

## **Welcome Terrific Tawny Owls!**



### **Autumn 1 2025 Newsletter**

**I hope that you have enjoyed the summer holiday and are ready to start Year Three in Tawny Owls!**

**We have had a fantastic first week, getting to know our new routines in Key Stage 2!**

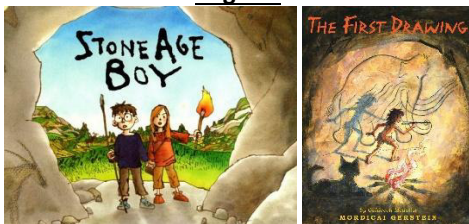
**This half term's Christian Value:** Generosity  
*"God loves a cheerful giver" 2 Corinthians 9.7*

*Proverbs 19:17 "Whoever is generous to the poor lends to the Lord, and he will repay him for his deed".*

#### **Topic:**

This term we will be going back in time to the Stone Age. We will be finding out how Britain changed over time: from the Stone Age, through the Bronze Age and on to the Iron Age. Our topic will involve looking at the ways of life (including housing, hunter gatherers, farming and technology) as well as the art and culture. Wherever possible other curriculum areas will be linked to our history topic, which means that there will be plenty of hands-on learning.

#### **English:**



In our writing, we will be learning the key features of a historical narrative, inspired by Stone Age Boy and The First Drawing. We will be using our knowledge in topic to inspire us to write stories about the Stone Age, whilst learning the grammar that accompanies it. We will be learning new Year Three grammar such as using coordinating conjunctions to extend our sentences and punctuating direct speech.

#### **Spelling:**

For spellings we will be following our Key Stage 2 spelling scheme looking at a different rule/sound

each week. We will also of course be revisiting common exceptions words.

#### **Reading:**

In Year Three we start whole class Guided Reading sessions, for this we will be reading The Bolds by Julian Clary. We will also continue to have reading groups for some children in Tawny Owls, using books from both the Little Wandle scheme and the Big Cat Collins collection. When it is deemed appropriate, children will move onto the AR system.

For families who are new to the Accelerated Reader system (AR), an informative letter will be sent out to you when your child joins the scheme. In Tawny Owls, we encourage children to be more independent and be responsible for changing their own books when finished. This will not be on a set day or restrictive.

Reading really is the key to accessing learning across the curriculum and reading daily with an adult at home is greatly encouraged.

Many thanks in advance for your time spent reading with your child, it makes a huge difference on their progress.

**AR books, reading group books and library books will be handed out later this week.**

#### **Maths:**

We begin the term with Place Value. During the Place Value unit your child will experiment with creating numbers up to 100 and 1000, developing their understanding in how larger numbers are formed. We will then move onto addition and subtraction.

#### **Science:**

This half term we will be fossil fanatics, soil scientists and rock experts! We are going to be grouping rocks according to their properties by experimenting on different types of rock, finding out how fossils are formed and why this happens, and analysing soil samples.

#### **PE:**

**Please can Tawny Owls come to school on Thursdays in their PE kits and trainers on Tuesdays.** On Thursdays we will begin building skills in gymnastics. On Tuesdays we will have our shorter active session with Miss Appleton.

#### **Independence**

In Key Stage Two, children are encouraged to become more independent with taking responsibility for their belongings (jumpers, water bottles, pumps), and take an organised approach to their learning.

Please ensure that your child remembers to:

- ✓ Bring water bottles with water in only every day.
- ✓ Bring in a healthy snack for break time.
- ✓ Come in their PE kit on a Thursday and come in trainers on a Tuesday.
- ✓ Read regularly at home and bring in their reading group books to be changed on a Friday.
- ✓ When accessing the AR scheme, after completing a quiz, remember to return AR books in the grey box in class before choosing their next book. AR books need to be read thoroughly to gain the all-important points leading to exciting AR certificates which are very much celebrated at Hambleton.

I am thrilled to be working with you and your child in Tawny Owls.

Please feel free to contact the school office with any questions and I will get back to you as quickly as possible.

