Year 2/3 Autumn 2 Newsletter.

This half term we will be starting numerous new topics. In History we will learn about the Stone Age, Iron Age and Bronze Age. In science our new unit is 'Light'.
PE days this half-term is on a Wednesday (outdoor) and Thursday (indoor): the children should come to school wearing appropriate PE kits.
Homework can be uploaded to Dojo profiles each week to be shared with the class. Please remember to check Dojo on a regular basis for reminders and updates.

Fairy Tales Planning – Autumn 2 (year 3, 3/2)

Day 1	Introduction – what is a fairy tale?
Day 2	Study mentor texts and consider features of a fairy tale
Day 3	Study mentor texts and establish product goals
Day 4	Reminder of product goals, ideas party and writing register. Decide publishing method.
Day 5	Planning (think about character detail)
Day 6	Story planning (planning river)
Day 7	Mini lesson – great openings. Children draft their opening paragraph
Day 8	Mini lesson – use the senses. Children draft their second paragraph including sensory reference.
Day 9	Mini lesson – subordinating conjunctions.
Day 10	Mini lesson – character talk.
Day 11	Children write their third paragraph including character talk and at least one subordinating conjunction.
Day 12	Mini lesson – the power of 3. Children draft their fourth paragraph and consider whether it is appropriate to include a triple reference in their fairy tale.
Day 13	Mini lesson – fairy tale endings. Children write their final paragraph.
Day 14	Mini lesson – prove it. Children review their text and see where they can add detail to "prove it".
Day 15	Editing conferencing
Day 16	Editing conferencing
Day 17	Editing conferencing
Day 18	Editing conferencing
Day 19	Editing – capital letters and full stops
Day 20	Editing - spellings
Day 21	Editing – spellings
Day 22	Editing – improving vocabulary using the thesauruses
Day 23	Editing – improving vocabulary using the thesauruses
Day 24	Editing – checking speech punctuation
Day 25	Editing – check all product goals are included and text makes sense after editing process
Day 26	Extra day if some of the above require two lessons
Day 27	Write up edited (final) version with detailed illustrations
Day 28	Write up edited (final) version with detailed illustrations
Day 29	Write up edited (final) version with detailed illustrations
Day 30	Publishing party

Holden Clough Key Instant Recall Facts - Year 2

To help to develop the children's fluency, below are the expected key instant recall facts (KIRFS) that children should have mastered by the end of the year. Children should be able to instantly:

Place value	Number bonds	Addition and subtraction
• Count in 10s from any given number, forwards and backwards. • Count in 2s from any given number, forwards and backwards. • Understand the value of Tens & Ones. • Count in 2s from 0 forwards and backwards. • Count in 3s from 0 forwards and backwards. • Count in 5s from 0 forwards and backwards. • Read and write numbers to 100 (numerals and words)	• Know all number bonds within 20 and identify patterns. • Link number bonds to 20 to number bonds to 10. • Understand the = sign in balancing equations. • Use and understand < and > signs. • Understand simple missing number calculations.	• Add multiples of 10, including crossing boundaries. • Subtract multiples of 10, including crossing boundaries. • Know all addition facts for multiples of 10 to 100. • Know all subtraction facts for multiples of 10 to 100.
Multiplication	**Doubling and halving**	**Measurement**
• x2 including division facts. • x5 including division facts. • x10 including division facts. • Recognise odd and even numbers.	• Know the doubles of all numbers to 20. • Know the halves of all even numbers to 20.	• Know how many pennies in a £. • Know the number of minutes in an hour. • Know the number of hours in a day. • Tell the time to quarter to and quarter past.

Holden Clough Key Instant Recall Facts - Year 3

To help to develop the children's fluency, below are the expected key instant recall facts (KIRFS) that children should have mastered by the end of the year. Children should be able to instantly:

