of Gold</b></p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p><b>Rainbow reward 2</b></p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p><b>Rainbow reward 1</b></p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p><b>Sunshine</b></p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p><b>Chance</b></p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p><b>Choice</b></p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p><b>Consequence</b></p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>

# Curriculum

## Year 3 Autumn



### English

#### Writing

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).  
I can use the first two or three letters of a word to check its spelling in a dictionary.  
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  
I can in narratives, create settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  
I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  
I can use and punctuate direct speech.  
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### Reading

I can use a dictionary to check meanings of words.  
I can retrieve and record information from non-fiction.  
I can predict what might happen next.  
I can participate in discussion about books, taking turns and listening to what others say.  
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
I can identify themes and conventions in a wide range of books.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### Speaking and Listening

I take a full part in paired and group discussions.  
I can retell a story using narrative language and add relevant detail.  
I can show that I have listened carefully because I make relevant comments.  
I can hold attention of people I am speaking to by adapting the way I talk  
I can listen and respond appropriately to adults and my peers

### Maths

I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.  
I can count from 0 in multiples of 4, 8, 50 and 100.  
I can recognise the value of each digit in a 3-digit number.  
I can write and calculate mathematical statements for multiplication and vision using the 2x, 3x, 4x, 5x, 8x and 10x tables.  
I can derive and recall multiplication facts for 3, 4 and 8x tables.  
I can add and subtract mentally combinations of 1-digit and 2-digit numbers.  
I can add and subtract numbers with up to 3-digits using formal written methods.  
I can add and subtract a three-digit number and ones mentally.  
I can add and subtract a three-digit number and tens mentally.  
I can add and subtract a three-digit number and hundreds mentally.  
I can estimate the answer to a calculation and use inverse operations to check answers.  
I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.  
I can solve number problems using one and two-step problems.

### Spelling

I know that the /i/ sound is spelt y elsewhere than at the end of words.  
I know that the /u/ sound is spelt ou.

# Curriculum



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## Art

To create a wash using watercolours.  
To use a range of brushes to create different effects in painting.  
To demonstrate brush technique in the style of a famous artist.  
To explore art work from other periods in time. (The stone age.)

## Music

### Singing

I can sing a wide range of songs with a pitch range of do-so.

### Listening

I can listen to a piece of music and comment on the tempo and rhythm.

### Composing

I can improvise a short response using a limited note-range.

### Performing

I can perform songs and short instrumental melodies as a class or small group.

## PSHE

### Respectful relationships (including online)

I know how important friends are in making us feel happy and secure.  
I can listen and respond carefully to a wide range of people.  
I understand how to feel confident to raise my own concerns and to recognise and care about others feelings.  
I understand the importance of showing respect to others on line as I would face-face.

### Being Safe (including internet safety and harms)

I understand I have the right to protect my body from inappropriate and unwanted contact.  
I know it is not always right to keep secrets if they relate to being safe.  
I understand there are people who are responsible for keeping me safe and healthy and know how to communicate this.  
I can recognise how to use a mobile phone responsibly (time limits, safe user habits, turning off at night.)  
I understand the consequences of distributing images of myself and others.

### Mental Wellbeing

I can recognise when I need help and develop the skills to ask for help.

## Geography

### Locational

I can explain why people live by rivers as water is a valuable human commodity.

### Place

I can compare the lives of people living by rivers in two contrasting localities.

### Human/Physical

I can explain how the use and physical features of a river varies along its course.

### Skills/fieldwork

I can locate the rivers I have learned about using different sources

## History

### Historical Chronology

I can set out on a timeline, within a given period, detailing special events that may have took place.

### Historical Concepts

I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.

### Historical Interpretation

I can, through research, identify similarities and differences in how people lived from today to Palaeolithic, Mesolithic and Neolithic times.

### Historical Enquiry

I can use specific search engines on the Internet to help find information more rapidly – (Skara Brae, )

### Historical Communication

I can begin to use more than one source of information to bring together a conclusion about a historical event – using this research to create a non-chronological report.

## Design Technology

### Design

I can analyse current products similar to that which I will create.  
I can create a design using set criteria for a product.

### Make

I can select and use a wide range of textiles to create a functional product.  
I can use two different types of stitching.

### Evaluate

I can evaluate my own designs and suggest improvements.

### Technical Knowledge

I can research how key engineers have impacted and shaped the world.

# Curriculum



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## Computing

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

## RE

### Sikhism

I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.  
I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.  
I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.

### Christianity

I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.

I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.

I can start to tell you what Christmas means to Christians and what it means to me.

## Natural Disasters: Volcanoes

## MFL

### Speaking

I can give a response using a short phrase.

### Listening

I can listen and respond to spoken words, phrases and sentences (songs)

### Reading

I can recognise and understand familiar written words (numbers and days of the week)

### Writing

I can write simple words from memory (days of the week)

### Grammar

I can recognise and understand the use of a question mark in Spanish.

