



**Khalsa Primary School**

# **Supporting your child at home**

## **Parents' Meetings Year 3**

**Teacher: Mrs Kaur  
Teaching Assistant: Mrs Shetty**

**Teacher: Miss Kerr  
Teaching Assistant: Mrs Dhatt**

**Khalsa Primary School**  
**Excellence through integrity**  
**Year 3 Timetable**

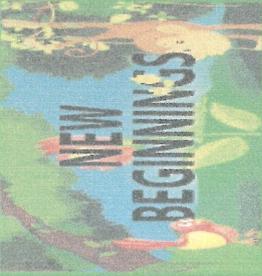
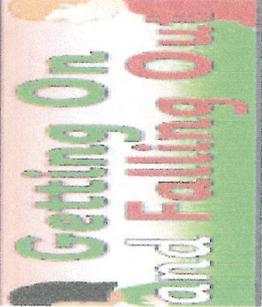
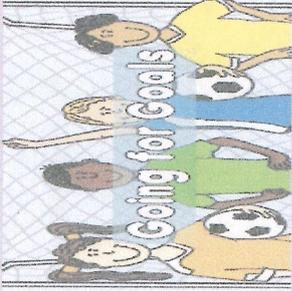
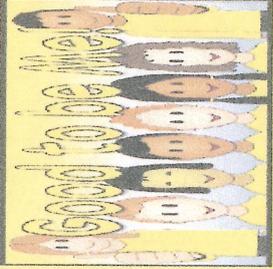
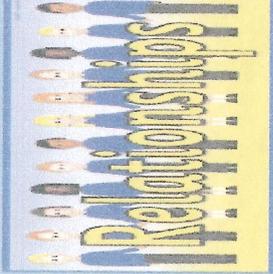
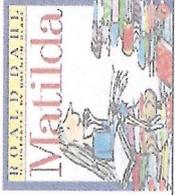
**Miss Kerr – Guru Amar Das Ji Class**

	8:50 – 9:10	9:15 – 10:10 Guided Reading 	10:10-11:10	11:10-11:25	11:25-12:25	12:25-1:15 	1:15-2:15	2:15-3:20pm	
<b>Monday</b>	<b>A S S E M B L Y</b>				Numeracy		History/ Geography	Music	
<b>Tuesday</b>	<b>B R E A K</b>				Numeracy		Sikh Studies/ Punjabi 1.30 -3:00	Story time 3:00-3:20	
<b>Wednesday</b>	Literacy		Literacy	<b>B R E A K</b>				ICT	Science
<b>Thursday</b>	Literacy		Literacy	<b>B R E A K</b>				Spelling test	P.E. ART/ DT
<b>Friday</b>	Literacy	P.E.	Literacy	<b>B R E A K</b>					R.E. Science

**Khalsa Primary School**  
**Excellence through integrity**  
**Year 3 Timetable**  
**Mrs Kaur – Guru Ram Das Ji Class**

	8:50 – 9:10	<b>A S S E M B L Y</b>											
	9:15 – 10:10	Guided Reading 	10:10-11:10	11:10-11:25	<b>B R E A K</b>								
<b>Monday</b>			Music			11.25-12.25	Literacy	12.25-1.15		1.15-2.15	Numeracy	2.15-3.20pm	History/ Geography
<b>Tuesday</b>			Numeracy			Literacy	Literacy			Sikh Studies/ Punjabi 1.30 -3:00		Story time 3:00-3:20	
<b>Wednesday</b>			Numeracy			Literacy	Literacy			Science		ICT	
<b>Thursday</b>			Numeracy			Literacy	Literacy			Spelling test	ART/ DT	P.E.	
<b>Friday</b>		Numeracy	P.E.			Literacy	Literacy				R.E.	Science	

*Khalsa Primary School*  
*Excellence through Integrity*  
*Year 3 Curriculum Map*

	<p><b>New Beginnings</b></p>  <p>We are high standard learners!</p>	<p><b>Getting on and falling out &amp; Say no to bullying</b></p>  <p>We are optimistic about life!</p>	<p><b>Going for Goals</b></p>  <p>We are Risk-takers!</p>	<p><b>Good to be me</b></p>  <p>We have Self-respect and Self-discipline!</p>	<p><b>Relationships</b></p>  <p>We have Social skills and are Socially aware!</p>	<p><b>Changes</b></p>  <p>We are Spiritually aware!</p>
	<p><b>Autumn 1</b></p> <p>Georges Marvellous Medicine class novel</p> 	<p><b>Autumn 2</b></p> <p>The Twits class novel</p> 	<p><b>Spring 1</b></p> <p>Charlie and the chocolate factory class novel.</p> 	<p><b>Spring 2</b></p> <p>James and the Giant Peach class novel</p> 	<p><b>Summer 1</b></p> <p>Matilda</p> 	<p><b>Summer 2</b></p> <p>Children's novel of choice.</p> <p>?</p>
<p><b>Literacy</b></p>	<p><b>Instructions</b></p> <p>'Beware of Boys' by Tony Bunde!! (2 weeks)</p> <p>O: Be able to write fictional instructions for boy recipes.</p>	<p><b>Stories with familiar settings</b></p> <p>'The Minpins' by Roald Dahl</p> <p>O: Be able to write an adventure based on a forest setting. (3 weeks)</p>	<p><b>Adventure and mystery</b></p> <p>The Diary of a Killer Cat by Anne Fine</p> <p>O: Be able to write a diary entry on the adventures of the cat. (4 weeks)</p>	<p><b>Non Chronological Report</b></p> <p>Wallace and Gromit</p> <p>O: Write a report on a useful invention. (4weeks)</p>	<p><b>Dialogue and plays</b></p> <p>Roald Dahl plays</p> <p>O: Be able to write and retell a short play based on favourite Roald Dahl story. (4 weeks)</p>	<p><b>Authors and letters</b></p> <p>Authors Michael Rosen and Roald Dahl</p>

