

Welcome to Year 3



Miss Folley



Miss Thomas



Mrs Perman



Miss Davies



Ms Cheshire

School Values/Learning behaviours

Each of our year groups are ambassadors for our chosen Christian values:

Friendship – EYFS

Generosity –Y1

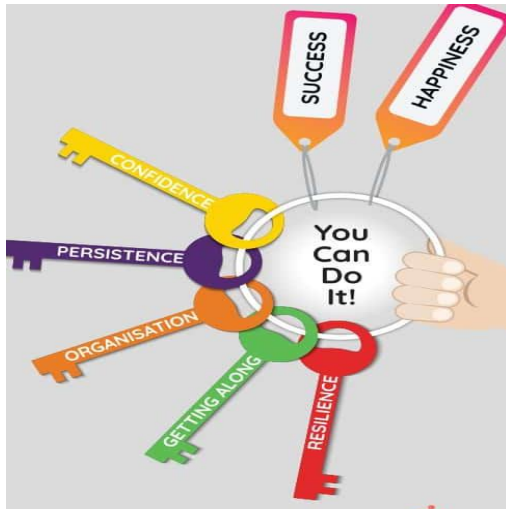
Courage Y2

Thankfulness –Y3

Trust – Y4

Forgiveness -Y5

Justice –Y6



We teach skills that are needed to learn well -
Keys To Success

Whole School

Resilience

Persistence

Organisation

Getting Along

Confidence

PLUS WE HAVE R2R CHARACTER
MUSCLES:

EYFS- Independence

Y1 – Concentration

*Y2- Making connections and asking
Questions*

Y3- Curiosity

Y4-Managing Impulsivity

Y5-Self-esteem

Y6-Self-efficacy

Welcome to Year 3

We are thrilled to welcome you all to the start of Year 3!

Now that your child is in Key Stage 2 (KS2), we kindly ask that you provide your child with a **healthy snack** to enjoy during break time, as these are no longer provided, like in KS1. Each classroom will have a designated box where snacks can be stored until break time.

In addition to a snack, please ensure that your child brings a **water bottle** to school each day. Having a water bottle on hand will help your child remain hydrated and focused throughout the day.

Thank you for your support and cooperation. Together, we'll make this a fantastic year for your children!

Year Group Organisation

- Our PE Days will be **Mondays** and **alternate Thursdays**. Children will need to wear suitable PE kit to school on these days. (Long hair tied back/ Earrings removed or covered with tape).
- Forest School will be on alternate **Wednesdays**. Children will need to wear their PE kit/outdoor clothing for any weather for this. They will have puddle suits to put over their clothes. Please make sure that your child has a pair of wellies in school – we have racks outside the classroom for these to be safely stored. **If your child has had a Forest School they will not have PE on a Thursday.**
- Dropping off / Picking up
Year 3 will enter and exit their classroom through the classroom/cloakroom doors which open on to the Large Playground.

Children will be released from the same door that they enter through. **Even though 3TP are sharing a cloakroom with Year 6, they must enter school through the classroom door to ensure adults know who has arrived.**

Curriculum Overview

In Year 3, we will study a range of subjects. Most days will include Maths, Writing and VIPERS lessons. Other subjects taught are: History, Geography, Science, Jigsaw (PSHE scheme), RE, Art and Design, PE, Forest School, Music and French.

Through our Mantle of the Expert lens we will also explore the following areas:

Autumn:

Stone Age
What innovations did early humans make to survive?
A tribe relocation – Doggerland to Skara Brae

Spring:

Roman Britain
How did life change for the Celts and how have Roman innovations influenced our country today?
Iceni tribe who are impacted by the Roman Invasion/ Boudicca Revolt

Summer:

Global Issues/ Local Solutions
Are human beings in danger of innovating themselves into extinction?
Commissioned to be a CBBC Research team for Why Don't You programme

These areas of learning will also be explored through other subjects too.

Our key word for Year 3 is Innovation.

Writing for Pleasure

Writing in KS2 is very different to KS1. We will be moving away from book making and instead be making use of Personal Writing Books and Writing for Pleasure exercise books. We will be exploring a range of genres, purposes for writing and consider different audiences for our published work.


