



WELCOME TO YEAR 3

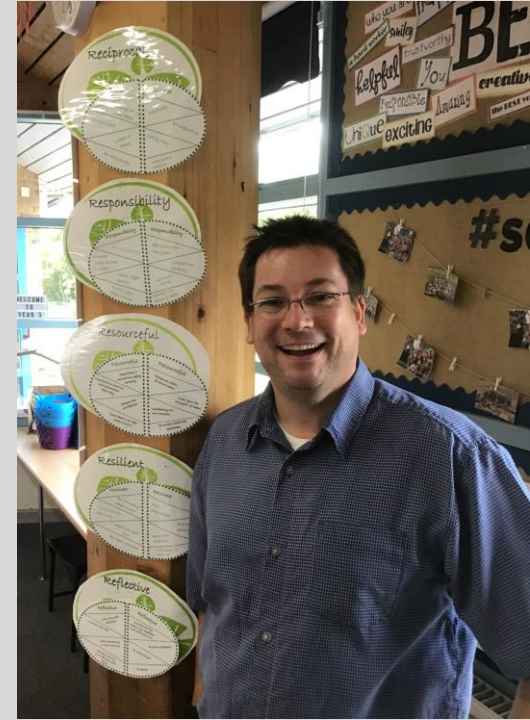
Information PowerPoint
Autumn 2024

Meet the Year 3 Team



Mr Saunders
Class Teacher/
Assistant Head

Miss King
Class Teacher



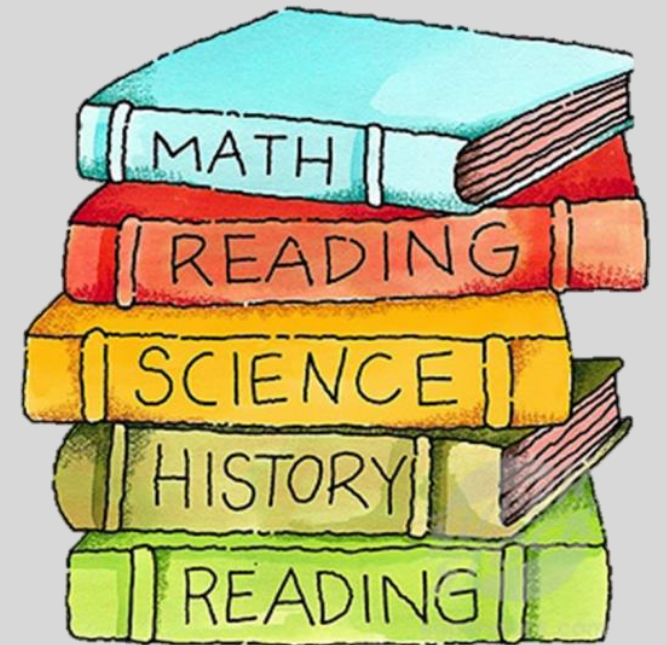
Mr Guppy
HLTA

Our Classroom



Year 3 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50-9am	Registration
9-9:40am	Guided Reading
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-11:45am	Maths
11:45-12noon	Whole Class Read
12-1pm	Lunchtime
1-1:25pm	Spelling
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals, including humans	Forces and magnets	Plants		Light	Rocks
History	Stone Age to Iron Age	Ancient Egypt			Journeys- Shackleton and the Titanic	
Geography			Cities of the UK	Rivers and the Water Cycle		Coastal Areas
Art and Design	Drawing- Cheung			Painting- Seurat and Pollock		Printing- Hokusai
Design and Technology		Mechanisms- levers and linkages	Food		Textiles	
PE	Fundamentals Gymnastics	Dance Tag Rugby	Ball Skills Y3/4 Football	Ball Skills Y3/4 Handball	Athletics Fitness	Tennis Cricket
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safety	Stranger Danger	Fire Safety	Road Safety	Body Safety	Sun Safety	Water and Beach Safety
RE	Hindu Beliefs- Hinduism	Incarnation- Christianity	People of God- Christianity	Salvation- Christianity	Kingdom of God- Christianity	Pilgrimage to the River Ganges- Hinduism
Computing		Computer Systems and Networks	Programming	Data Handling		Creating Media
Music	Developing Notation Skills	Enjoying Improvisation	Composing using your imagination	Sharing Musical Experiences	Learning more about musical styles	Recognising Different Sounds
French (MFL)	Les Salutations	J'Apprends Le Français	Les Animaux	Quel Temps Fait-Il?	Les Fruits	Je Peux...