<p><b>Extended Writing Opportunity</b></p>	<p><u>Poems to perform</u> O: Be able to write and perform a recipe style poem. (1 week) (Cooking)</p> <p><u>Myths and Legends</u> 'Roman Myths' by Geraldine McCaughrean O: Be able to create a cartoon strip using the key events of a short Roman myth/legend. (ICT) (2 weeks)</p> <p><u>Myths and Legends</u> 'Roman Myths' by Geraldine McCaughrean O: Be able to change the ending of a Roman myth/legend. (2 weeks)</p>	<p><u>Information texts</u> 'Roman Myths' by Geraldine McCaughrean O: Produce a leaflet on the food and etiquette of Roman banquets. (2 weeks)</p> <p><u>Myths and Legends</u> 'Roman Myths' by Geraldine McCaughrean O: Be able to change the ending of a Roman myth/legend. (2 weeks)</p> <p><b>Assessment</b></p>	<p><u>Instructions</u> 'How to load a dishwasher' By anonymous O: Be able to convert explanation texts into instruction texts. (1 week)</p> <p><u>Shape poetry / calligrams</u> Michael Rosen poems (2 weeks)</p>	<p><u>Language Play</u> The Shirt machine film. By Jon Davis O: Be able to rewrite the script of a Shirt makers film using Language play. (2 weeks)</p> <p>O: Be able to use Onomatopoeia to describe the sounds of an invention machine. (Write a poem)</p> <p><b>Assessment</b></p>	<p><u>Report</u> O: Write and act a news report on the key events of any given Roald Dahl story. (2 weeks)</p>	<p>O: Produce a class book on the life and times of Michael Rosen and Roald Dahl. (3 weeks)</p> <p><u>Persuasive Letters</u> O: Be able to write a persuasive letter to invite an author to school. (2 weeks)</p> <p><b>Assessment</b></p>
<p><u>Extended Writing Opportunity</u></p>	<p>Recount of holidays. Change the ending of a cartoon. Write about a day in school. Write a report about a famous Black person (Black History Month)</p>	<p>Diary entry as a Roman character setting up the feast. Recipe for fireworks linked to The Firework-Makers daughter. (November 5<sup>th</sup> Bonfire night) Write a simple explanation on why they celebrate Diwali.</p>	<p>Watch a series of Tom and Jerry cartoons and write a character profile on the cat Tom. Write a short extract of the cartoon. Write shape poems.</p>	<p>Write a film review on the movie of Charlie and the Chocolate factory. List and describe your own shirt. Create and describe your own invention machine.</p>	<p>Write a report on an author study. Book review on your favourite authors. Compare and contrast different authors writing styles.</p>	<p>Write instruction on how to make paper. Write a letter to parents persuading them to take you somewhere during the summer holidays.</p>

<b>Assemblies /Important dates</b>	<ul style="list-style-type: none"> <li>Rewards and consequences, school rules</li> <li>Setting up a School Council</li> <li>Black History Month</li> <li>One World Week</li> </ul>	<ul style="list-style-type: none"> <li>National Anti-Bullying Week <ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Road Safety Wk</li> </ul> </li> <li>Sustainable Development Day</li> <li>International Children's Day</li> <li>Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>Unicef Day of Change</li> <li>Walk to School Week</li> <li>Recycling Week</li> <li>Holocaust Memorial Day</li> <li>Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>International Women's Day</li> <li>Mother's Day</li> <li>Red Nose Day</li> <li>Fairtrade Fortnight</li> <li>International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day</li> <li>Family Week</li> <li>National Children's Day</li> <li>Disability Awareness Day</li> <li>Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>Refugee Week</li> <li>World Environment Day</li> <li>Summer Fayre</li> <li>International Week</li> <li>My Money Week</li> </ul>
<b>Numeracy</b>	Place Value Addition and subtraction Multiplication Division Geometry Measurement	Place value Addition and subtraction Multiplication Fractions Geometry Statistics/ length and capacity	Place value Roman numerals counting incl. negative numbers Addition and subtraction including problems Mental and written multiplication Measures (length, mass and capacity) Geometry (reflection and translation) Geometry (angles)	Mental and written division 2D and 3D shape incl. sorting Calculating with fractions Measures (area and volume) Statistics and measures Assess and review	Place value Fractions Measures (time) and statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures (mass, volume and capacity) Area and volume of shapes Assess and review
<b>SCIENCE</b> <b>KS2</b>	Rocks Y3 ( Linking to Romans)		<b>Forces and Magnets Y3</b>	<b>Animals including Humans Y3</b>	<b>Light Y3</b>	<b>Plants Y3</b>
<b>ICT</b>	<b>Programming</b>	<b>Computational thinking</b>	<b>Creativity</b>	<b>Computer Networks</b>	<b>Communication/ Collaboration</b>	<b>Productivity</b>
<b>Art</b>	Sculpture 1 – observations, technique and control Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must	Sculpture 2 – experimenting, form Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered.		Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or	Painting: acrylic - Review and revisit ideas Use acrylic paints to recap on the techniques previously learned.	Drawing – pencil, charcoal Children are to develop their drawing skills charcoal, pencils and sketching.

	evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.			comparison. (link to sculpture 1)	Review and evaluate work. Make changes by painting over with the acrylic.	They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.
<u>DI</u>	Evaluate for function and purpose Research and evaluate a known existing product. Use data handling to get public opinion. Use computing where possible. Create a design criterion for a product using your evaluation.	Design for purpose Use the design criteria to create a new and improved version of the product or a product of their own. Communicate ideas using annotated sketches. Incorporate the data collected. Communicate and explain their idea. Evaluate their ideas.	Health and nutrition: cooking Understand seasonality. Prepare and cook mainly savoury dishes. Understand and apply the principles of a healthy and varied diet. Know if foods are grown, reared, caught or processed.	Build for function and purpose Create a prototype using the plan. Use practical skills i.e. cutting, shaping, joining and finishing. Choose an appropriate material from a wide range of materials. Try to explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Make it appealing.	Test for purpose Test your product and see if it works. Hold an exhibit of your work and ask for feedback based on the "steps to success".	
<u>RE</u>	What do signs and symbols mean in religion? How and why do Hindus celebrate Diwali?	What is faith and what difference does it make? How and why do Hindus celebrate Diwali?	What is the Bible and why is it important for Christians? Easter celebration	What do we know about Jesus?		
<u>Sikh Studies</u>	Importance of Sikh women. Mai Bhago, Mata	Famous Sikh Figures. Baba Buddha Ji, Bhai Gurdas Ji,	What did Guru Gobind Singh Ji give to the	Importance of the five K's.	Khalsa Aid and role of other International	Importance of Seva both

<p><u>Geography</u></p> <p><u>KS2</u></p>	<p>Sahib Kaur, Mata Gujri, Bebe Nanaki etc and their role in society.</p>	<p>Bhai Mani Singh Ji, Baba Deep Singh Ji.</p>	<p>world? Include shaheedi of 4 sahibzadhas.</p>	<p>Kirpa (Compassion) + Aann (dignity) Issues in modern day society and how others view the Kirpan.</p>	<p>human rights and aid agencies. Our role in caring for human rights abuses.</p>	<p>originally and in the current day.</p>
	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Y3</li> </ul>				<p><b>Geographical skills and fieldwork</b> use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Y3</p>	<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Y3</p>
<p><u>History</u></p>	<p>Roman Empire and its impact on Britain Y3</p>	<p>Achievements of the earliest civilization- Y3</p>				

<p><u>PE</u> <u>KS2</u></p>	<p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>perform dances using a range of movement patterns</p>	<p>develop flexibility, strength, technique, control and balance</p>
<p><u>Music</u> <u>KS2</u></p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>use and understand staff and other musical notations</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</p>	<p>develop an understanding of the history of music</p>
<p><u>Languages</u> <u>punjabi</u></p>	<p>Recap on previous learning. Re-assess SEN (Punjabi). Emphasise HFW's importance and application.  Introduce 1-25 HFW from Gurbani Regular spelling tests. Encourage children to read HFW from books and newspapers.</p>	<p>Quick recap of all sounds and HFW. Develop listening by regular comprehension exercises. Children talk about themselves and their families in Punjabi including</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Family</li> <li>• Friends</li> <li>• Area</li> <li>• Interests</li> <li>• Hobbies</li> <li>• Ambitions</li> <li>• Views/suggestions about SIP</li> </ul>	<p>Recap on sounds, ditties and HFW. Introduce rhyming. Explain its importance in Bani/poetry. Children read couplets and Sabads. Distinguish difference between normal HFW and HFW from Gurbani. Compare contrast and use them in variety of speaking and listening exercises.</p>	<p>Prepare children for listening test. Use variety of materials appropriately matching with the areas covered in Autumn term in their classes Use stories from Sikh History and Punjabi folklore.</p>	<p>Carry on with listening and include reading stories with relevant and meaningful teachings. Reading goes with speaking based on understanding.  Encourage children to write their understanding of the read text in Punjabi.</p>	<p>Children learn the basic rules of sentence structure in Punjabi. Exercise writing in their own words. Teacher reminds children and emphasise on the HFW used in reading and writing.</p>



## Khalsa Primary School Key Stage Two



### **Behaviour philosophy:**

- We believe that Khalsa Primary school should be a place where everybody's behaviour is kind, considerate and respectful.
- We believe that good behaviour shows that we care about ourselves, each other and the environment.
- We encourage children to think about their behaviour so that everyone can work well in a comfortable and happy atmosphere.
- Our overall aim is that our pupils develop a good understanding of positive behaviour and recognising that our behaviour has a consequence and ultimately move towards self-discipline as promoted by the Sikh faith.

### **Please take a look at how we categorise negative behaviour in Key Stage Two:**

<b>1 Not serious</b>	<b>2 Moderately serious</b>	<b>3 Serious</b>
Talking during register Changing places in line Daydreaming Swinging on chairs Bringing sweets to school Walking around classroom Not staying on task Shouting out Not listening to peers	Distracting on carpet Talking in assembly Not sitting properly in assembly Disturbing others Laughing at people's work Not listening to instructions Disrespectful attitude Being racist – unintentional Not working Running in class Taking school equipment home Pushing in line Chewing Not sharing / cooperating Misuse of resources Talking when others are talking Scribbling on own work Irresponsible behaviour	Encouraging fights Defiance Verbal abuse Bullying Being sexist Throwing things at people Racial abuse Spitting, answering Mild swearing Lying Running in class after being told Repeated nudging, slapping, Intentionally damaging property Malicious lying Repeated serious swearing Assaulting an adult Persistent negative behaviour Physical violence (including scratching, slapping, punching, kicking) Intimidation Destroying others' work Answering back Threatening each other Throwing things – rubbers, pencils Repeated chewing Repeatedly bringing sweets

**Please take a look at how we sanction negative behaviour in Key Stage Two:**

**1  
Not serious**

- Sit on 'time out chair'
- Sit separately

**2  
Moderately serious**

- Sit in Darbar hall to reflect on own behaviour
- Time out of class
- Miss lunch time play
- Miss playtime
- See Deputy / Head teacher
- Sitting at the bench during playtimes

**3  
Serious**

- Time out of class
- Internal exclusion
- See Deputy / Head teacher
- External exclusion
- Call parents
- Missing an outing
- Sit in Darbar hall to reflect on behaviour

### **Homework Guidelines**

Homework is work initiated by the school and is completed outside class lessons. At Khalsa, we see Homework as an integral part of learning and not as an optional extra. Homework covers a range of activities appropriate to the age, ability and interests of the children.