In the Spring Term our writing genres will be:
Information Texts and

We completed Fairytale in the Autumn term instead of Information Texts

Reading

- ▶ At Sherrier, the expectation is that all children will read at home **at least three times** every week. On each occasion, the parent or child (if they are in Key Stage 2) must:
 - ▶ •Record the date and name of the text
 - ▶ •Note down how much text has been read
 - ▶ •Comment on the reading taking place
 - ▶ •Initial the comment
 - ▶ •Log the running total of reading nights
- ▶ In school, there will be continuous monitoring of how often each child has read at home and awards (certificates and stickers) will be handed out to those children reaching set milestones. Children will also receive their 'star' on the whole class reading chart displayed within each classroom. Please can you ensure that your child has their reading book/ reading log with them in school on a daily basis. Thank you!

Spring Term Overview

<p>Romans</p> <p>Year 3 Spring Term</p> <p>How did the Roman invasion innovate Britain?</p> 	<p>English</p> <p>Non- Fiction:</p> <p>Information texts – writing our own information texts about something we are passionate about. Memoirs – writing about a significant event in our lives or writing as if we are a Roman!</p> <p>Texts: Julius Zebra Rumble with the Romans by Gray Northfield, My Family and other Romans by Marie Basting, Escape from Pompeii by Christina Balit</p> <p>Non-fiction texts: <u>So</u> You Think You've Got It Bad: A Kid's Life in Ancient Rome Chae Strathie & Marisa Morea, Meet the Ancient Romans by James Davies</p>	<p>Maths</p> <p>Multiplication and Division (part 3) Length and Perimeter Fractions (part 1) Mass Capacity</p> <p>We will be continuing with X-Factor each week alongside additional multiplication activities in preparation for the Year 4 multiplication check.</p> <p>By the end of Year 3 children are expected to know <u>their</u> : <u>2, 3, 4, 5, 6, 8, 9 and 10 time</u> stables</p>
<p>Science</p> <p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials <u>on the basis of</u> whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Light and shadow</p> <ul style="list-style-type: none"> Recognise that they need light <u>in order to</u> see things and that dark is the absence of light 	<p>Science Investigation</p> <p>What are sunglasses for? Why do shadows change?</p> <p>How mighty are magnets? Why do magnets attract and repel? Can you block magnetism?</p> <ul style="list-style-type: none"> Series of strength tests on different magnets Describe magnets having two poles Predict whether two magnets will attract or repel depending on which poles are facing 	<p>RE</p> <p>How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none"> Recap on the five pillars of Islam Salah- Prayer (prayer mats and vegetal patterns) Surah- beliefs about God in Islam Ibadah- worship in Islam including fasting Make links with how Muslims live in harmony with the Creator and the need for people to live in harmony Self – control to Muslims and benefits

Spring Term Overview - continued

<p>Light and shadow</p> <ul style="list-style-type: none"> Recognise that they need light <u>in order to</u> see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows <u>change</u>. 				
<ul style="list-style-type: none"> Notice that some forces need contact between two objects Magnetic forces can act at a distance Conduct tests Looking at a <u>magnets</u> strength depending on its magnetic field Record findings using simple scientific language Draw and label diagrams including bar charts, keys and tables 				
<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis <u>gives an explanation of</u> why things go wrong in the world Understand the impact Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 				
History	Geography	Art and Design	Design Technology	PHSE /Jigsaw
<ul style="list-style-type: none"> To know how Britain changed at the end of the Iron Age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica Know at least one famous Roman emperor. 	<ul style="list-style-type: none"> Use maps to name and locate European countries and capitals. Know at least 5 differences between living in the UK and a Mediterranean country. Know the names of, and locate, at least eight European countries. 	<ul style="list-style-type: none"> Use sgraffito techniques to create Roman inspired <u>art work</u>. 	<ul style="list-style-type: none"> Design, make and evaluate a pop-up card. Apply understanding of how to strengthen and reinforce structures in pop-up cards 	<p>Dreams and Goals Unit 3 Spring Term 1</p> <ul style="list-style-type: none"> Facing challenges and knowing how to overcome them- resilience, persistence and confidence Physical disabilities and the barriers they might face to overcome challenges- create a garden for someone with a physical disability