Homework

Each week, children in KS2 receive homework. This is a bridging step to support the preparation for middle school and the expectations middle schools have.

Initially, this homework will be very short and brief to help get the children into the routine of completing and handing it in.

Homework is given out on a Friday and handed in on Wednesday (or before if you prefer). Homework will reflect many different areas of the curriculum and will often be in response or prepare for learning in school.

Each Week

Piece of English, Maths or topic-based learning (in purple book)

Reading x 3 a week (in homework log)

Spellings (in spelling log)

Times Tables (Maths Rockstars)



Home Learning

You will have received a curriculum leaflet and home learning sheet with ideas of learning the children could do at home. Please only use this as a guide as I know the children will have lots of other imaginative ideas!

This is completely optional but gives you some ideas if your children want to do something at home.

We love seeing all of the home learning the children get up to and the children really enjoy sharing their experiences with their peers. If you would prefer not to send learning into school, please email a picture of the learning or places you have been and we can continue to share what the children have been up to.

Home Learning Ideas Autumn 1: Bonkers About Bones



For our first topic we will be travelling back in time to prehistoric Britain to learn about life during the Stone Age, Bronze Age and Iron Age. Topic Home Learning is encouraged so that your child can share with you some of the skills learnt in school. It can also help your child to become more involved in the topic and become more independent with their thinking. If you would like some ideas please use the list below, but these are merely suggestions and it would be great to see what the children think of themselves. We can't wait to see what the children produce this half term...

Home Learning Ideas

- Ancient people carved the world that they saw around them into the walls of caves. They started with a natural feature in the rock face and carved around it, using the shapes they saw to inspire them. Can you create a piece of art learning that shows the rest of the class what the world is like for you?
- Research Stonehenge and make a model
- Create an information leaflet about the Stone Age (you can present this information in any way you would like- PowerPoint, leaflet, poster, book)
- Write a diary entry as though you were alive in this era- can you describe a scary encounter with a mammoth or a battle with another tribe?
- Make a bow and arrow- think about what materials you might need to use
- Go on a wild food walk- what can you find around you which may have been good if you were a hunter gatherer? (Remember: never eat anything you pick before checking with an adult)
- Make jewellery out of little stones, little branches, pinecones, etc.
- Can you find and make a Stone Age bread recipe?
- Find out what people would have worn in the time period- can you design a similar outfit for your favourite soft toy!

Books Going Home

Children will bring home a **Learn to Read** book that is colour banded.

Colour bands for Years 3 and 4 are now:

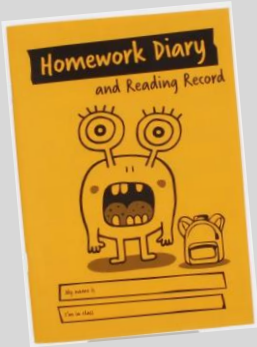
- Brown 8
- Brown 9
- Brown 10
- Brown 11
- Grey 12
- Grey 13
- Grey 14
- Dark Blue 15
- Dark Blue 16
- Dark Red 17



Love to Read Book

A book chosen by your child from the library to share together at home.





Reading Records

Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week.**

You can of course log other reads from perhaps your library book or even your own books but this is the one we really want to see logged.