Place value	Number bonds	Addition and subtraction
• Count from 0 in multiples of 100. • Count from 0 in multiples of 50. • Count from 0 in multiples of 4. • Count from 0 in multiples of 8. • Count in 4s from any given number, forwards and backwards. • Count in 3s from any given number, forwards and backwards. • Find 10 more / less than a given number within 1000. • Find 100 more / less than a given number within 1000. • Read and write numbers to 1000 (numerals and words).	• Understand the = sign in balancing equations. • Use and understand < and > signs. • Understand missing number calculations. • Know all number bonds to 100 and find patterns within number bonds to 100.	• Know all addition and subtraction facts for multiples of 100 to 1000. • Know all addition and subtraction facts for multiples of 5 with a total of 100. • Know all addition and subtraction facts for number pairs with a total of 100. • Add and subtract mentally: - A three-digit number and ones. - A three-digit number and tens. - A three-digit number and hundreds.
Multiplication	**Doubling and halving**	**Measurement**
• X3 including division facts. • X4 including division facts. • x8 including division facts.	• Know doubles of all multiples of 10 to 500. • Know halves of all multiples of 10 to 500. • Know doubles of all multiples of 100 to 1000. • Know halves of all multiples of 100 to 1000.	• Know the number of seconds in a minute. • Know the number of days in each month, year and leap year. • Understand am and pm; noon and midnight. • Tell the time to quarter to 1 to and 1 past. • Recognise right angles.

Addition and Subtraction — Knowledge Organiser

Key Vocabulary

- add
- total
- plus
- sum
- more
- altogether
- difference
- subtract
- less
- minus
- take away
- column addition
- column subtraction
- exchange
- estimate
- inverse operation
- solve problems
- number facts
- place value

Addition and Subtraction Methods

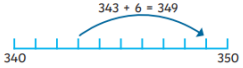
3-digit and 1-digit numbers

Not crossing 10s

268 – 4 = 264

Hundred	Ten	Ones
●	●●●	●●●●

343 + 6 = 349



Crossing 10s (Exchanging)

324		
300	20	4
300	10	14

316 + 8 = 324

316	8

324 – 8 = 316

3-digit and 2-digit numbers

Add and subtract tens

Hundred	Ten	Ones
●●	●●●	●

451 + 3 tens = 481 (5 + 3 = 8)

451 – 4 tens = 411 (5 – 4 = 1)

Crossing 10s (Exchanging)

258 + 80 = 338

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \\ 1 \end{array} \quad \begin{array}{r} 368 \\ +73 \\ \hline 41 \\ 10 \end{array} \quad \begin{array}{r} 368 \\ +73 \\ \hline 441 \\ 01 \end{array}$$

$$\begin{array}{r} {}^{3}\cancel{4}41 \\ -73 \\ \hline 8 \end{array} \quad \begin{array}{r} {}^{3}{}^{13}\cancel{4}\cancel{4}1 \\ -73 \\ \hline 68 \end{array} \quad \begin{array}{r} {}^{3}{}^{13}{}^{1}\cancel{4}\cancel{4}\cancel{1} \\ -73 \\ \hline 368 \end{array}$$

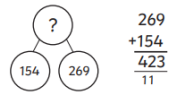
3-digit numbers

Not crossing

679 – 351 = 328

Hundred	Ten	Ones
●●●	●●●	●●●●●

Crossing 10s (Exchanging)



$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ 11 \end{array}$$

514	
268	?

$$\begin{array}{r} 4\,10\,1 \\ 5\cancel{1}4 \\ -\ 268 \\ \hline 246 \end{array}$$

Add and Subtract 100s

284 + 300 = 584

Hundred	Ten	Ones

Multiplication and Division — Knowledge Organiser

Key Vocabulary

- times tables
- multiply by
- divide by
- array
- fact families
- regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

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

3 × 3 = 1
6 ÷ 3 = 2
9 ÷ 3 = 3
12 ÷ 3 = 4
15 ÷ 3 = 5
18 ÷ 3 = 6
21 ÷ 3 = 7
24 ÷ 3 = 8
27 ÷ 3 = 9
30 ÷ 3 = 10
33 ÷ 3 = 11
36 ÷ 3 = 12

4 x Tables

1 × 4 = 4
2 × 4 = 8
3 × 4 = 12
4 × 4 = 16
5 × 4 = 20
6 × 4 = 24
7 × 4 = 28
8 × 4 = 32
9 × 4 = 36
10 × 4 = 40
11 × 4 = 44
12 × 4 = 48

4 ÷ 4 = 1
8 ÷ 4 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
20 ÷ 4 = 5
24 ÷ 4 = 6
28 ÷ 4 = 7
32 ÷ 4 = 8
36 ÷ 4 = 9
40 ÷ 4 = 10
44 ÷ 4 = 11
48 ÷ 4 = 12

8 x Tables

1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

8 ÷ 8 = 1
16 ÷ 8 = 2
24 ÷ 8 = 3
32 ÷ 8 = 4
40 ÷ 8 = 5
48 ÷ 8 = 6
56 ÷ 8 = 7
64 ÷ 8 = 8
72 ÷ 8 = 9
80 ÷ 8 = 10
88 ÷ 8 = 11
96 ÷ 8 = 12