Homework activities include reading to parents/carers, learning spelling and times tables, written work, investigations and activities which encourage both academic and social skills which promote independent learning.

#### **Types of Homework and Time Allocations**

**Early Years - (30 minutes per week)** – In Reception, homework will be given out once a week. Pupils will receive literacy and numeracy homework on a weekly basis. Reading books will be sent out once a week and pupils are expected to read with their parents on a daily basis.

**Years 1 & 2 (1 hour per week)** - In addition to pupils reading on a daily basis, pupils will receive spellings on a weekly basis and will be tested in class. Homework will be given out on a weekly basis and it will be based on the literacy and numeracy skills that have been taught in class. Homework is expected to back in time - please note that if homework is not brought back in time, it may not be marked. Reading books will be changed regularly. Pupils will also receive an opportunity to deliver a short presentation (3-5mins) to the class, once every half term.

**Years 3, 4, 5 & 6 (1.5 hours per week)** - In addition to pupils reading on a daily basis, pupils will receive spellings on a weekly basis and will be tested in class. Homework will be given out on a weekly basis and will be based on the literacy and numeracy skills that have been taught in class. Homework is expected to back in time - please note that if homework is not brought back in time, then it may not be marked. Reading books will be changed regularly. Pupils will also receive an opportunity to deliver a short presentation (3-5mins) to the class, once a term. Pupils may also be given project based homework towards the end of the academic year.

Attached to this pack is a recommended reading list. We believe that reading is essential and key in developing a child's learning so we would appreciate it if pupils could access the books listed. You may decide to purchase the books or take your child to the library

**Khalsa Primary School**  
**Key Stage Two**



**Tips for good home learning habits:**

- Find a quiet place at home to use as a homework area.
- It needs a flat surface, a good light source and the right equipment e.g. pens, pencils, ruler, scissors, glue.
- Be aware of modern teaching methods, e.g. in long division.
- Plan a home learning timetable and agree on when your child will do their home learning.
- Allow your child to have something nutritional to eat before starting on home learning.
- Discuss any home learning tasks with your child and how it connects with what they are studying at school
- Turn off the TV - but you could have music on if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in a dictionary.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to. Please encourage your children when completing home learning tasks.



**Khalsa Primary School**  
**Key Stage Two**

**Recommended Reading List Year 3:**

Below is a list of books which we recommend your child to read. We encourage your child to practice good reading habits at home and read regularly. You can either purchase these books or rent them from the local library.

- The Fantastic Mr Fox R. Dahl
- Hello Aurora! Ann Cathy Vestly
- The Jolly Postman Janet & Allan Ahlberg
- Jack's Fantastic Voyage M. Foreman
- The Worst Witch Series Jill Murphy
- The Last Vampire Willis Hall
- Woof Allan Ahlberg
- Horrid Henry Francesca Simon
- Rachel and the Difference Thief Malorie Blackman, Wendy Body
- Willie the Wizard, King Kong Anthony Browne
- The Angel of Nitshill Road Anne Fine





kids WHO  
READ  
succeed



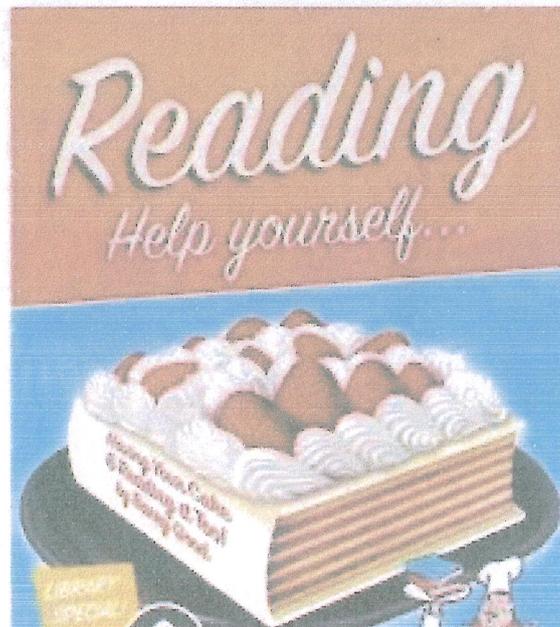
## Reading at Home

### Fiction

- ❖ Where does the story take place?
- ❖ When did the story take place?
- ❖ What did the character look like?
- ❖ Where did the character live?
- ❖ Who are the key characters in the book?
- ❖ What happened in the story?
- ❖ Which is your favourite part? Why?
- ❖ Predict what you think is going to happen next.
- ❖ What was the most exciting part of the story?
- ❖ Why did the author choose this title?
- ❖ How did the book make you feel? Explain.

### Fun Activities

- ❖ Draw a poster advertising the book. Make sure you write on the poster why people should read it!
- ❖ Make up three questions you would ask to check someone had read the book carefully.
- ❖ Write a letter to someone telling them about the book and your opinion of the book.
- ❖ Draw a Cartoon strip of the main events.
- ❖ Draw and label a character or a setting from a description in the book.



### Non-Fiction

- ❖ What is the text about ?
- ❖ What kind of things would you expect to see in this book?
- ❖ What is a glossary used for?
- ❖ When would you use the contents page in the book?
- ❖ When would you use the Index page in the book?
- ❖ What are the subheadings for?
- ❖ Why have some of the words been written in bold?
- ❖ Can you suggest ideas for other sections or chapters to go into the book?
- ❖ Find something that interests you from the text. Explain why you chose that part.
- ❖ Are there any features that it hasn't got? Why do you think it doesn't have them?

