



## YEAR 3 Kingfishers

**Class Teacher: Miss Wylie**

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

### Important diary dates and reminders

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

**Tuesday 16<sup>th</sup> December-** KS2 Carol Concert (please can children arrive to school in their uniform between 5.30-5.40pm and be dropped straight off to their classrooms) Concert begins at 6pm

**Thursday 18<sup>th</sup> December-** Reindeer Run: Children may bring in Christmas themed items to wear (e.g. Reindeer antlers, Festive hat or Christmas Jumper) Please wear PE kit to school.

**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 18<sup>th</sup> December. This will involve accompanying Year 3 and 4 as they walk across to Grayswood House and offering support during the run itself. If you can help, please do send an email, we would be very grateful!**

**P.E:** Kingfishers P.E days are now 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 practicing little and often.

## Class update

What a joyful week we've had in Kingfishers! The classroom has been buzzing with excitement, creativity, and plenty of festive sparkle!

In English, the children stepped into Edgar the dragon's shoes, writing diary entries full of emotion and imagination. From the thrill of Christmas approaching to the chaos of things going wrong, their writing captured Edgar's feelings beautifully, and of course, the triumphant moment when he lit the Christmas pudding for the whole town! Their expressive language and clever use of time conjunctions made me so proud.

In Geography, we became explorers, heading out into the school grounds to hunt for rocks and carry out some fieldwork. The children loved discovering and classifying their finds as sedimentary, metamorphic, or igneous, a brilliant way to recall last half-term's Science learning. Who knew our playground could be such a treasure trove?

In French, we rounded off our unit on animals. The children's confidence in speaking is growing every week, and it's wonderful to hear them using new vocabulary with such enthusiasm.

In Maths, multiplication and division have kept us busy. The children have shown real perseverance, tackling challenges with determination and proving just how resilient they are.

In RE, we reflected on why Christians celebrate the life of Jesus. The children shared thoughtful ideas and listened to one another with respect; it was a meaningful discussion.

And of course, our Carol Concert rehearsals are filling the hall with festive joy. The children's singing is simply beautiful, and their focus and teamwork are shining through. I couldn't be prouder of how hard they've worked to learn their lines and lyrics to the songs.

To top it all off, our mischievous classroom elf, Elphaba, has been adding plenty of fun to our days, keeping us firmly in the Christmas spirit!

The children have worked incredibly hard and are definitely ready for a rest this weekend. I hope you all enjoy some festive family time together before our final week of term.

Miss Wylie

## Home learning

### English:

This week, the children have been set a festive comprehension task all about Christmas trees. They will need to read the article provided carefully and then respond to the comprehension questions.

Please encourage your child to:

- Take their time when reading the article, re-reading sections if needed.
- Highlight or underline key points to help them remember important details.
- Answer written questions in full sentences, using the wording of the question as a sentence stem (for example, if the question asks, “*Where did the tradition of Christmas trees begin?*” their answer should begin “*The tradition of Christmas trees began...*”).

This will help them practice both their reading comprehension and their written accuracy, while keeping us all in the festive spirit!

### Maths:

This week, the children have a practice sheet on Multiplying a 2-digit number by a 1-digit number. Please see the guidance below to support them at home.

- **Read carefully:** Encourage your child to read each question slowly and check what is being asked before starting.
- **Show working:** Encourage them to set out their steps clearly to show they reached the answer.
- **Use partitioning:** Remind them to split the 2-digit number into tens and ones, multiply each part, then add the results.

### Spellings:

This week’s spellings are:

## Stage 3 - Lesson 12: Challenge Words

centre  
heart

disappear  
therefore

minute  
regular

decide  
early

learn  
notice



# 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**.

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

### 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?

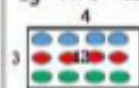
What is the **whole**?

What are the **parts**?

### Key Imagery!

Prove using array!

Eg-  $4 \times 3 = 12$



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

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



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

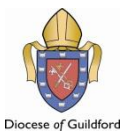
The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your 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  $36 \div 12 = 3$



*Love* one another  
as I have loved you  
John 15:12