Write and Calculate Mathematical Statements

4 × 8 = 32
32 ÷ 8 = 4

8 × 4 = 32
32 ÷ 4 = 8

5 × 3 = 15
15 ÷ 3 = 5

3 × 5 = 15
15 ÷ 5 = 3

Related Calculations

3 × 4 = 12
30 × 4 = 120

4 × 3 = 12
40 × 3 = 120

Addition and Subtraction — Knowledge Organiser

Estimate

Estimate by dividing the hundred into 250 and 225.
Estimate 10s (330, 340) between 325 and 350.

Estimate 167 – 89
Use near numbers 170 – 90 = 80

Near numbers:

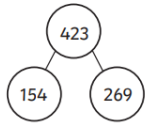
413	279	521	782
↓	↓	↓	↓
400	300	500	800

Check Answers

347	
273	74

347 – 74 = 273 can be checked using
273 + 74 = 347

This part whole shows the inverse calculations using these three numbers.



154 + 269 = 423	269 + 154 = 423
423 – 154 = 269	423 – 269 = 154

Multiplication and Division — Knowledge Organiser

Written Multiplication Methods - No Regrouping

Tens	Ones
●●●	●●
●●●	●●
●●●	●●

23 × 3 = 69

	T	O
	2	3
×		3
	6	9

Written Multiplication Methods - With Regrouping

Tens	Ones
●●●	●●●●
●●●	●●●●
●●●	●●●●
●●●	●●●●
●	

24 × 4 = 96

	T	O
	2	4
×		4
	9	6
	1	

Written Division Methods - No Regrouping

Tens	Ones
●●●●	●
●●●●	●
●●●●	●
●●●●	●

	2	1
4	8	4

84 ÷ 4

80 ÷ 4 | 4 ÷ 4

Written Division Methods - With Regrouping

Tens	Ones
●●●●	●●●●●
●●●●	●●●●●
●●●●	●●●●●
●	

	1	5
3	4	15

45 ÷ 3

30 ÷ 3 | 15 ÷ 3

Year 3 Unit 1: Stone, Bronze, and Iron Ages — Knowledge organiser

History Mastery

Prehistory - a time before written records.

1 million years ago — **Stone Age**

- Palaeolithic: People are hunter-gathers. They move from place to place.
- Mesolithic: People use tools to help them.
- Neolithic: People farm, make pottery, and build large things, such as Skara Brae and Stonehenge.

4000 years ago — **Bronze Age**

- In the Bronze Age, people learned how to make new objects from bronze and other metals.
- Some people became wealthy for the first time.
- There was conflict between groups of people because of wealth.

2000 years ago — **Iron Age**

- In the Iron Age people started to use iron to make tools and weapons.
- They built hillforts to protect themselves.
- They traded with people in Europe.

Evidence

- An artefact is an object made by a person.
- Archaeologists use artefacts and remains like Stonehenge to learn about the past.
- Artefacts give evidence of what the past was like.

Skara Brae

- Stonehenge is a monument.
- There are different theories about why Stonehenge was built and how it was used.

Stonehenge

Religion

Prehistoric Britain:

Believed in many Gods and Druids were religious leaders.

Neothilic and early Bronze Age:

Groups gathered in huge huts for rituals.

Later Bronze Age and Iron Age:

Smaller rituals took place in caves, woods, and near rivers.

Year 3 Unit 1: Stone, Bronze and Iron Ages — Useful vocabulary

History Mastery

Word	Definition
agriculture	Agriculture is farming, or growing food on the land.
archeology	The study of ancient people from the remains of their physical objects.
archaeologist	Someone who studies archaeology.
artefact	An object made by a person in the past.
barrow	A small cart.
BCE	Before the common era.
bronze	A metal used for making tools and weapons, made from copper and tin.
CE	The common era.
communities	Small groups or families or clans.
conflict	Two things conflict when they contradict or disagree with one another.
defend	To defend someone or something is to protect them from an attack.
druid	A priest of an ancient religion in Britain and France.
festival	A time of celebration, especially for religious reasons.
goods	Things that people buy and sell.