## Science

### Scientific Knowledge

I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Working Scientifically

I can use straightforward scientific evidence to answer questions or to support their findings.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

## PE

### Net and Wall Games

I can use basic racket skills.

I can use the ready position to move towards the ball and return it over the line/net to a partner.

I can play over a net

I can play in a continuous game using throwing and catching or some simple hitting against an opponent.

I can attempt an underarm serve to begin a game.

### Fitness and Athletics

I can run at different speeds depending on the distance.

I can perform a running jump with some accuracy.

I can understand relay and passing the baton.

I can perform a variety of throws using a selection of equipment.

# Year 3 Autumn



# Timetable



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Partington Central Academy



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Forest Gate Academy

Teacher: Miss Cowan

Year: 3

Term: Autumn 1

START 8.45am	Period 1 45 minutes		Period 2 60 minutes	Break 10.30 - 10.45	Period 3 60 minutes	Period 4 30 minutes		Lunch 12.15 - 1.00	Period 5 60 minutes	Period 6 60 minutes	Assembly	End of Day 3.15
	8:45-9:00	9:00-9:30	9:30-10:30		10.45-11.45	11.45- 12.00	12.00- 12.15		1.00-2.00	2.00 – 3.00	2.55- 3.10	
Monday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Science		KS2 Assembly	
Tuesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		PE	Computing		
Wednesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		History	RE	Open the book	
Thursday	Spelling	Guided Reading	English		PE	Music			Maths	Art	Music	
Friday	Spelling	Guided Reading	English		Maths	MFL			Geography	PSHE	Celebration assembly	

# Guided Reading

## What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

# Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what will happen based from the details given or implied.</p>	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that...?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that... ..</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now?</li> <li>• What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did .... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does..... do?</li> <li>• How .... is .....?</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		
After using this structure- mix up the domains alongside 2A, 2B and 2D				

What are Vipers?

VIPERS is an acronym 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

Vocabulary

Inference

Prediction


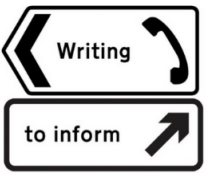


Explanation

Retrieval

Sequence or Summarise

# Writing

At Forest Gate Academy we have a ‘**Writing for Purpose**’ approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p><u>Writing to Entertain</u></p> 	<p><u>Writing to Inform</u></p> 	<p><u>Writing to Persuade</u></p> 	<p><u>Writing to Discuss</u></p> 
<p><b><u>Years 1 and 2</u></b> <b><u>(KS1)</u></b></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><b><u>Year 3 and 4</u></b> <b><u>(LKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><b><u>Year 5 and 6</u></b> <b><u>(UKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

Monday 11<sup>th</sup> September //

Lo: I can use expressive adjectives to write a character description.

The beautiful <sup>princess</sup> danced at the party.



pointy ears

large steaming fur

gigantic eyes

thick fur

elegant

gluggly pluggly

tall

sharp claws

pointy nose

beautiful

Shiny straw has steaming fur and gigantic eyes.

Shiny straw walks elegantly and pluggly.

Shiny straw has pointy ears and she's quite tall.

Wonderful adjectives

Tuesday 12<sup>th</sup> September //

Lo: I can use expressive adjectives to write a character description.

Recall

(TA)

A colourful butterfly flew into my hands.

Shiny straw has steaming fur and gigantic eyes to catch her prey at night. She walks elegantly and is pluggly. Her pointy ears help her to hear the hunters in the distance. She is as tall as <sup>princess</sup>. She is beautiful, brave and out standing with her moves.

\* She is as tall as her brother blue wolf.

This is a wonderful description

\* prey x3



# Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught for the following weeks spelling test- spelling rules.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Guided Reading, Basic Skills, Foundation writing, English working walls used to inspire, guide and remind children what has been covered in the week.

How we approach teaching handwriting

Pre Cursive to joined

Pencil grips, left handed tips, modelled, basic skills.

Handwriting lessons

# Home Reading

- *Reading daily has high impact on achievement.*  
*Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

## **Expectations of parents:**

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed when the children would like to move on from the book to promote reading for pleasure. Ks1 Pupils also take home a sharing book, which promotes reading for pleasure and positive 1:1 support from their adult.*
- *In KS1 RWI Books will be changed weekly as these correlate with their weekly learning.*



Regular reading with your child at home impacts a child's success at school greatly!



**Child A**

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90<sup>th</sup> percentile.



**Child B**

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50<sup>th</sup> percentile.