Mrs Milton



Writing	Maths
<p>Text type: <b>Historical Narrative</b> (fiction)</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Coordinating and subordinating conjunctions</li> <li>○ Direct speech</li> <li>○ Prepositions</li> <li>○ Possessive apostrophes</li> </ul>	<p><b>Place Value Unit</b></p> <ul style="list-style-type: none"> <li>○ Represent numbers to 100</li> <li>○ Partition numbers to 100</li> <li>○ Tens and ones</li> <li>○ Hundreds</li> <li>○ Thousands</li> <li>○ 100s 10s and 1s</li> <li>○ Finding 100, 10 and 1 more or less</li> </ul>
<p><b>Spellings</b></p>	

<div>Week 1</div> <div>Words with the long /ai/ sound spelt with ei</div>	<div>Week 2</div> <div>Words with the long /ai/ sound spelt with ey</div>	<div>Week 3</div> <div>Words with the long /ai/ sound spelt with ai</div>	<div>Week 4</div> <div>Words with /ur/ sound spelt with ear</div>	<div>Week 5</div> <div>Homophones &amp; near homophones</div>	<div>Week 6</div> <div>Homophones &amp; near homophones</div>	<div><div><div></div><div>Comparing objects to 1000</div></div><div><div></div><div>Comparing numbers to 1000</div></div><div><div></div><div>Counting in 50s</div></div></div>
eight	hey	straight	earth	here	berry	
eighth	they	campaign	early	hear	bury	
eighty	obey	contain	learn	heel	brake	
weight	grey	brain	heard	heal	break	
neighbour	prey	faint	earn	main	meet	
vein	whey	waist	pearl	mane	meat	
veil	survey	claim	search	mail	ball	
beige	convey	praise	unearth	male	bawl	
sleigh	disobey	complaint	earl	knot	fair	
freight	purvey	afraid	rehearse	not	fare	

Guided Reading		Arithmetic / Maths Passport	
The Bolds by Julian Clary		<div>Count</div> <div>— count from 0 in multiples of 50 and 100</div> <div>- find 10 or 100 more or less than a given number</div> <div>-Reorder numbers in a calculation</div> <div>Partition and place value</div> <div>— partition into tens and ones and recombine</div> <div>— bridge through 100</div> <div>Addition and subtraction</div> <div>-Find what must be added to any two-digit number to make 100, e.g. 37 + ? = 100</div> <div>-Find what must be added to any multiple of 100 to make 1000, e.g. 300 + ? = 1000</div>	<div>-Addition and subtraction facts for each number to 20, e.g. 13 + 4</div> <div>-Sums and differences of multiples of 10, e.g. 70 + 20 or 80 - 30</div> <div>-Number pairs that total 100, e.g. 46 + 54</div> <div>-Count on or back in tens or ones</div> <div>-Reorder numbers in a calculation</div> <div>-Partition into tens and units then recombine</div> <div>-Use knowledge of number facts and place value to add or subtract pairs of numbers</div> <div>-Partition into '5 and a bit' when adding 6, 7, 8 or 9</div>
RE	Science		
<div>What does it mean to be a Christian in Britain today?</div> <div>-How do Christians show their beliefs in the home?</div> <div>-What do Christians do to show their beliefs at Church?</div> <div>-How and why do different Christians use music in worship?</div> <div>-How and why do different Christians celebrate holy communion?</div> <div>-How do Christians make a difference in their local community?</div>	<div>-How are fossils formed?</div> <div>-What can fossils tell us about the Stone Age?</div> <div>-Can you use the identification key to find out the name of each of the rocks in your collection?</div> <div>-What are the properties of different kinds of rocks?</div> <div>-What is organic matter?</div>		
Topic			PE
<div>History:</div> <div><div><div></div><div>When did the Stone Age, Bronze Age and Iron Age begin and end?</div></div><div><div></div><div>What did people live in? Why and how did housing change?</div></div><div><div></div><div>Where, what and how old is Skara Brae?</div></div><div><div></div><div>What did they eat and how did they find it? How did this change over time?</div></div><div><div></div><div>What tools and weapons were used in the Stone Age-Iron Age? How did technology change?</div></div></div>			<div>Gymnastics</div> <div>Come in your kit on a Thursday</div>
			<div>Art:</div> <div>-Stone Age cave paintings</div>