Reading with and encouraging your child to read is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

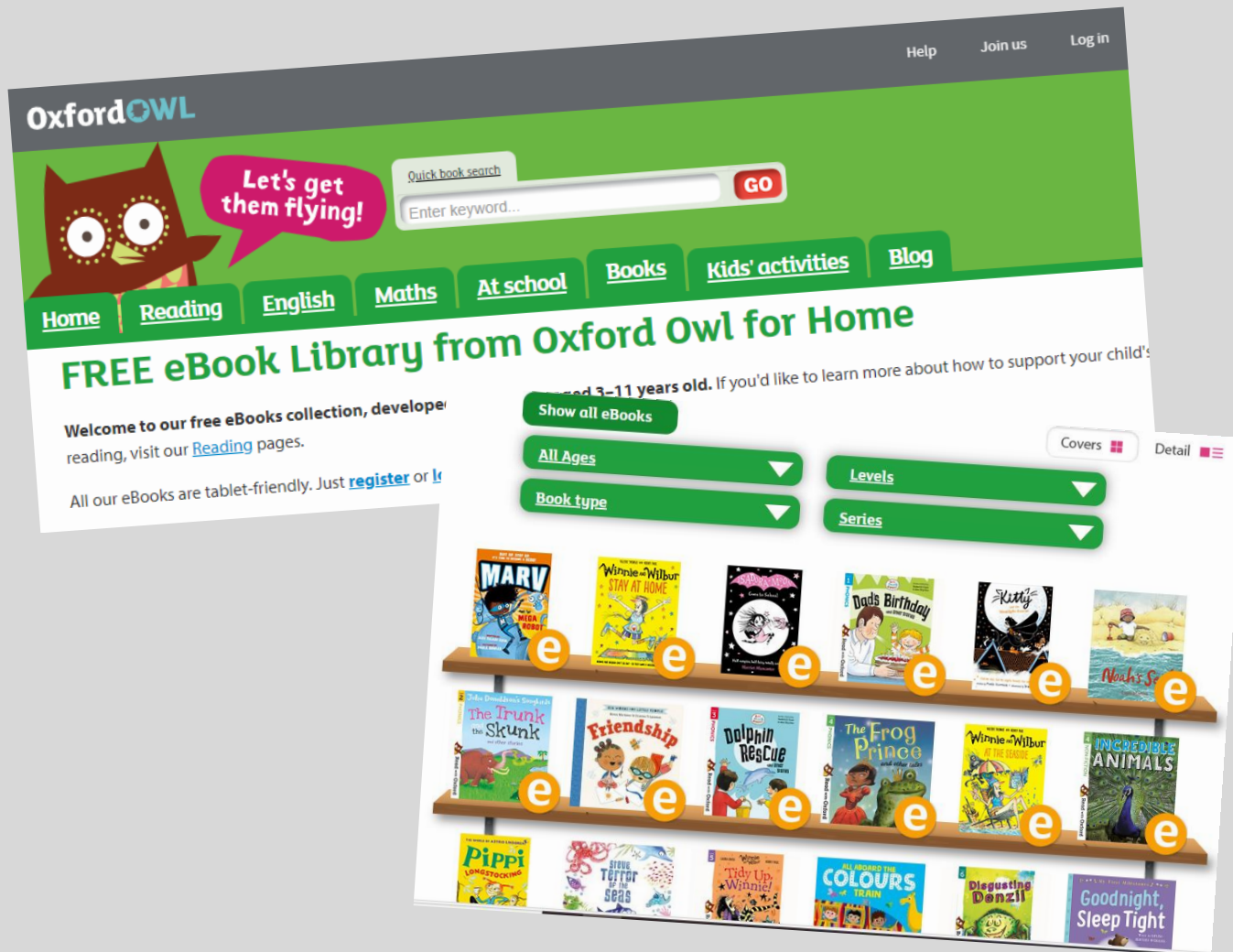
Examples:

*A signature and tick three times stating you have simply read the book is great!

*Children can record the title, date and number of pages they have read at each read and you can just sign.

*We encourage the children to change their books weekly to ensure they read a variety of texts although we understand children reading lengthy titles will need longer to finish a book.

Reading at Home- eBook Library









Access a wide range of ebooks on the Oxford Owl website too!

