

Welcome to Year 3

3S and 3BC

What we will cover

- Teachers and Communication
- The school week
- Writing Expectations
- Reading Expectations
- Maths Expectations
- Wider Curriculum
- How we are supporting your children at school
- How you can support your child at home
- Homework and spellings
- Uniform
- Forest school
- Learning and behaviour – class expectations.
- Communication
- Extra information

Teachers and Communication

Mrs Smajlaj (pronounced Smilay) -3S - Full Time

Mrs Barden (M-F) and Mrs Brett (Tuesday and Friday mornings) - 3BC (Mrs Cochrane after October half term)

- All communications should come through the office.
- If you need to send a message to the class teacher, please email the office who will pass on the message; we will respond within 48 hours.
- Homework will be sent and put on our class page.
- There will be termly update every short term under 'Our Termly News'.

Year 3 Timetable

LKS2 Timetable

	8.45	8:55	9.00- 9.20	9.25 – 9.45	9.50 – 10.50	10.50 – 11.05	11.00– 12.15	12.20– 1.20	1.25 – 1.45	1.45 – 2.20	2.20 – 3.10	3.10 – 3.20
Monday	Gates Open – Soft Start Reading with TA	Registration	Worship	Mastery in Number	Englis h	Break time	Maths	Lunch	Reading Strands	Topic	Topic	Story time
Tuesday			Worship	Mastery in Number	English		Maths	Lunch	Reading Strands	Topic	Topic	
Wednesday			Worship	Mastery in Number	English		Maths	Lunch	Reading Strands	Topic	Topic	
Thursday			Worship	Mastery in Number	English		Maths	Lunch	Reading Strands	Topic	Topic	
Friday			Worship 9.00-9.35		English		Maths	Lunch	Reading Strands	Topic	Topic	

The school day starts at 8.45. All children should be in class by 8.55 at the latest. After this time, children will need to come through the office.

PE will take place on Thursdays and Fridays.

Children come dressed in PE kit.

Outdoor learning/Forest School is taking place on Tuesdays in Terms 1, 3 and 5.

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3S - 8th September, 22nd September and 6th October.

3BC - 15th September, 29th September and 13th October.

School Trips

- Term 1 - Carroty Wood.
- Term 3/4 - Workshop. The approximate cost of this is £tbc.
- Term 5/6 - External visit. The approximate cost of this is £tbc.

Writing Expectations

- These expectations are what we are aiming for the children to be able to do by the end of Year 3.
- Daily GPS lesson preceding English
- Different writing styles & purposes
- Focus on different aspects of writing e.g. sentence structure
- Handwriting and spelling focus.

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To begin to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant, autograph , incorrect, disobey, superstar , antisocial.	
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Reading Expectations

Expected	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
	Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
		Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.
		Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
		Predict what might happen from details stated and implied.
		Explain the meaning of words in context; use a dictionary to check meanings.
	Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
		Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
		Retrieve and record information from non-fiction texts.
		Identify how language, structure and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
		Discuss words and phrases that capture the reader's interest and imagination.
		During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Reading Expectations

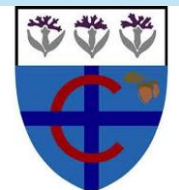
- These expectations are what we are aiming for the children to be able to do by the end of Year 3.
- Reading books that are sent home should be consolidating learning, not teaching children to read words that they cannot read yet.
- Therefore, children should be making no more than 2 mistakes per page when reading the books we send home. They should know all of the sounds in the book.
- Books can, and should, be read twice. Children love familiarity.
- They can have a book from home on their desk for silent reading.

Maths Expectations

- We use a maths scheme called White Rose which will sequence all the learning expectations for the year.
- These expectations are what we are aiming for the children to be able to do by the end of Year 3.
- Challenges in all lessons - we can go over concepts again if necessary.
- We will work on times tables - next year is their year 4 times table checks - **Any practice at home will really benefit learning!**
- We will assess so we can measure progress.

The importance of times tables

- Maths is a core subject and foundational to this is the fluent recall of times tables.
- A fluent recall of times table facts helps understanding topics within maths such as fractions, decimals, percentages algebra, ratio and proportion.
- At the end of year 4 there is a statutory multiplication check (MTC) across the country set by the DfE and STA which determines if Year 4 children can **fluently** recall all their multiplication tables up to 12x12. More details on this will be shared later in year 4.
- To work towards that, by the end of year 3 children are expected to be fluent in 2,3,4,5,8 & 10 times tables.
- There is no pass mark but they are designed to help schools identify which children require more support to learn their times tables.
- The checks are all about remembering the multiplication facts, but this goes hand in hand with the concepts, patterns, structures and relationships in multiplication and this is included in how we teach them - we will share some of these ways later.
- In school, times tables will be taught in different ways, but the most popular way is using Times Table Rock Stars, which will be part of weekly homework as well.