Word	Definition
hillfort	A settlement on top of a hill with defences to protect its people.
hunter–gatherers	People who live off food that is caught or found in the wild.
iron	A strong, heavy metal.
Mesolithic	The second period of the Stone Age.
monument	A statue, building, or column put up to remind people of some person or event.
Neolithic	The third period of the Stone Age.
Palaeolithic	The first period of the Stone Age.
prehistory	The period of history before written records.
ritual	A regular ceremony or series of actions.
sacred	To do with God or a god.
settlement	A group of people or houses in a new area.
Stonehenge	A huge monument first built in the Stone Age.
theories	Set of ideas suggested to explain something.
trade	When people buy and sell things.

Light

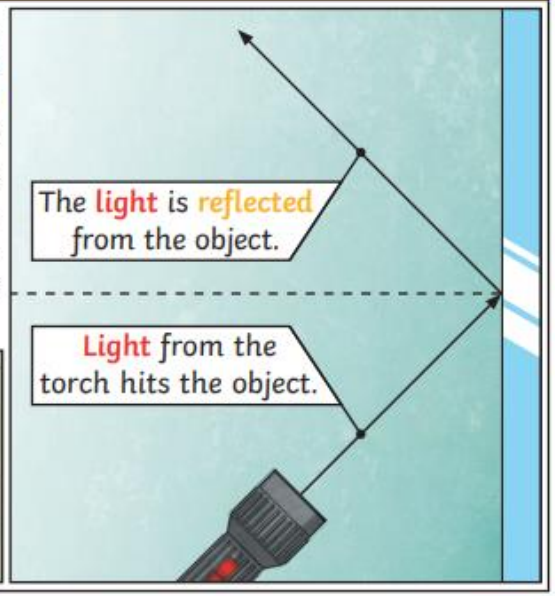
Year 3

Key Vocabulary

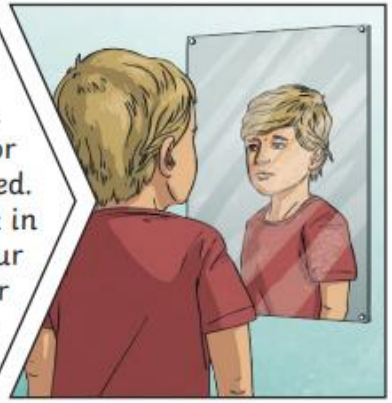
light	A form of energy that travels in a wave from a source.
light source	An object that makes its own **light**.
dark	**Dark** is the absence of **light**.
reflection	The process where **light** hits the surface of an object and bounces back into our eyes.
reflect	To bounce off.
reflective	A word to describe something which **reflects** **light** well.
ray	Waves of **light** are called **light rays**. They can also be called beams.

Key Knowledge

We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected** **light** hits our eyes, we can see the object. Some surfaces and materials **reflect** **light** well. Other materials do not **reflect** **light** well. **Reflective** surfaces and materials can be very useful...

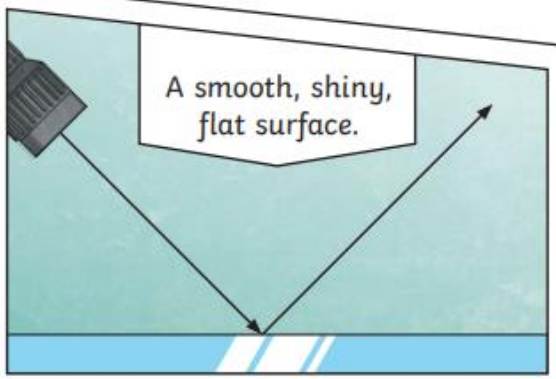


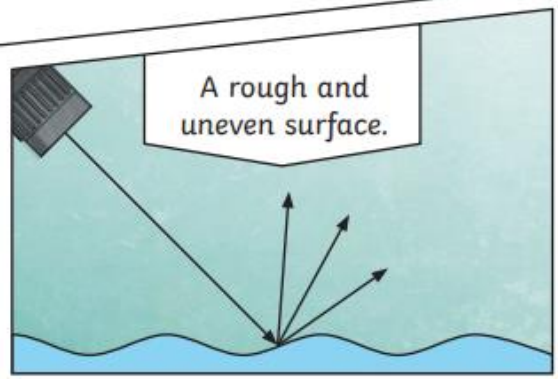
Mirrors **reflect** **light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



To look at all the planning resources linked to the Light unit, click here.

The surfaces that reflect **light** best are smooth, shiny and flat.