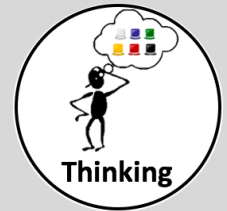
[Login
\(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk)

Username: Yr3Hen
Password: frog

English- Reading

The children will read as a class every day. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<p>Vocabulary Find and explain the meaning of words in context</p> 	<p>Infer Make and justify inferences using evidence from the text</p> 	<p>Predict Predict will happen based on the details given and implied</p> 	<p>Explain Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns</p> 	<p>Retrieve Retrieve and record information and identify key details from fiction and non-fiction</p> 	<p>Summarise Summarise the main ideas from more than one paragraph</p> 
<ul style="list-style-type: none"> • What do the words and suggest about the character, mood and setting? • What word tells you that? • Which key word tells you about the character/setting/mood? • Find one word in the text that means? • Find and highlight the word that is closest in meaning to.....? • Find a word or phrase which shows/suggests that..... 	<ul style="list-style-type: none"> • Find and copy a group of words that show that..... • How do these words make the reader feel? • How does this paragraph suggest this? • How do the descriptions of show that they are? • How can you tell that...? • What impression do you get of from these paragraphs? • What voice might these characters use? • What was 	<ul style="list-style-type: none"> • From the cover what do you think this book is going to be about? • What is happening now? What happened before this? • What do you think is going to happen after? • What does this paragraph suggest will happen next? • What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you thinkwill happen? Yes, no or 	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases that show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the 	<ul style="list-style-type: none"> • How would you describe this story/text? • What genre is it? How do you know? • How did.....? • How often.....? • Who had.....? • Who is...? • Who did...? • What happened to...? • What does do? • How..... is? • What can you learn from in this section? • Give one example of.... • The story is told from whose perspective? 	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened in the story? • What happened after.....? • What was the first thing that happened in the story? • In what order do these chapter headings come in the story? • Can you summarise in a sentence the opening/middle/end of the story?



Log Books

Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	were	wall	there		
Blue Level									
does	other	two	could	ball	v				
over	wasn't	through	once	brother	v				
Grey Level									
should	were	there	call	want	c				
could	are	other	was	two					
what	school	mother	to	they	f				
water	great	brother	above	where					
what	small	any	here	son	v				



Henbury View First School



Spelling Logbook

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

Top tip: Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses



Henbury View First School



Spelling Logbook

Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?


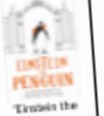



We love to see your work, please use this book to record any spelling home learning.

Please remember to bring book bags into school every day with these key items in

There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week. It is difficult for us to manage this if book bags are not in school every day with all of these items.



Reading Lists and Awards

Book Title	What did you think of the book? Likes? Dislikes? Does it remind you of any other books you've read?	Date and parent signature
 'The Parent Agency' by David Baddiel		
 'Enchin the Penguin' by Izan Sangday		
 'Kid Normal' by Greg James and Chris Smith		
 'Beetle Boy' by M.G. Leonard		
 'The Return of Silber Cat' by Anne Fine		



Please do not feel you need to buy the books on this list, you can borrow many of these from school using our class book swap.

We will check the lists once a term to see who needs to be celebrated with a certificate in assembly. Please bring in your ticked sheets on these dates:

Monday 9th December 2024

Monday 24th March 2025

Monday 14th July 2025
(We will remind you of these!)

English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. letter writing, instructions, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.



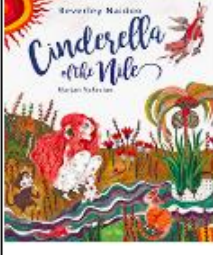


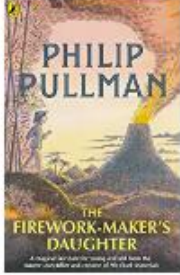

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from Year 2 before moving on to the Year 3 curriculum. Here are the Year 3 punctuation and grammar objectives that we will focus on this year:

Vocabulary, grammar and punctuation

- ***(KPI) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, before, after***
- ***(KPI) Begin to use the present perfect form of verbs in contrast to the past tense***
- ***(KPI) Use conjunctions, adverbs and prepositions to express time and cause (See examples in appendix 1)***
- ***(KPI) Begin to use inverted commas to punctuate direct speech***
- ***Use the full range of Key Stage 1 punctuation mostly accurately (! ? , in a list)***
- ***Use apostrophes for omitted letters and to mark singular possession in nouns, begin to understand the use of a possessive apostrophe with plural nouns***
- ***(KPI) Uses the form 'a' or 'an' according to whether the next word begins with a vowel***

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.

