

Welcome to Year 3

Meet the teacher session
Wednesday 11th September
4:00pm – 4:30pm



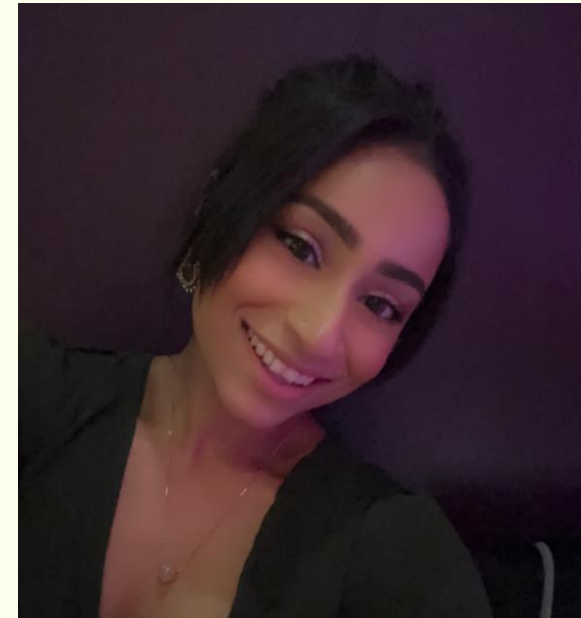
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The Year 3 Staff Team



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- Kate and Caitlin – Class Teacher
- Aneela – Learning Support Assistant
- Cara (H), Kulvinder (L) – Cover Teacher (Monday PM)



1. Ethos and Values

As an Educate Together school:

We are an equality-based school where we live by the mottos:

'no child an outsider' and 'learn together to live together'.



1. Ethos and Values



As an Educate Together school:

- We **value all children** and the unique contribution that they offer.
- We believe that all children learn best when they feel **safe** and are **happy** in school.
- We believe that **respect** underpins all of our relationships within school and with the outside world.
- We ensure that all pupils **achieve their fullest potential** and are fully prepared for the next stage of learning and life.

Our Four Core Principles:



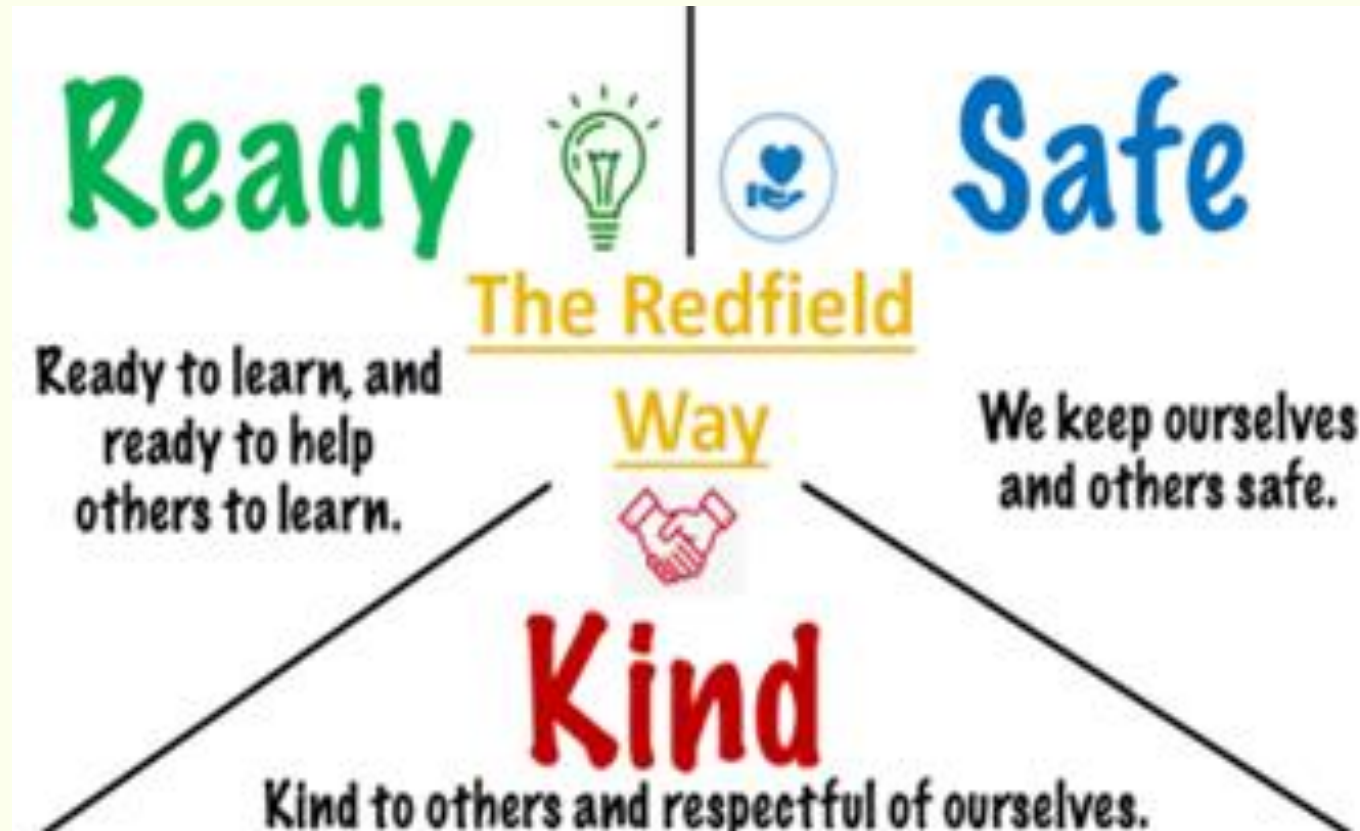
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| | |
|---|--|
| <p>Equity-based</p> <p>Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.</p> | <p>Child - centred</p> <p>Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.</p> |
| <p>Collaborative</p> <p>Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.</p> | <p>Aspirational</p> <p>All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.</p> |