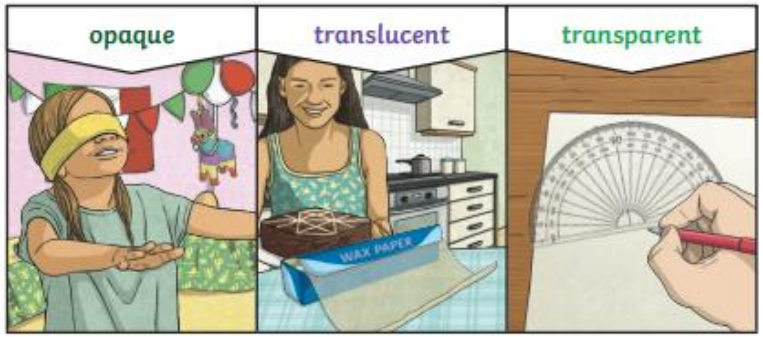


Light

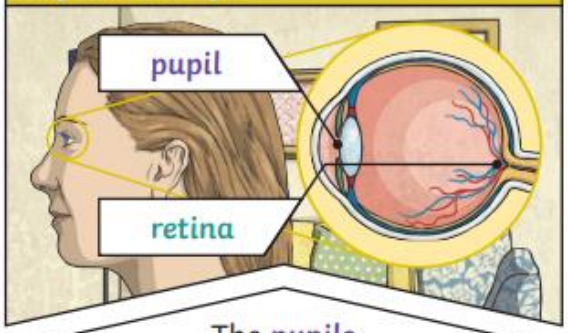
Year 3

Key Vocabulary

pupil	The black part of the eye which lets light in.
retina	A layer at the very back of the eye. The retina takes the light the eye receives. It then changes it into nerve signals to send to the brain.
shadow	An area of darkness where light has been blocked.
opaque	Describes objects that do not let any light pass through them.
translucent	Describes objects that let some light through, but scatter the light so we can't see through them properly.
transparent	Describes objects that let light travel through them easily, meaning that you can see through the object.

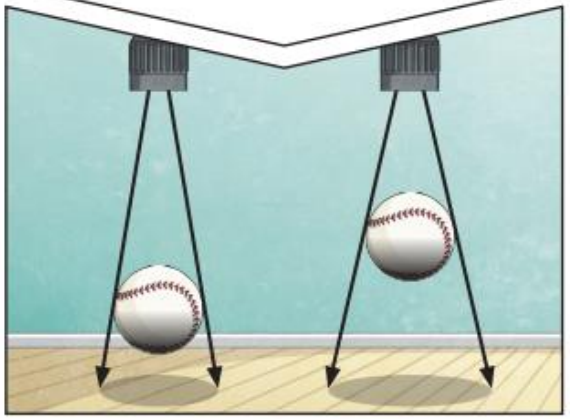


Key Knowledge



The **pupils** control the amount of light entering the eyes. If too much light enters, then it can damage the retina. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A **shadow** is caused when light is blocked by an **opaque** object. A **shadow** is larger when an object is closer to the light source. This is because it blocks more of the light.



When the light source is directly above the object, the **shadow** will be directly underneath.

When a light source is to one side of an object, the **shadow** will appear on the opposite side. The **shadow** will also be longer.

Autumn 2 Homework Mat

Art/DT

- Create your own castle using resources from around your home.
- Sketch a castle using skills learnt in school. e.g. lines and different grades of pencil.
- Create your own Christmas art!

Science

- Create your own shadow puppets/use toys to create shadows in your home.
- Draw around your shadow in the garden using chalk.
- Find objects from around the home that are opaque, translucent and transparent.
- Find reflective objects around the house and in your local area.
- Find objects that emit light (light source)

Maths, Grammar and Reading

A maths and grammar/reading task will be set on Century weekly for you to complete. Please continue to use TTRS regularly.

Please ensure you are reading at home at least 3 times weekly. Each time you read and sign your child's reading diary, they get a raffle ticket and have the chance to win a prize!

Writing

- Write a set of instructions on how to make your own Stone Age tool/hut – or be creative!
- Create your own Stone Age character and write a character description about them.
- Research and create a fact file on a Stone Age animal/item.

History

- Create a timeline of the Stone Age.
- Research a Stone Age monument or artifact.
- Create a poster that shows the day in the life of a Stone Age person.

PE

- Go on a hike and record how many steps you did!

PSHE

- Think about what activities make you happy and show us in a video!
- Discuss wellbeing with your family and complete an activity all together!