

# Welcome to Year 3!

Miss Gallagher  
Mrs Collins – Miss Munday



Rowan  
Class

# Aims of the Presentation

- To outline expectations of the curriculum.
- To give an idea of the shape of the school year in Year 3.
- To update you on the behaviour, homework and uniform policy.
- To clarify where to send questions or concerns about your child's year at Senacre Wood.

### If I make the choice to ..

- Be honest
- Speak politely to all adults
  - Look after property
  - Listen carefully
- Be kind and behave in a friendly way
- Work to the best of my ability

### WELL DONE!

- I will receive positive praise
- I might share my learning with a member of SLT
- I might have my behaviour recognised in Celebration Assembly
- I might receive a privilege

### If I make the choice to...

- Leave my seat unnecessarily...
  - Call out...
  - Distract others...
- Not listen to my teacher, TA or other children...
- Argue with other children...
  - Be unkind to others...

### I will receive an 'in class consequence':

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
  - I might spend 5 minutes of my playtime with my teacher completing missed learning

### If I make the choice to...

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
  - Throw, misuse or break equipment...
- Be rude to an adult or answer back...

### I will receive an 'out of class consequence' and my parents will be informed by my teacher:

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

### If I make the choice to...

- Continue to show disruptive behaviour after an 'out of class consequence'...
- Intentionally fight with or injure another pupil...
  - Refuse a member of SLT ...
- Deliberately damage school property
- Endanger myself or others with my behaviour...
- Swear or use racist or abusive language
  - Speak aggressively to staff...
  - Physically hurt a member of staff...
- Leave school premises without permission...

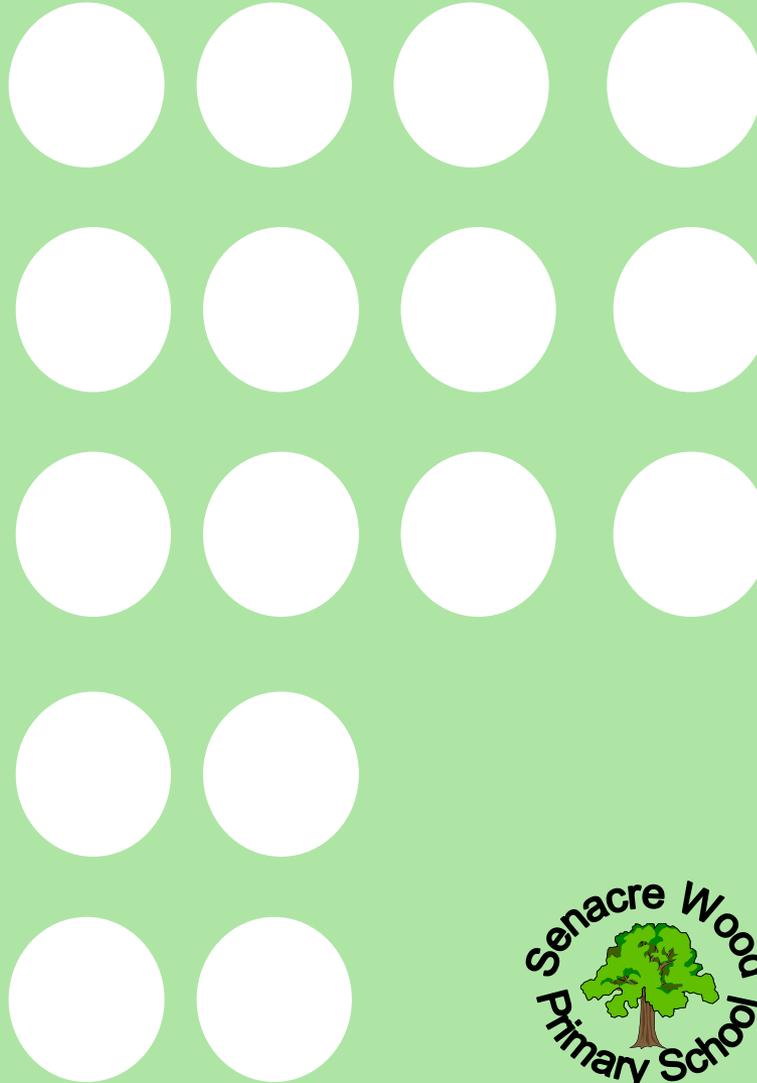
### I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...