### Fun Activities

- ❖ Write a glossary of technical vocabulary specific to a topic.
- ❖ Draw an annotated diagram using factual information.
- ❖ Make a list of facts learned from a non-fiction book.
- ❖ Create your own non-fiction book.

# 2

$1 \times 2 = 2$   
 $2 \times 2 = 4$   
 $3 \times 2 = 6$   
 $4 \times 2 = 8$   
 $5 \times 2 = 10$   
 $6 \times 2 = 12$   
 $7 \times 2 = 14$   
 $8 \times 2 = 16$   
 $9 \times 2 = 18$   
 $10 \times 2 = 20$   
 $11 \times 2 = 22$   
 $12 \times 2 = 24$

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# 3

$1 \times 3 = 3$   
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 $3 \times 3 = 9$   
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 $6 \times 3 = 18$   
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 $8 \times 3 = 24$   
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 $10 \times 3 = 30$   
 $11 \times 3 = 33$   
 $12 \times 3 = 36$

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# 4

$1 \times 4 = 4$   
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 $5 \times 4 = 20$   
 $6 \times 4 = 24$   
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 $8 \times 4 = 32$   
 $9 \times 4 = 36$   
 $10 \times 4 = 40$   
 $11 \times 4 = 44$   
 $12 \times 4 = 48$

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# 5

$1 \times 5 = 5$   
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 $3 \times 5 = 15$   
 $4 \times 5 = 20$   
 $5 \times 5 = 25$   
 $6 \times 5 = 30$   
 $7 \times 5 = 35$   
 $8 \times 5 = 40$   
 $9 \times 5 = 45$   
 $10 \times 5 = 50$   
 $11 \times 5 = 55$   
 $12 \times 5 = 60$

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# 6

$1 \times 6 = 6$   
 $2 \times 6 = 12$   
 $3 \times 6 = 18$   
 $4 \times 6 = 24$   
 $5 \times 6 = 30$   
 $6 \times 6 = 36$   
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 $8 \times 6 = 48$   
 $9 \times 6 = 54$   
 $10 \times 6 = 60$   
 $11 \times 6 = 66$   
 $12 \times 6 = 72$

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# 7

$1 \times 7 = 7$   
 $2 \times 7 = 14$   
 $3 \times 7 = 21$   
 $4 \times 7 = 28$   
 $5 \times 7 = 35$   
 $6 \times 7 = 42$   
 $7 \times 7 = 49$   
 $8 \times 7 = 56$   
 $9 \times 7 = 63$   
 $10 \times 7 = 70$   
 $11 \times 7 = 77$   
 $12 \times 7 = 84$

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# 8

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

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# 9

$1 \times 9 = 9$   
 $2 \times 9 = 18$   
 $3 \times 9 = 27$   
 $4 \times 9 = 36$   
 $5 \times 9 = 45$   
 $6 \times 9 = 54$   
 $7 \times 9 = 63$   
 $8 \times 9 = 72$   
 $9 \times 9 = 81$   
 $10 \times 9 = 90$   
 $11 \times 9 = 99$   
 $12 \times 9 = 108$

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# 10

$1 \times 10 = 10$   
 $2 \times 10 = 20$   
 $3 \times 10 = 30$   
 $4 \times 10 = 40$   
 $5 \times 10 = 50$   
 $6 \times 10 = 60$   
 $7 \times 10 = 70$   
 $8 \times 10 = 80$   
 $9 \times 10 = 90$   
 $10 \times 10 = 100$   
 $11 \times 10 = 110$   
 $12 \times 10 = 120$

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# 11

$1 \times 11 = 11$   
 $2 \times 11 = 22$   
 $3 \times 11 = 33$   
 $4 \times 11 = 44$   
 $5 \times 11 = 55$   
 $6 \times 11 = 66$   
 $7 \times 11 = 77$   
 $8 \times 11 = 88$   
 $9 \times 11 = 99$   
 $10 \times 11 = 110$   
 $11 \times 11 = 121$   
 $12 \times 11 = 132$

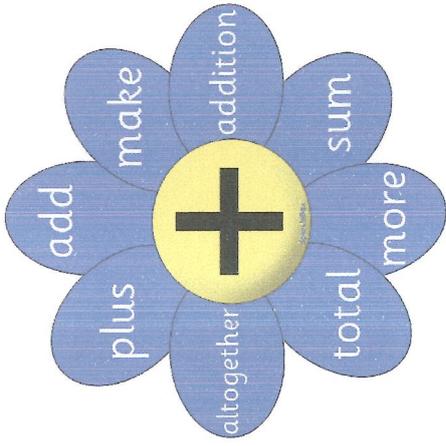
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# 12

$1 \times 12 = 12$   
 $2 \times 12 = 24$   
 $3 \times 12 = 36$   
 $4 \times 12 = 48$   
 $5 \times 12 = 60$   
 $6 \times 12 = 72$   
 $7 \times 12 = 84$   
 $8 \times 12 = 96$   
 $9 \times 12 = 108$   
 $10 \times 12 = 120$   
 $11 \times 12 = 132$   
 $12 \times 12 = 144$

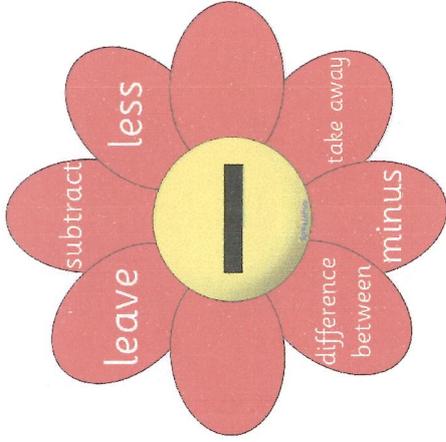
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**Maths vocabulary flowers**