Our School Rules



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Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best.

Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

Example of weekly timetable



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| | Monday | Tuesday | Wednesday: | Thursday | Friday |
|---------------|--|--|--|--|---|
| 8.30-8.45 | | Morning Groups | Morning Groups | Morning Groups | |
| 08.45 – 9.00 | Register Morning work | Register Morning work | Register Morning work | Register Morning work | Register Morning work |
| 9.00 – 9.30 | Assembly | Phonics | Phonics | Phonics | Celebration Assembly |
| 9.30 – 10.30 | English | English | PE (indoor) @9.40-10.25 | English | Numbersense and time table practise Maths problem solving lesson |
| 10.30 – 10.45 | Break | Break | Break | Break | Break |
| 10.45 -11.00 | Numbersense and time table practise | Numbersense and time table practise | Numbersense and time table practise | Numbersense and time table practise | English |
| 11.00 – 11.15 | Flashback 4 / Preteach | Flashback 4 / Preteach | Flashback 4 / Preteach | Flashback 4 / Preteach | |
| 11.15-11.50 | Maths Lesson | Maths Lesson | Maths Lesson | Maths Lesson | |
| 11.50-12 | Self-assessment | Self-assessment | Self-assessment | Self-assessment | |
| | | Music (11.30-12) | | | |
| 12- 12.45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12.45 – 12.50 | Mindfulness | Mindfulness | Mindfulness | Mindfulness | Mindfulness |
| 12.50 – 1.15 | DEAR/circle time | DEAR/circle time | DEAR/ circle time | DEAR/ circle time | Spelling Test |
| 1.15-2.00 | Spanish | History | English | Handwriting/Spelling | Learn Together |
| | Phonics | | | Guided Reading | |
| 2.00-2.10 | Daily Mile | Daily Mile | Daily Mile | Daily Mile | Daily Mile |
| 2.10-3.10 | Computing | Art | Science | PE (outdoor) @2:40-3:20 | Guided Reading |
| | Post Teach (2.30-3.00) | | | | |

Thrive offers a whole-setting approach to supporting the right-time social and emotional development of all children and young people.



It helps children and young people become more emotionally resilient and better placed to engage with life and learning.
We do this through our whole-school approach to wellbeing.

Expectations in Year 3

- Children take responsibility for their environment and learning.
- Children will continue to become more independent in completing learning set, with support from the class teacher.
- Children will continue to edit and improve their work.
- Children will try to read x5 a week at home
- Children are responsible for their own clothing and water bottles
- Children should be able to tie their own shoelaces

How you can help at home



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- **Reading** – books are sent from school based on the child's phonics knowledge.
 - Encouraging them to use their **phonics knowledge** to read unfamiliar words.
 - Asking your child **questions** about what they have read.
 - Encouraging them to use the text to discuss and work out the **meaning of unknown words**.
 - Discussing the **sequence of events** in books.
 - Getting your child to **re-read books** to build up their fluency.

Assessments



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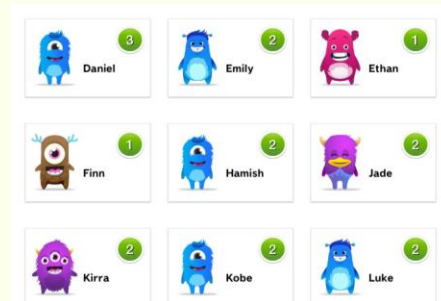
Year 3 pupils will still be assessed each term (as other year groups are) on:

- Reading
- Spelling, Grammar and Punctuation
- Maths (Arithmetic and Reasoning)
- Writing



You can help at home with...