English- Writing LTP

Year 3					
Autumn 1			Autumn 2		
	Non-Fiction: Instructions Linked Texts: Ug The First Drawing Stone Age Boy Concept: Best-selling authors		Fiction Linked Texts: The Magic Faraway Tree The Secret Sky Garden Wild Concepts: Diversity/cultures represented (inc BV), Strong Female Lead , Powerful PB		Fiction Linked texts: The Egyptian Cinderella HH Awful Egyptians The Story of Tutankhamun Concepts: Diversity/cultures represented (inc BV), Strong Female Lead , Traditional Tales
Class novel: The Wild Way Home			Class novel: Penguin and the Tomb of Doom		
Spring 1			Spring 2		
	Fiction Linked Texts: The Wild Robot Runaway Robot The Tin Forest The Robot and the Bluebird Concepts: Literary heritage/classics , Fantasy		Poetry Linked Texts: The Iron Woman Everything Robotics Please Mrs Butler Concepts: Literary heritage/classics , Fantasy		Fiction Linked Texts: Into the Volcano Kidnap in the Caribbean Ratty's Big Adventure Concepts: Diversity/cultures represented (inc BV), Strong Female Lead , Literary heritage/classics
Class novel: The Iron Man			Class novel: The Firework Maker's Daughter		
Summer 1			Summer 2		
	Fiction Linked Texts: The Lost Whale The Rainbow Bear A Dot in the Snow Race to the Frozen North The Arctic Railway Assassin Concepts: Best-selling authors, Strong Female Lead		Non-Fiction Non-Chronological Report Linked Texts: Little People, Big Dreams: Shackleton Ice Trap Tragedy at Sea Concepts: Historical , Diversity/cultures represented (inc BV)		Fiction Linked Texts: The Outlaw Varjak Paw Tyger Fantastic Mr Fox Concept: Literary heritage/classics
Class novel: The Last Bear			Class novel: Varjak Paw		

Handwriting

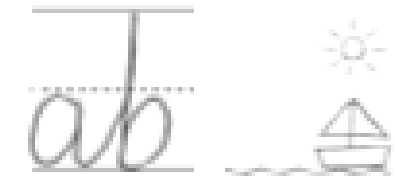
We are continuing the same handwriting programme this year; RWI Handwriting. The children will learn 2 basic joins in Year 3; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

arm to boat



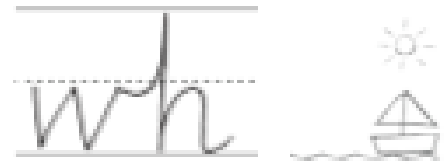
arm to sun



washing line to boat

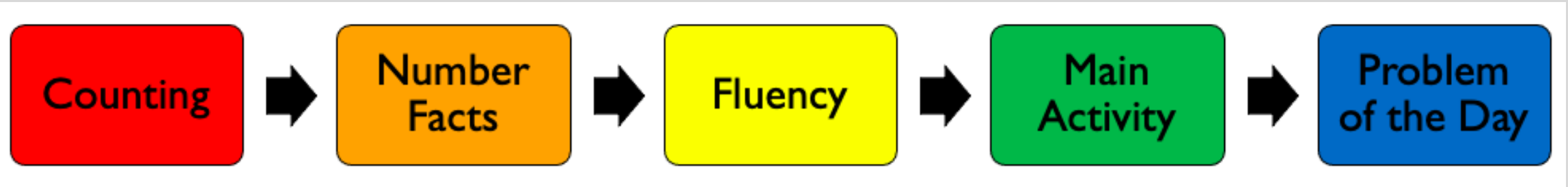


washing line to sun



Maths

In Maths, we follow this daily lesson structure:



This allows children to constantly consolidate their number facts, which supports them when approaching new concepts and more complex problems.

We will primarily use NCETM as our guide for teaching the main activities. This also provides us with high-quality pictorial representations of the mathematical concepts we are teaching (for Place Value, Addition and Subtraction, Multiplication and Division and Fractions). For other areas of the curriculum and to supplement our learning, we will use White Rose resources (for measures, statistics, geometry).