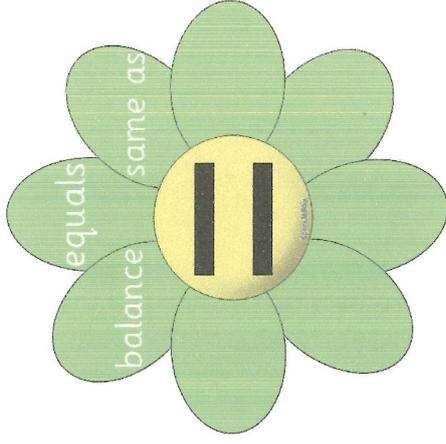
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**Maths vocabulary flowers**



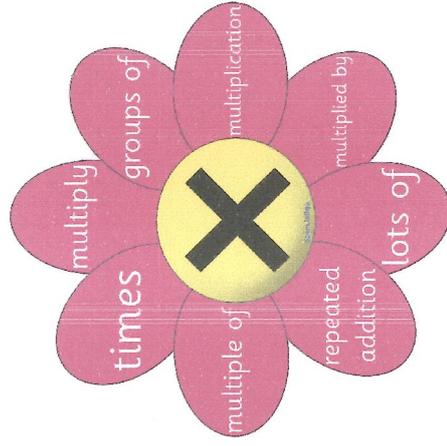
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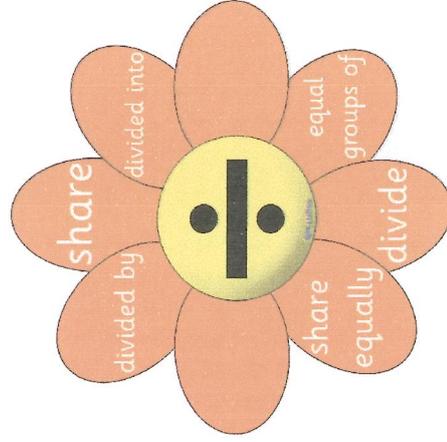
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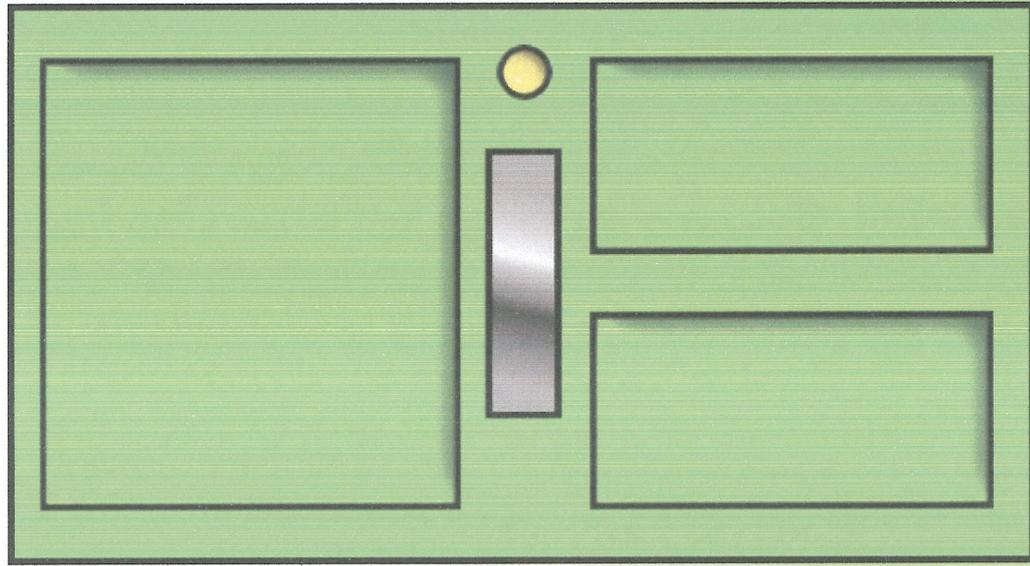
**Maths vocabulary flowers**



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# Sentence Openers

openers are words to begin a sentence



The...

Next...

Then...

When...

After...

I...

We...

They...

It...

First...

Secondly...

Once...

On...

During...

Soon...

My...

So...

If...

Despite...

Meanwhile...

However...

Although...

Before...

As time...

Eventually...

Regardless of...

Fortunately...

Unfortunately...

Afterwards...

The last time...

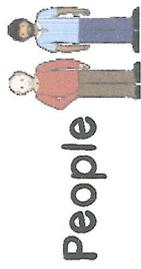
Even though...

Having decided...

I felt as...

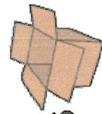
# Amazing Adjectives!

adjectives are words which describe



## People

adorable  
adventurous  
aggressive  
annoying  
beautiful  
clumsy  
confident  
considerate  
excitable  
grumpy  
handsome  
helpful  
important  
obnoxious  
odd  
talented  
thoughtless  
timid  
ugly



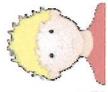
## Objects

beautiful  
bright  
colourful  
dark  
distinct  
dull  
fancy  
filthy  
gleaming  
gorgeous  
light  
long  
magnificent  
old-fashioned  
plain  
precious  
shiny  
sparkling  
strange  
ugly



## Good feelings

brave  
calm  
cheerful  
comfortable  
courageous  
determined  
eager  
elated  
encouraged  
energetic  
enthusiastic  
excited  
fantastic  
fine  
healthy  
joyful  
pleasant  
pleased  
relieved  
silly



## Bad feelings

angry  
annoyed  
anxious  
ashamed  
awful  
bewildered  
bored  
clumsy  
confused  
defeated  
defiant  
depressed  
disgusted  
disturbed  
dizzy  
embarrassed  
envious  
frightened  
hungry  
lonely



## Size

big  
colossal  
enormous  
gigantic  
great  
huge  
immense  
large  
little  
long  
mammoth  
massive  
mini  
minuscule  
puny  
short  
tall  
teeny  
tiny



## Time

ancient  
brief  
early  
fast  
late  
modern  
old  
quick  
rapid  
short  
slow  
swift  
young

# Great adverbs!

adverbs are words which describe actions

How?

