



## YEAR 3 Kingfishers

**Class Teacher: Miss Wylie**

**Learning Support Assistants: Mrs Drury, Mrs Lake & Mrs Lines.**

### Important diary dates and reminders

**Friday 12<sup>th</sup> December**- Christmas jumper day and Christmas lunch.

**Monday 15<sup>th</sup> December**- KS2 Carol Concert Dress Rehearsal (Grandparent's welcome) 2pm

**Tuesday 16<sup>th</sup> December**- KS2 carol Concert 6pm

**Thursday 18<sup>th</sup> December**- Children may bring in anything to wear with a Christmas theme (e.g., reindeer antlers, Christmas Jumper)

**Friday 19<sup>th</sup> December**- End of term 1.20pm

### Reminders:

#### Reindeer Run – Parent Volunteers Needed

We are looking for two parent helpers to support the Reindeer Run on Thursday 18th December. This will involve accompanying Year 3 and Year 4 as they walk across to Grayswood House and offering support during the run itself. If you're able to help, please do send an email, we'd be very grateful.

**P.E.:** Kingfishers P.E. days are now a Monday and Friday; please can the children wear their P.E. kits into school on these days.

**Meal choices:** Please remember to book your child's meal choices via Arbor each week. Ideally, bookings for a half-term or full term are appreciated, but weekly updates are a big help too.

**KIRFs:** Our KIRF this term is to know the multiplication and division facts for the 3 times table which the children will be tested on before the end of term. Please refer to the KIRF sheet at the end of this letter to support your child with their learning. The key to success is practising little and often.

#### Guildford Cathedral Christmas Art Exhibition 2025 Joy to the World!

This year Grayswood School have created 2 pieces of artwork that represents the theme 'Joy to the World!' that are being shown at Guildford Cathedral.

Each year schools from across the diocese take part and the Bible verse that we were asked to focus on is 'Don't be afraid, because I am bringing you some good news. It will be a joy to all the people.' Luke 2:10.



Key Stage 1 created 3 different types of angels that were then suspended from a branch. We chose angels because they brought a joyful message to the world that Mary was going to have a baby, the New King!

Key Stage 2 wrote how Jesus brings joy to the world that were then stuck onto a globe.

**If you would like to see these wonderful pieces of artwork with your child and family members over the festive period, it is FREE entry into the Cathedral and they are on display until early January.**



### Class update

It's been another wonderful week in Kingfishers, and I'd love to begin by celebrating the children for the enthusiasm and positivity they bring into the classroom each day. We have been getting into the festive spirit in English as we began exploring our new text, *Excitable Edgar* by Jo Lindley. The children are already captivated by Edgar's story, and we will be using this text to inspire our own diary entries written from Edgar's perspective. I've been so impressed by the thoughtful ideas they've shared and the excitement they've shown for this new unit.

In PSHE, our focus has been on celebrating differences. The children engaged in meaningful discussions about what makes each of us unique, how we can support one another, and who we can turn to if we need help. We explored the story of *The Ugly Duckling*, reflecting on his feelings and considering how we could stand up for him. The children showed such empathy as they recognised how his differences made him special.

Geography has taken us deeper into our learning about volcanoes, with a particular focus on earthquakes. The children became architects for the afternoon, designing their own earthquake-proof houses and thinking carefully about the features that help keep people safe. We also explored where earthquakes occur around the world, building on our understanding of tectonic plates, plate boundaries, volcanoes, and mountains.

In Science, we continued our investigations into light. This week, we carried out an experiment exploring shadows, discovering how they change at different times of the day and why this happens. The children approached the experiment with curiosity and excellent scientific thinking.

In French, the children continued learning about animals and practiced introducing the creatures we've met so far using *Je suis...*. Their confidence in speaking is growing beautifully.

Our carol concert rehearsals are well underway, and I am so impressed with the children's commitment. Their singing is sounding absolutely lovely, and I can really tell they've been practicing their lines and songs at home, thank you so much for your support!

Finally, a huge thank you to all the parent volunteers who joined us this week to support with KIRF testing. Your time and help are truly appreciated.

It has been a week full of creativity, curiosity, and festive excitement. I hope you all enjoy a restful and joyful weekend.

Miss Wylie

### **Home learning**

Home learning is a really important part of supporting your child's learning, and the children are expected to have a go at the tasks set. Please don't worry if they don't get everything right — the main thing is that they try. All the activities are linked to what we've been learning in class this week and are designed to help the children practice what they know and feel confident with their learning. Thank you for your continued support!

### **English**

In English this week, the children have been asked to write a Christmas prayer for the community. We talked about the different people who make up our community and how we can show kindness, gratitude, and hope at this time of year. The children are encouraged to think carefully about the messages they want to share and to use thoughtful, reflective language in their writing. I'm really looking forward to reading their beautiful prayers.

### **Maths**

In Maths this week, the children have a worksheet to work through that focuses on multiplication and division practice. This will help strengthen their confidence with the methods we've been using in class. A little bit of steady practice goes a long way, so it would be wonderful if they could take their time and work carefully through each question.

## Spellings

Our spellings this week are:

**Stage 3 - Lesson 11:** Words where '-ing', '-en' and '-ed' are added to multisyllabic words

forgetting  
forgotten

beginning  
propelled

preferred  
permitted

regretting  
committed

forbidden  
equipped



# Key Instant Recall Facts

## Year 3 – Autumn 2

### I know the multiplication and division facts for the 3 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$3 \times 1 = 3$	$1 \times 3 = 3$	$3 \div 3 = 1$	$3 \div 1 = 3$
$3 \times 2 = 6$	$2 \times 3 = 6$	$6 \div 3 = 2$	$6 \div 2 = 3$
$3 \times 3 = 9$	$3 \times 3 = 9$	$9 \div 3 = 3$	$9 \div 3 = 3$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$
$3 \times 8 = 24$	$8 \times 3 = 24$	$24 \div 3 = 8$	$24 \div 8 = 3$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$
$3 \times 10 = 30$	$10 \times 3 = 30$	$30 \div 3 = 10$	$30 \div 10 = 3$
$3 \times 11 = 33$	$11 \times 3 = 33$	$33 \div 3 = 11$	$33 \div 11 = 3$
$3 \times 12 = 36$	$12 \times 3 = 36$	$36 \div 3 = 12$	$36 \div 12 = 3$

#### Key Vocabulary

- What is 3 **multiplied by** 8?
- What is 8 **times** 3?
- What is 24 **divided by** 3?
- How many **lots of** 3 are in the number 12?
- What is the **whole**?
- What are the **parts**?

#### Key Imagery:

Prove using array: Eg-  $4 \times 3 = 12$

Prove using array using grouping  $12 \div 3 = 4$

(the parts are 4 and 3 and the whole is 12)

They should be able to answer these questions in any order, including missing number questions e.g.  $3 \times \bigcirc = 18$  or  $\bigcirc \div 3 = 11$ .

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

**Songs and Chants** – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

**Buy one get three free** – If your child knows one fact (e.g.  $3 \times 5 = 15$ ), can they tell you the other three facts in the same fact family?

**Warning!** – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra.

E.g.  $3 \times 12 = 36$ . The answer to the multiplication is 36, so  $36 \div 3 = 12$  and  $36 \div 12 = 3$