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

White Rose
EDUCATION

Maths

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to ‘experience’ the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



Maths- Problem Solving

A new addition to our maths curriculum this year will be dedicated time to teaching problem solving skills and strategies.

Problem solving and reasoning are not just tasks to complete, it's a way of working and thinking mathematically:

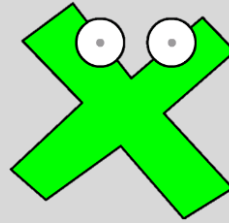
- Being able to draw on a range of strategies
- Being systematic and methodical
- Knowing how to approach a problem and having the confidence to try
- Perseverance and patience
- Grappling – being flexible with their approach
- Applying a range of knowledge and knowing what knowledge could apply
- Justifying and discussing their ideas



Maths - LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Number, Addition and Subtraction</u></p> <ul style="list-style-type: none"> Composition of numbers 100 and bridging 100 (1.17) Composition and calculation of 3-digit numbers (1.18) Securing mental strategies calculation up to 999 including 3-digit and 1-digit, 3-digit and 2-digit and 3-digit and 3-digit (1.19) <p><u>Geometry</u> Draw 2D shapes and make 3D shapes using modelling materials, recognise 3D shapes in different orientations and describe their properties</p>	<p><u>Multiplication and Division</u> 2, 4 and 8x tables and the relationship between them (2.7)</p> <p><u>Number, Addition and Subtraction</u></p> <ul style="list-style-type: none"> Formal addition (1.20) Estimating to check answers <p><u>Geometry</u></p> <ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn Identify right angles, recognising that 2 right angles make a half turn, and 4 right angles make a full turn, identify whether angles are greater or smaller than a right angle <p><u>Fractions</u> Revise fractions by understanding the part-whole relationship (3.1)</p>	<p><u>Multiplication and Division</u> 3, 6 and 9 times tables and the relationship between them (2.8)</p> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Formal subtraction (1.21) Estimating to check answers Use of inverse operations to check <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Connecting multiplication and division, and the distributive law multiplication of 2d x 1d (2.10) Integer scaling and correspondence problems 	<p><u>Multiplication and Division</u> Division with remainders (2.12)</p> <p><u>Fractions</u> Identify unit fractions, including representing and comparing them (3.2)</p> <p><u>Geometry</u> Identify sets of lines including parallel and perpendicular, horizontal and vertical</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> Identify non-unit fractions, including representing and comparing them (3.3) Adding and subtracting fractions within a whole (3.4) 	<p><u>Fractions</u> Count up and down in tenths, understanding that tenths arise from dividing something by 10, including dividing 1 digit numbers by 10 (1.23)</p> <p><u>Measurement</u></p> <ul style="list-style-type: none"> Measure, compare, add and subtract money, including giving change in practical contexts (£ and p) (1.25) Measure, compare, add and subtract different units of measurement (length, mass, volume/ capacity) including perimeter of 2D shapes 	<p><u>Addition and Subtraction</u> Adding and subtracting tenths (1.23)</p> <p><u>Measures</u> Time:</p> <ul style="list-style-type: none"> Tell the time from an analogue clock, including those with Roman numerals from I to XII and 12 and 24hour time Estimate and read time with increasing accuracy in terms of seconds, minutes, hours and use vocabulary such as am, pm, etc. Know different durations of time and compare these <p><u>Statistics</u></p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions relating to the above

Maths- Times Tables



We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

Maths Rockstars

- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to recall previous 2 steps and complete new step within 3 minutes
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a Friday

Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.

★ **MATHS ROCKSTARS** ★

Name: _____
Date: _____

Step 12		Step 13		Step 14	
$18 \div 2 =$	$16 \div 2 =$	$12 \times 3 =$	$6 \times 3 =$	$3 \div 3 =$	$33 \div 3 =$
$= 10 \div$					
2	$4 \div 2 =$	$= 3 \times 4$	$9 \times 3 =$	$= 24 \div 3$	$18 \div 3 =$
	$= 2 \div$	$2 \times 3 =$	$8 \times 3 =$	$12 \div 3 =$	$27 \div 3 =$
$14 \div 2 =$	2			$6 \div 3 =$	$15 \div 3 =$
	$= 8 \div$	$= 3 \times 1$	$5 \times 3 =$		
$6 \div 2 =$	2			$21 \div 3 =$	$= 9 \div 3$
$= 22 \div$		$3 \times 7 =$	$3 \times 3 =$		
2	$24 \div 2 =$			$30 \div 3 =$	$= 36 \div 3$
		$10 \times 3 =$	$= 11 \times 3$		
$12 \div 2 =$	$20 \div 2 =$				