Spring Term Overview - continued

				Health Me Unit 4 Spring Term 2 <ul style="list-style-type: none"> Exercise- the benefits of exercise and setting personal fitness challenges Healthy food choices- sensible and moderated food choices/calories and kilojoules Drugs- awareness of prescribed drugs and those that are illegal- what would you do if you found them.
Computing	Music	PE	French	SMSC and Values
Sequencing sounds: This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of <u>sequences</u> , and make sure that knowledge is built in a structured manner. Learners	Rhythm In this unit, children will continue to develop composing and performing skills. They will also explore how rhythms can be created by using syllable patterns from simple spoken phrases. Children will experience working in mixed ability groups and creating graphic scores to notate their ideas, understanding how the sounds can also be represented as rhythm notation. Pitch In this unit, children will listen to a wide variety of	Complete PE: Spring 1 Gymnastics OAA Orienteering <u>Spring 2</u> Gymnastics Golf These units are subject to change as we learn more about the PE scheme	Numbers 20-50 My family	Our year 3 value is thankfulness. During this term we will be reflecting on what we are thankful for following on from the Christmas period. We will reflect on how we are thankful for the Roman's and the things they did which still have an impact on us today.

Homework

In KS2 children are expected to:

Complete their X-Factor sheet each week (this will need to be marked at home).

Read three times a week and complete thie rReading Journal to show this.

Complete their Spelling homework this will be varied and include a range of activities containing: Tier 3 language (topic), Spelling Tests, Spelling Shed Homework (with the rule they have been learning throughout the week).

Children do now have log ins for Times Table Rock Stars. This is not set homework but all children would benefit from regularly practicing their times tables – particularly using an online system such as TTRS in preparations for their Year 4 Multiplication Check.

Class Dojo

Class Dojo has improved the way we communicate and update you on the activities your child is doing in school. It is also used for the following; dates for your diary, sending your child's school reports and dinner menu changes. We will also use it to update you on your child's achievements/behaviour where you will receive a notification on your Dojo App.

Using the message feature:

Class Dojo messages will be received by teachers between the hours of 8.30am – 4:30pm. You **may** receive a response for these messages during these hours; however, please do not expect a response immediately as it's not always feasible to reply. If your message is urgent then please contact the school office. **Any going home messages need to be communicated with the office incase messages are not seen.**



Rewards and Sanctions

Rewards

Merits – given to children for their own learning, recorded on Dojo under merit section. Every 20 gets a certificate.

Team Points- given to children matching the keys to success etc. Recorded on Dojo and goes towards house team points (Mica, Topaz, Emerald, Sapphire).

GEM Award- going the extra mile – a special visit to Miss Beckett to get a certificate and a prize!

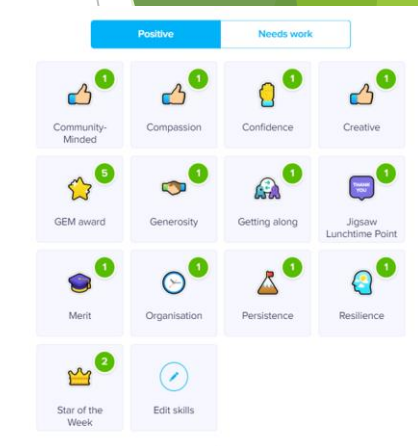
Star of the Week- every Friday a member of each class will be awarded Star of the Week certificate and receive this in a special assembly.

Jigsaw Lunchtime Award- Given by staff in the form of a Pom Pom goes towards a collected team point system.

Sanctions

Yellow Card- 1 Dojo point to be removed and parents to be informed.

Red Card – more serious incidents. 3 Dojo points to be removed. Parents to be informed.



Getting in touch with us..

Please contact us on Class Dojo if you have a query about anything Classroom –based staff are with the children during school hours so will be unable to reply between 8.40 and 3.30pm

We love seeing you face to face and will always be happy to talk to you about your child, however please be mindful of the fact that at the beginning of the school day Class Teachers and Support Staff need to be in the classrooms supporting children with their morning tasks. At the end of the day School staff will be focussing on dismissing children safely and therefore may not be able to speak to you.

If your contact is of a more urgent nature during the day please contact the school office and somebody will help you -01455 552791

If you would like pastoral support for your child please see Mrs Karen Lill outside on the playground or contact the office for her to get in contact with you