Wider Curriculum

This term we are studying:

- Science - Rocks
- History - Ancient Egypt
- Geography - Rivers
 - RE - People Of God - Learning what a covenant is.
- Art and DT - Developing drawing skills
 - RSHE - My health self - how can I take care of my mind and body?
 - PE - Gymnastics and Fundamentals
 - Music - Ukulele
 - Latin - Meet the family
- Computing - Coding

How we are supporting your children at school

- Intervention groups - these will happen during the school day.
- Post teach or pre teach - these will happen during the school day.
- We will endeavor to read with every child once a week.

How you can support your child at home

- Reading with your child every day and asking questions about what they have been reading.
- Times table practice daily - Times table Rock Stars.
- Supporting your child with their homework - spellings
- Going through work that your child has done at home with them, have they included all the punctuation, capital letters, have they included grammar that they have been taught at school.
- Good bedtime routine and morning routine.
- We welcome questions and feedback - please pop them in an email to the office.

Homework and Spellings

- Homework is sent out on a Friday, to be completed by the following Thursday. This will be available on the class website.
- Spellings - The spelling list for the year will be up on the website with 'common exception words.' Please choose 10 spellings and practice them with your child. - you can use the homework book so we can see how they are getting on.
- There won't be weekly spelling tests, but we will be practicing spellings in early morning work and during English lessons. Each week, the children will learn the new spelling rule and this learning will be supported in school.
- Children are expected to read at home daily and complete their own reading record. The record is to be brought in every day and CT/TA will acknowledge this.

Bishop Chavasse Uniform

School Uniform:

- Royal blue, school sweatshirt or cardigan with the school logo;
- White shirt;
- School tie which can be tied (KS2). These can be purchased from the school office.
- Grey trousers, shorts or skirt.
- Mid blue and white full gingham summer dress or gingham playsuit (terms 1, 5 and 6 only) Black or grey socks.
- black or grey tights in winter, and white socks with gingham dresses/playsuits in summer;
- Sturdy plain black shoes.

PE:

- House coloured T-Shirt (with school logo): parents will be informed which House their child is in.
- Black shorts;
- Plain black tracksuit (with or without the school logo);
- Sturdy trainers - no plimsolls;
- School PE bag with logo.

Optional:

- Blue school coat (reversible, waterproof, with logo).
- School backpack bag.
- School water bottle

Forest School

Children will come to school in their forest school clothes and trainers but bring their uniform to change into at the end. Please note that Forest School sessions can take place in the morning or afternoon, but children should to school dressed in their forest school clothes in the morning regardless.

Wellies/muddy trainers, and additional layers and waterproofs should be brought in a bag to change into. These can be left at school for the duration of the term when the class has forest school if you wish.

Learning and behaviour

As a school we will be focusing on these 4 things:

1. Collective worship entry
2. Collective worship exit.
3. Playground to classroom.
4. BCS 1, 2, 3 attention routine.

Anything you can do to reinforce this would be very welcome. You could ask them every now and then about the new routines. This helps them know it is a whole school approach, and we are working together on it.

BCS 1, 2, 3

1. Body still
2. Clear hands
3. Silence.

Class Expectations and routines

- We will have clear and consistent high expectations for all children.
- Children feel calm when things are predictable - Once our routine is established and embedded, we hope that will enable all our learners to feel calm and ready for learning.
- We spoke about our class expectations on the first day and will consistently reinforce these - children thrive from consistency.

Methods of communications

- If you need to send a message to the class teacher, please email the office who will pass on the message. Teachers will respond to emails within 48 working hours.
- The website will be kept up to date so do keep an eye on the website.

Extras

Personal possessions - pencil cases, toys etc. - Please avoid bringing them into school. We have stationery for your children, and we don't want toys to be a distraction or to get lost/damaged.

Water Bottles - Please ensure your child has a named water bottle with them every day.

Snack - please bring a snack from home - fruit or crackers.

Name Items please - ensure all your child's things have a name label.

Any questions?