



YEAR 3 Kingfishers

Class Teacher: Miss Wylie

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

Important diary dates and reminders

16th February- Half term

Monday 23rd February- Term begins

Thursday 26th February- Class trip to Fishbourne Roman Palace

Reminders:

PE: Kingfishers PE day is now on a Monday. Please can the children wear their PE kits into school on this day.

Forrest School: Forest school sessions run until half term. Please refer to the letter sent out via the office detailing which group/day your child will be attending. Children should come to school dressed ready for woodland play. Please check that they are dressed appropriately, as it can get very cold at this time of year. Walking boots or wellies only please, as they give better protection and grip on woodland terrain. For safety reasons, shoulder length hair should be tied back.

KIRFs:

Our KIRF for this term is to **recall facts about the duration of time**. 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

It has been a wonderfully energetic week of learning in Kingfishers, and the children have thrown themselves into every lesson with such enthusiasm.

In English, the classroom transformed into a bustling newsroom. The children became reporters and survivors of the eruption of Mount Vesuvius, gathering emotive quotes and stepping fully into character. Their ability to adopt a role, ask thoughtful questions, and capture powerful language has set them up brilliantly for their newspaper reports next week.

In Maths, we continued our work on length, this time focusing on adding and subtracting different measurements. It gave us a great opportunity to revisit the column method and to really focus on showing clear, careful workings. The children approached the challenge with determination and growing confidence.

History took us even further back in time as we trained to become members of the Roman army. After learning some Roman commands and exploring the wedge and tortoise formations, we marched around the playground putting our new knowledge into action. The children quickly realised just how disciplined, organised, and physically strong Roman soldiers would have needed to be.



In Science, we carried out an investigation using magnets to explore how magnetic forces can act without direct contact. The children were fascinated as they tested, observed, and discussed what they discovered.

We were also treated to much kinder weather for Forest School this week. As always, the children embraced every moment outdoors. Their curiosity led to some exciting finds in the stream, including pieces of old pottery that sparked lots of questions and wonder.

It has been a lively and joyful week from start to finish. I hope you all enjoy a restful weekend, and I look forward to seeing the Kingfishers again on Monday for more adventures in learning.

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!

Maths

This week, the children have been given a worksheet on converting measurements. They will be practicing changing centimetres to metres and metres to centimetres, using the key fact that:

100 centimetres = 1 metre

English:

For English this week, the children have been set the task of becoming a weekend reporter. They need to carry out an interview with someone of their choice, this could be a family member, a friend, or, if they prefer, they can use their imagination and interview a favorite storybook character.

The aim is to practice collecting direct speech as quotations, ready for using quotes effectively in their newspaper reports next week. Encouraging them to ask interesting questions and record the answers using accurate punctuation will really support their writing.

Spellings:

Our spellings this week are:

Stage 3 - Lesson 16: Words with the suffix '-ly'

calmly
gladly

exactly
deeply

deadly
clearly

bravely
hourly

boldly
quickly



Key Instant Recall Facts

Year 3 – Autumn 1

I know number bonds for all numbers to 20.

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

| | | |
|------------|------------|---------------------------------|
| 2 + 9 = 11 | 5 + 9 = 14 | <u>Example of a fact family</u> |
| 3 + 8 = 11 | 6 + 8 = 14 | 6 + 9 = 15 |
| 4 + 7 = 11 | 7 + 7 = 14 | 9 + 6 = 15 |
| 5 + 6 = 11 | 6 + 9 = 15 | 15 - 9 = 6 |
| 3 + 9 = 12 | 7 + 8 = 15 | 15 - 9 = 6 |
| 4 + 8 = 12 | 7 + 9 = 16 | <u>Examples of other facts</u> |
| 5 + 7 = 12 | 8 + 8 = 16 | 4 + 5 = 9 |
| 6 + 6 = 12 | 8 + 9 = 17 | 13 + 5 = 18 |
| 4 + 9 = 13 | 9 + 9 = 18 | 19 - 7 = 12 |
| 5 + 8 = 13 | | 10 - 6 = 4 |
| 6 + 7 = 13 | | |

This list includes the most challenging facts but children will need to learn **all** number bonds for each number to 20 (e.g. $15 + 2 = 17$). This includes related subtraction facts (e.g. $17 - 2 = 15$).

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 of the day. If you would like more ideas, please speak to your child's teacher.

Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?

Use doubles and near doubles – If you know that $6 + 6 = 12$, how can you work out $6 + 7$? What about $5 + 7$?

Play games – There are missing number questions at www.conkermaths.org See how many questions you can answer in just one minute.

Key Vocabulary

What do I **add** to 5 to make 19?

What is 17 **take away** 6?

What is 13 **less than** 15?

How many more than 8 is 11?

What is the **difference** between 9 and 13?

What is the **whole**?

What are the **parts**?

Key Imagery:

Prove using whole/part model:

Eg- $6 + 9 = 15$