When?

How often?

Where?

How much?

angrily	joyously	afterwards	always	above	almost
anxiously	loudly	again	annually	around	completely
cautiously	madly	before	constantly	away	entirely
cheerfully	merrily	beforehand	daily	below	little
courageously	nervously	early	hourly	down	much
crossly	quickly	lately	monthly	downstairs	rather
cruelly	sadly	never	never	everywhere	totally
defiantly	safely	now	occasionally	here	very
doubtfully	shyly	often	often	inside	
elegantly	solemnly	punctually	once	outside	
enthusiastically	vivaciously	recently	regularly	there	
foolishly	weakly	soon	repeatedly	up	
frantically	well	then	sometimes	wherever	
gently	wildly	today	usually		
gladly		tomorrow	yearly		
gracefully		yesterday			
happily					
hungrily					
inquisitively					
irritably					

## Other useful adverbs...

additionally    fittingly    insufficiently  
appropriately    hence    suitably  
consequently    however    therefore

# Cool connectives!

connectives link clauses or sentences together

## When?

afterwards  
as  
at that moment  
finally  
first  
just then  
last  
later  
meanwhile  
soon  
subsequently  
then  
until  
when  
while

## Why?

as a result  
because  
consequently  
for this reason  
in the end  
so  
therefore

## Opinion

fortunately  
happily  
luckily  
sadly  
unfortunately

## But...

alternatively  
although  
anyway  
aside from  
besides  
but  
despite  
however  
in spite of  
nevertheless  
on the other hand  
since  
whereas  
yet

## And...

also  
and  
as well as  
furthermore  
in addition  
moreover  
with

# Using the right connectives...

## Opposition

- however
- nevertheless
- on the other hand
- but
- instead
- in contrast
- looking at it another way
- although
- the main reasons
- against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

but...

## Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

and...

## Explaining/ listing

- for example
- in other words
- for instance
- first of all
- finally
- in conclusion
- after much thought
- the main reason for this
- in the end we decided
- I believe that

So...

## Cause and effect

- therefore
- consequently
- as a result
- thanks to this
- because of this
- this causes
- so
- the reason that
- this results in
- when

because...

## Time

### Prior (at the beginning):

- at first
- before
- in the beginning
- until then
- up to that time
- firstly

### Following (afterwards):

- just then
- next
- in due course
- in the end
- after that
- later
- finally
- eventually
- a month later

### Parallel (at same time):

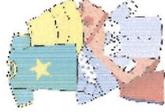
- in the mean time
- simultaneously
- concurrently
- meanwhile

then...

# Wonderful nouns!

nouns are words which name things

## Everyday objects



lamp  
clock  
chest  
chair  
table  
picture  
door  
window  
clothes  
light  
money  
paper  
wallet  
football  
television  
computer  
kettle  
drawers  
camera

father  
mother  
son  
brother  
sister  
uncle  
aunt  
grandfather  
grandmother  
friend  
baby  
crowd  
audience  
policeman  
policewoman  
astronaut  
firefighter  
clown

city  
town  
village  
house  
home  
church  
school  
playground  
swimming pool  
station  
castle  
fairground  
library  
forest  
coast  
hotel  
office  
circus  
theatre  
London

car  
lorry  
coach  
wagon  
trailer  
speedboat  
minibus  
chariot  
submarine  
flying saucer  
wheel  
traffic  
off-road



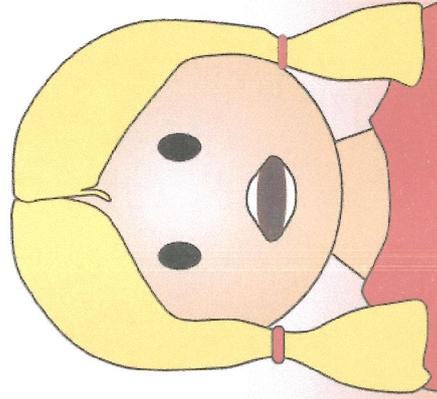
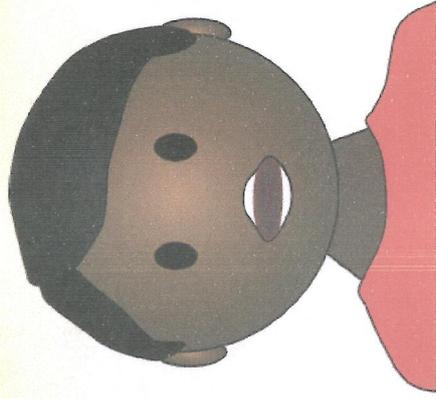
## Food

fruit  
vegetables  
cake  
potato  
carrots  
sandwich  
orange  
pear  
pineapple  
cheese  
yogurt  
dessert  
breakfast  
lunch  
dinner

jacket  
coat  
trousers  
jeans  
t-shirt  
blouse  
shorts  
skirt  
socks  
shoes  
trainers  
bonnet