**Child C**

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10<sup>th</sup> percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

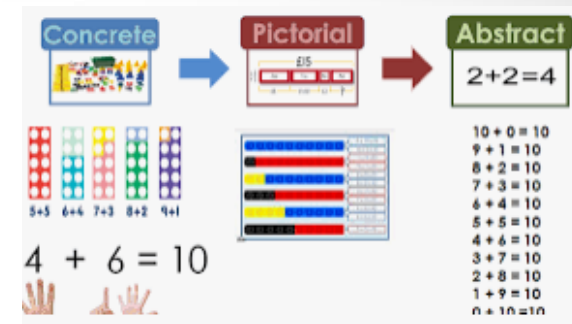
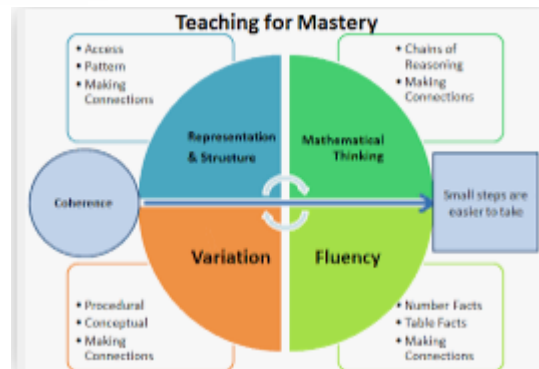
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

# Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at Forest Gate Academy it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



# Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

## **Maths games to play at home**

Help with learning tables – Times Table  
RockStars



4. 9 - 23

54- To confidently count in 10s and 100s.

Hook: Can you represent 100 in 2 different ways.

Let's have a go:

Rosie starts from zero and counts up in 100s. Which numbers will she say?

500	50	500	70
1000	100	99	10

Independent Task:



Write your answer in numerals and in words.



There are \_\_\_\_\_ tens in 100.  
There are \_\_\_\_\_ hundreds in 100.  
There are \_\_\_\_\_ tens in 500.

3. Complete the sentences.  
a) There are 40 tens in .  
b) There are 90 tens in .  
c) There are  tens in 700.d) There are  tens in .

4. Amir and Eva need 700 counters. There are 100 counters in each bag. Amir has 400 counters.

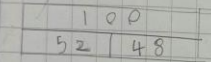
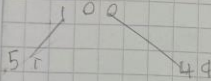
How many more bags of counters does he need?  
a) How many bags of 100 counters.  
The shop runs out of bags with 100 counters and only has bags with 10 counters left.  
How many bags of 10 counters does she need?

If you finish:

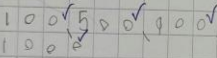
Mia is counting in hundreds.  
• 4 hundred  
• 8 hundred  
• 10 hundred

How often Mia have said the last number?

460K



Let's have a go



Independent task

100 one-hundred  
10 there are 100 cakes altogether

2A) 10

2B) 5

2C) 5

3A) 400

3B) 400

3C) 70

4A) 3 more bags  $700 - 400 = 300$

4B) 40 bags  $300 \div 100 = 3$

If you finish

Mia should say 1,000 instead of bag 10 hundred

5. 9 - 23

51- To represent numbers to 100.

Hook: Each of the representations show the same number.



Let's have a go: How many ways can we build 41 using base 10?

Independent Task:

1. Use lines and dots to draw each number. Complete the sentences.

a) There are 4 tens and 3 ones.

The number is .

b) There are  tens and  ones.

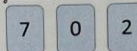
The number is 50.

2. Tiny uses base 10 to make 34 in different ways. Which picture does not represent 34?



Talk to a partner about the mistake Tiny has made.

3. What is the largest and smallest 2-digit number possible with the digit cards.



4. Amir is thinking of a 2-digit number.

- There are 3 more tens than ones.
- There are an odd number of ones.

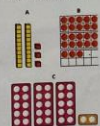
What number could Amir be thinking of?

Find as many numbers as you can.

How many different ways can you show each number?

If you finish:

Which picture does not show 23?



How do you know?

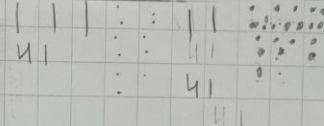
Hook: Write the number.

A. true 24

B. true 24

C. true 24

Let's have a go



Independent task

1a) 43 1111 ✓

1b) 50 11111 ✓

2. Tiny's mistake was he put 4 tens and 3 ones instead of 3 tens and 4 ones.

3. smallest is 02 and the biggest is 72.

4. 74, 41, 63, 96, 52 ✓

Great input today, well done hyla!

# SATS

- End KS2 tests take place in May 2023.
- Children are assessed in: Reading, Writing, Maths and SPaG.
- There will be a SAT's meeting nearer the time to give you more information.

# Enrichment

*We are committed to 'hands on' learning, offering experiences and enriching the curriculum*

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, Man Utd etc.*
- *Other experiences*

# Homework ....How you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
  1. *Reading book*
  2. *Spellings*
  3. *Timetable or number facts.*

# Coming Events

**Wednesday 13<sup>th</sup> September**

**Class Photographs**

**Friday 29<sup>th</sup> September**

**MacMillan Coffee Afternoon 2.30pm**

**Monday 16<sup>th</sup> October**

**Whole School Parents Evening 3.20-6pm.**

**Friday 20<sup>th</sup> October**

**Open morning for parents - 9am-10am**

**Friday 10<sup>th</sup> November**

**Y3&Y5 Forces workshop**



# Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.



THANK YOU!

*Any questions?*