- We have been using Seesaw but will be moving to another platform called Class Dojo soon
- Online platform – share what you are up to at home, making links with our curriculum topic learning.
- Read emails and messages shared on Class Dojo
- Please read with your child and write in their reading records
- Please support your child with learning their 2.5. 3 timestables
- We would love as much parent involvement as possible.



You can help at home with...



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• Maths –

- **Counting** in 2s, 5s and 3s.
- **Practise** recalling number bonds to 100
- **Simple** addition $5+3$ $6-4$
- **Read** the time on analogue and digital clocks.
- **Counting, reading and writing** numbers to 100 (forwards and backwards).

You can help at home with...



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- **Writing** –

- **writing for purposes** at home e.g. thank you cards, letters, shopping lists, diary, own stories.
 - **Encouraging** your child to use their phonics knowledge to spell unfamiliar words.
 - **Practise** spellings at home together
 - **Forming** letters correctly and joining letters when handwriting.
 - **Punctuating** sentences correctly
 - **Discussing** the use of past or present tense consistently within a piece of writing.

Weekly Spelling Test Words



Term 1 – Spellings

Please practise these spellings with your children each week

Group 1:

| Week 2 (step 1) | Week 3 (step 2) | Week 4 (step 3) | Week 5 (step 4) | Week 6 (step 5) | Week 7 (step 6) |
|--|---|------------------------------------|----------------------|-------------------------|--------------------|
| Words where the digraph 'ou' makes an /ow/ sound | Words where the digraph 'ou' makes an /u/ sound | Words where 'y' makes an /i/ sound | Words ending '-sure' | Words ending in '-ture' | challenge words |
| Mouth | Touch | Symbol | Treasure | Adventure | Actual |
| Sprout | Double | Gym | Measure | Future | Bicycle |
| Around | Country | Myth | Leisure | Picture | Answer |
| Sound | Trouble | Synonym | Pleasure | Nature | Circle |
| Spout | Young | Egypt | Pressure | Creature | Earth |
| Ouch | Cousin | Lyrics | Exposure | Furniture | Enough |
| Hound | Enough | Pyramid | Enclosure | Capture | Island |
| Trout | Couple | System | Closure | Sculpture | Fruit |
| Found | Encourage | Mystery | Disclosure | Fracture | Often |
| Proud | Flourish | Gymnastics | Composure | Mixture | Popular |

Please practise these spellings with your children each week

Group 2:

| Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|-------------------------------------|------------------------------------|-----------------------------------|---|--|-----------------|
| Words where 'dge' makes a /j/ sound | Words where 'ge' makes a /j/ sound | Words where 'g' makes a /j/ sound | Words where 'c' makes a /s/ sounds before 'e', 'i', and 'y' | Words where 'kn' and 'gn' make a /n/ sound at the beginning of words | Challenge words |
| badge | change | gem | race | knock | door |
| edge | charge | gym | ice | know | floor |
| bridge | range | giant | cell | knee | poor |
| dodge | orange | magic | city | knew | find |
| fudge | hinge | giraffe | fancy | kneel | kind |
| ridge | strange | energy | lace | knit | mind |
| smudge | dungeon | digit | space | knight | behind |
| judge | sponge | engine | circle | gnome | child |
| wedge | pigeon | religion | circus | gnat | children |
| lodge | fringe | gentle | rice | gnaw | because |

You can help at home with...



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- **The wider curriculum**

- **Discuss** topics being studied with your child – ask them about their learning.
- **Supporting** your child with researching on the internet or using books to find out more facts about a topic or subject.
- **Sharing** your own passions, interests or skills with your child to enhance their learning.

Other information



- PE days this term are **Wednesday and Thursday**. Please ensure that your child comes to school in PE clothes and trainers on these days.
- Book bags, reading books and reading records are to be brought in daily. Children can choose to change their reading book as and when they have finished it and have a comment/comments in their reading record from an adult to say that they have read and finished it/reread it for fluency.
- We go out for Daily Mile and break times in all weathers, please ensure children come to school with suitable clothing – a waterproof coat with a hood is advised
- You will be invited to a Parent Evening meeting in October

Each day children should come to school with...



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- A named water bottle
- Sun cream when necessary
- Bookbag & reading book
- Suitable coat for breaktimes
- Suitable shoes for active play and Daily Mile





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Over the course of the year if you have any questions, please send in an email to the office, send a message on ClassDojo or catch us after school one day!

We aim to reply to emails and Class Dojo messages within three working days.