## Clothes

# Words instead of said



answered

argued

asked

babbled

begged

called

complained

confessed

cried

declared

demanded

exclaimed

explained

groaned

grumbled

joked

lied

moaned

mumbled

muttered

nagged

ranted

remarked

replied

screamed

shouted

suggested

teased

told

whined

whispered

**PUNJABI**  
**100 High Frequency Words**

੧.	ਏ	੨੭.	ਕਰ	੫੩.	ਗਲ	੭੯.	ਜੋ
੨.	ਕੈ	੨੮.	ਕਾ	੫੪.	ਜਾਂਦਾ	੮੦.	ਜਮੈਂ
੩.	ਕੀ	੨੯.	ਕੈਂ	੫੫.	ਹਾਂ	੮੧.	ਮੇਰੇ
੪.	ਕੂੰ	੩੦.	ਗਿਆ	੫੬.	ਰਹੇ	੮੨.	ਮੈਨੂੰ
੫.	ਕਾ	੩੧.	ਉਨ੍ਹਾਂ	੫੭.	ਕਿਹਾ	੮੩.	ਕਤੀ
੬.	ਕੇ	੩੨.	ਪਰ	੫੮.	ਤਰ੍ਹਾਂ	੮੪.	ਦਿਨ
੭.	ਕਿਹ	੩੩.	ਕਰਨ	੫੯.	ਕਰਕੇ	੮੫.	ਹੋਈ
੮.	ਕਏ	੩੪.	ਆਪਣੇ	੬੦.	ਰੋਣ	੮੬.	ਸਕਦਾ
੯.	ਕੇ	੩੫.	ਈਯਾਂ	੬੧.	ਬਹੁਤ	੮੭.	ਜਾਣ
੧੦.	ਕੀ	੩੬.	ਕੋਈ	੬੨.	ਕੀ	੮੮.	ਪੰਜਾਬ
੧੧.	ਕੀ	੩੭.	ਜਨ	੬੩.	ਜਾਏ	੮੯.	ਪਹਿਲਾਂ
੧੨.	ਕਿਸ	੩੮.	ਕੀਤਾ	੬੪.	ਆਪਣੀ	੯੦.	ਕੋਠਾਂ
੧੩.	ਕਿ	੩੯.	ਜਾਂ	੬੫.	ਹੁੰਦਾ	੯੧.	ਜਿਹੋਂ
੧੪.	ਕਲ	੪੦.	ਕਰਨਾ	੬੬.	ਆ	੯੨.	ਹੋਵੇ
੧੫.	ਕਲ	੪੧.	ਕਿਸੇ	੬੭.	ਹੋਇਆ	੯੩.	ਆਸੀਂ
੧੬.	ਕੇ	੪੨.	ਕੁਝ	੬੮.	ਦਿੱਤਾ	੯੪.	ਕਿਹ
੧੭.	ਕਹੀਂ	੪੩.	ਜਾ	੬੯.	ਦਿਨ੍ਹਾਂ	੯੫.	ਕੋਠ
੧੮.	ਕਿਹ	੪੪.	ਉਂ	੭੦.	ਜਦੋਂ	੯੬.	ਰਹ
੧੯.	ਕਾਂ	੪੫.	ਜੇ	੭੧.	ਜਲਾ	੯੭.	ਸਭ
੨੦.	ਕਈ	੪੬.	ਜਗੀ	੭੨.	ਯਹ	੯੮.	ਜਾਗਿਓ
੨੧.	ਕੁੰਰ	੪੭.	ਜੀ	੭੩.	ਕੁਠ	੯੯.	ਜਾਏ
੨੨.	ਕੁੰਸ	੪੮.	ਕਿਹਾ	੭੪.	ਕੁਠੁ	੧੦੦.	ਯੀਜ
੨੩.	ਕਿੰਖ	੪੯.	ਕਿਸ	੭੫.	ਕੰਮ	੧੦੧.	ਕਰਵੇ
੨੪.	ਕਿੰਦ	੫੦.	ਹੋਰ	੭੬.	ਕਰੀ		
੨੫.	ਕਿਕ	੫੧.	ਕੀਤੀ	੭੭.	ਕੋਠੇ		
੨੬.	ਕੈ	੫੨.	ਕਏ	੭੮.	ਕੈ		

# New Curriculum Spelling List Years 3 and 4

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

**Khalsa Primary School**  
**Key Stage Two**

**Recommended Website List Year 3:**

**Numeracy:**

- <http://www.woodlands-junior.kent.sch.uk/maths/>
- <http://www.topmarks.co.uk/interactive.aspx?cat=21>
- Excellent interactive program for multiplication word problems:
- <http://www.topmarks.co.uk/Flash.aspx?f=multiplication>
- Interactive program for money problems
- [http://www.mathsframe.co.uk/resources/Solve\\_2\\_Step\\_Money\\_Problems\\_.aspx](http://www.mathsframe.co.uk/resources/Solve_2_Step_Money_Problems_.aspx)
- <http://my.uso.im>

**Times Table Games:**

- <http://www.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

**Literacy:**

- <http://www.bbc.co.uk/schools/ks2bitesize/english/writing/>
- <http://www.letters-and-sounds.com/phase-2-games.html>
- <http://www.ictgames.com/>

**Tips for writing instructions:**

- <http://www.bbc.co.uk/schools/ks2bitesize/english/writing/instructions/watch.shtml>

**Science:**

- <http://kitses.com/animation/swfs/digestion.swf>.
- <http://www.zsl.org/zsl-london-zoo/animals/mammals/asian-lion,30,AN.html>
- [http://www.bbc.co.uk/schools/ks2bitesize/science/activities/teeth\\_eating.shtml](http://www.bbc.co.uk/schools/ks2bitesize/science/activities/teeth_eating.shtml)
- [http://www.bbc.co.uk/schools/scienceclips/ages/7\\_8/teeth\\_eating.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/7_8/teeth_eating.shtml)
- [http://www.3dmouth.org/1/1\\_4.cfm](http://www.3dmouth.org/1/1_4.cfm)

**E-safety:**

- <http://ceop.police.uk/>