

**YEAR 3**

**Miss Furneaux (Bracken)**  
**Ms Owen (Hogweed)**

Mrs Baker, Miss Bell, Mrs Cook, Mrs Demmon, Mrs Franklin,  
Mrs Guadagnini, Mrs Harrison, Mrs McGill, Miss Partridge & Mrs Watson


## YEAR 3

- Key Stage 1 to Key Stage 2.
- Developing independence.
- Continue to develop social skills and friendships.
- Maintain high behaviour expectations – positive behaviour policy.
- Support children to identify and manage their feelings (Zones of Regulation).

## YEAR 3


- Water bottle.
- Snacks (am only).
- No toys from home or pencil cases please.

# ENGLISH & MATHS



## Knowledge Organiser

### Number



**Year 3**

**Number & Place Value**

Every digit has a value. The value of a digit is determined by its position in a number. This is called **place value**. It is important that we learn about place value because it will help us to develop our understanding of numbers and to add, subtract, multiply and divide with larger numbers. Understanding place value will help us in real life including making decisions with money and time.

**Builds from Year 2:**  
 Comparing, ordering and making 2-digit numbers.  
 Counting in 2s, 3s, 5s and 10s.

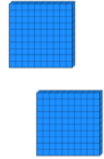
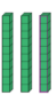

**This year:**  
 Comparing, ordering and making 3-digit numbers.  
 Counting in 4s, 8s, 50s and 100s.

**Leads to Year 4:**  
 Comparing, ordering and making 4-digit numbers.  
 Counting in 6s, 7s, 9s, 25s and 1000s.  
 Rounding numbers.  
 Negative numbers.

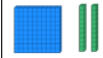
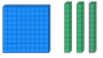
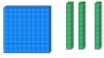
**3-Digit Numbers**

**10 or 100 More or Less**




**237**

two hundred	thirty	seven
		
200	30	7

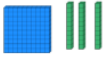


ten less

		
120	130	140


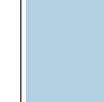

one hundred less

		
121	221	321

ten more

		
140	150	160

one hundred more


		
121	221	321

**Represent Numbers to 1000**

**Counting in 4s and 8s**


**563**





Y3 Autumn 1.1

Write to inform: Biography



Mary Anning

Mary Anning was born on 21st May 1799 in the seaside town of Lyme Regis in Dorset. Mary received little education but grew up to be a palaeontologist whose findings helped change the way scientists thought about the world.

Childhood:  
 Mary came from a poor family and was one of nine children. When Mary was young, her father would take the family for walks along the beach and cliffs at Lyme Regis. When Mary was 11 years old, her father died after falling from a cliff. As the family had very little money, Mary had to spend most days looking for shells to sell.

Findings:  
 During her childhood, Mary—curious and bright—taught herself to read and write. Most days, she went fossil hunting with her dog, Tray. In 1811, she and her brother found a 2m long skull sticking out of a cliff face. Mary used her hammer to chip away at the rock and uncovered a skeleton of what looked like a crocodile. However, she had found the first complete fossil Ichthyosaurus. She went on to find many more fossils.

Fame:  
 During her life, Mary was supported by rich friends who sold her fossils on her behalf. The money earned enabled her to open a shop in Lyme Regis, selling shells, stones and fossils. Mary became famous and scientists wrote her letters and went to visit her. Her fossils had helped scientists understand how life began. Fossils had been found before Mary Anning discovered them, but no-one knew what they were.

Death and Legacy:  
 Mary died from breast cancer in 1847. Her discoveries were some of the most significant geological finds of all time. By the time of her death, geology was firmly established as its own scientific discipline.

**Purpose:** To give the reader information about someone else's life.

**Key features**

**Structural:**

- Introduction to summarise who the biography is about
- Key events of their life in order
- Paragraphs with subheadings
- Conclusion to explain how they died or to explain what they are doing now

**Language:**

- Past tense: Mary was born
- Third person: she went fossil hunting
- Proper nouns: Lyme Regis
- Adverbials of time: During her childhood; When Mary was young

**Writer's toolbox**

**Adverbials of time:**

As a child... During his education...

Shortly after this... Many years later...

At the age of... In later life...

**Alan Peat:**

Noun—adjective pair—sentence

Example: Mary—curious and bright—taught herself to read.


**Punctuation:**

Remember to use capital letters and full stops accurately.


Try and use a comma following an adverbial of time

**Vocabulary:**


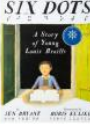

Education	Childhood
Legacy	Successful
Struggled	Adolescent



Pen and ink sketch of a Plesiosaurus by Mary Anning, 1824



Recommended reads

# TOPICS

- Victorians (Holdenby House)
- Light & Shadows
- Ancient Civilisations
- Rocks & Soils
- Ancient Greece
- Nutrition
- Forces




# REGULAR DAYS

<p><u>Year 3 Team</u> Miss Furneaux &amp; Ms Owen <small>Mrs Baker, Miss Bell, Mrs Cook, Mrs Demmon, Mrs Franklin, Mrs Guadagnini, Mrs Harrison, Mrs McGill, Miss Partridge &amp; Mrs Watson</small></p>	
<b>IMPORTANT DAYS</b>	
Monday	- Library
Tuesday	- Outdoor PE
Wednesday	-
Thursday	- Computing
Friday	- Reading Journals & Indoor PE
Every Day	- Doodle & Reading


- Earrings need to be taken out by the child or not worn at all.
- They cannot be covered with tape.

# HOME LEARNING

- Reading Journal
- Doodle – Maths, Tables, Spell, English
- Doodle – check ‘Assignments’
- Time Table Rock Stars



# Home Learning



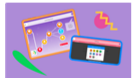
Your home learning tasks for this half term are listed below. We would like you to complete the daily activities; the other activities are optional. If you would like to share what you have done, you can use X, bring it in to show the class or email [homework@longmeadow.milton-keynes.sch.uk](mailto:homework@longmeadow.milton-keynes.sch.uk) with your teacher's name as a reference.

## Daily:

Read your reading book, or a book of your choice, and record it in your yellow reading record

Complete your doodles:  
DoodleSpell, DoodleMaths,  
DoodleEnglish, DoodleTables\*

\*Please note that you do not have to do every single one of these Doodle apps




## Sticky Learning:

### Geography

#### Rivers Mountains Vegetation Maps

Be a geographer! Look at the map of Europe, select a country and investigate it's geographical features.

Be sure to look for the main rivers, landmarks (physical and human), any mountain ranges, vegetation and land use.  
You could also show off your map skills by drawing and labelling a map of the country using a key.




**Challenge:** Compare your finding to what we learnt about France last term. What is the same and what is

## Outdoor Learning:

Use water and a paintbrush or chalk to practise your Year 3 /4 Spellings


Year 3 and 4 Spelling List		
entire	prop	nature
avoids	pond	wealthy
difficult	kind	surrounding
dispute	light	spare
enough	begin	particular
rough	imagine	purple
around	express	pillar
	invest	



## Well-being:

Create a mindful breathing poster.


It should be easy to understand and use!



Ask somebody for help with something that has been troubling you recently.


it's good to talk

Make a dream catcher and add small pictures or clips of paper that show your hopes for the future.



## Year 3 Summer 2

## #proud



# COMMUNICATION

- Home-School Communication Policy
- At the door – an appointment, lost jumper etc
- Urgent issues need to go via the office.
- Names on jumpers, lunch boxes etc