SCORE: _____

Challenge 14

PE

- Our PE sessions are scheduled for **Wednesday** and **Thursday**. Wednesday's session will be an indoor lesson and on Thursday we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



Things to Remember

Bookbags and Homework Logs

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

In KS2, the children can **change their choice book whenever they wish**. We will endeavor to remind the children daily to change their books if they need to.

We will be checking reading every **Friday** to acknowledge any comments you have made



Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in



Home Learning

We love sharing home learning at school so please bring this in whenever you wish



PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**

Homework

Books in on a **Wednesday**, returned on Friday

Snack

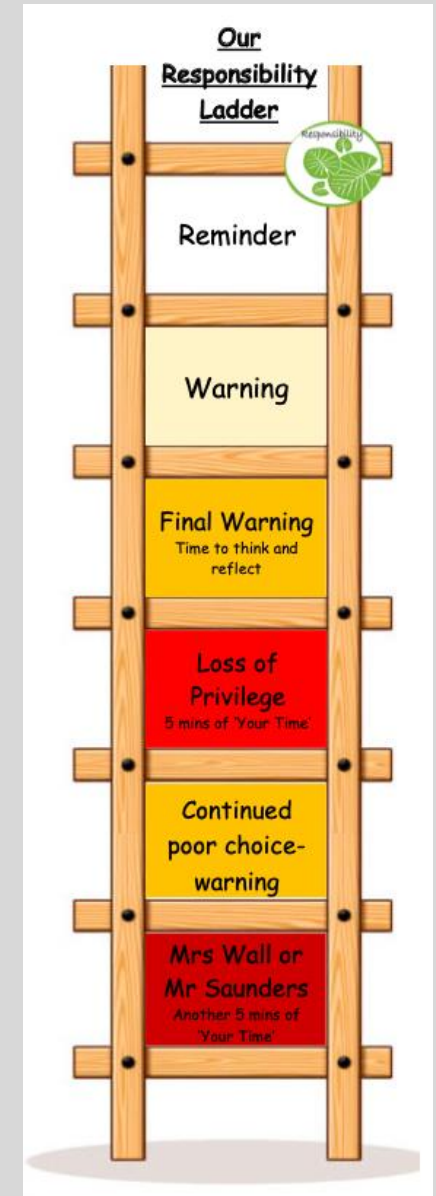
In KS2, the children are no longer provided fruit at breaktime. Please send your child to school with a snack if you wish to, and we ask if this could still be a healthy choice



Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



Self-Regulation


5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE






GROWTH MINDSET

M I'm motivated to learn
I I can achieve anything
N I notice and celebrate small wins
D I discover how I can do better
S I'll practice self-reflection
E I'll put in my best effort
T I trust my abilities

STAR BREATHING



SIZE OF THE PROBLEM

-  **Emergency**
I AM IN DANGER OR HURT.
I NEED IMMEDIATE HELP.
-  **Huge Problem**
I AM ANGRY.
I FEEL OVERWHELMED.
-  **Medium Problem**
SOMETHING IS BOTHERING ME.
I FEEL ANXIOUS.
-  **Small Problem**
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**
I CAN SOLVE THE PROBLEM QUICKLY.

BREATHING EXERCISES



BEE BREATHING
Take a deep breath and exhale through your nose while humming like a bee.



CANDLE BREATHING
Take a deep breath and blow out the candle on the cupcake.



DRAGON BREATHING
Take a deep breath and roar like a dragon to breathe out fire.



BUBBLE BREATHING
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

<https://www.henburyview.dorset.sch.uk/page/?title=Year+3&pid=32>

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

office@henburyview.dorset.sch.uk

year3@henburyview.dorset.sch.uk