- I might lose all of my lunchtime with the Deputy or Headteacher
  - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period

Our pupil reward system remains the same! The children return to school on green each day and can also go 'above and beyond' and earn a gold sticker!

Our behaviour system has an addendum which is available on our website which takes into account negative behaviour associated with Covid-19.

It's good to be GREEN!



# School Values

Independence: We think for ourselves

Collaboration: We share ideas and support our peers

Curiosity : We explore and experiment

Reflection: We reflect on our learning

Innovation: We create and innovate

Resilience: We take risks

# School Uniform

- Children are not permitted to wear jewellery, make up or nail varnish. If any child comes into class with either they will be asked to remove it. (Nail varnish remover will be provided). Make-up should not be worn, even on non-school uniform days.
- If your child has pierced ears they may wear one pair of small, plain studs. Watches can also be worn. Smart watches should not be able to receive messages.
- Children will be wearing sporty clothes on a Tuesday and Thursday, as all PE will be timetabled for these days.
- **Please** name all uniform and kit. We have a huge amount of lost property at the end of the year. Children are encouraged to put their clothes away when changing for PE and jumpers go on children's chairs or in the class jumper box.

# Term 1 Timetable:

	8:40-9:00	9:00 – 9:45	9:45 – 10:45	10:45-11:00	11:00-12:00	12:00-13:00	13:00-13:55	13:55-14:10	14:15-15:05	15:15
<b>Monday</b> Math/GPS Corrections		Guided reading and class book	English		Mathematics (Ft. times tables)		MFL - Spanish Library		PSHE	
<b>Tuesday</b> Times tables Corrections		Guided reading	Kickstart PE (9:30-10:30)	Class book		Mathematics	Enquiry		Spelling Handwriting	
<b>Wednesday</b> Math/GPS Corrections		Guided reading and class book	English		Mathematics (Ft. arithmetic)		Music		Computing	
<b>Thursday</b> Times tables Corrections		Guided reading and class book	PE		Mathematics		English		Spelling Handwriting	
<b>Friday</b> Math/GPS Corrections		Guided reading and class book	Mathematics (Ft. times tables)		Art		Enquiry		Enquiry	Golden time

Please note:

Due to Covid restrictions, arrival and collection times will vary from the timetable listed above. The school will inform you when we are returning to 'normal' times. Please use this timetable as a reference to the subjects taught each day only.

# Important information

- PE is currently on a **Tuesday and Thursday**: this will change throughout the year. Presently, children are asked to come into school wearing PE/ sports clothing on Tuesdays and Thursday in accordance with Covid guidelines. If this changes, you will be notified that children will resume using a PE kit – which should be kept in school every day.
- In Term 4, we are lucky enough to have Forest School on a Tuesday. Please ensure that your child has a warm coat and wellies or old trainers as we will go out whatever the weather.
- Each term, homework tasks (based around our Enquiry topics) will be set on Seesaw, for completion each week. This will be checked at the end of each week. In addition, daily reading (via Bug Club) remains a consistent and important part of homework completion. At this stage, banded books, library books and reading records cannot be sent home in keeping with Covid guidelines. All progress is monitored online and an additional reward system is in place for completion of homework tasks and daily reading.

# Maths in Year 3

## Key focuses:

### ➤ Arithmetic and the four operations applied to:

- Fractions
- Decimals
- Numbers up to a thousand

### ➤ Measurement applied to:

- Time (12 and 24 hour clocks)
- Length (mm/cm/m)
- Money (£ and p)
- Volume/ capacity (ml/l and g/kg)

### ➤ Geometry and statistics

### ➤ Problem solving and reasoning using:

- Worded problems
- Multi-step calculations and formal methods

Maths lesson will not have set table groups as the focus is on moving children on through the lesson. They could be working independently, working in pairs, in teacher-led groups or in a 1:1 capacity.

### ➤ Times Tables:

- Recapping 2/5/10 times tables
- 3/4/8 times tables
- Accessing other times tables to develop fluency
- Increasing pace for Yr4 exam preparation

# Literacy in Year 3

## Key Focuses:

- All writing will be linked to a novel, picture book or short film.
- Children will be taught to edit, re-work and re-draft their own creations using 'purple polishing pens.'
- Spelling, punctuation and grammar knowledge will be applied to longer pieces of writing to ensure children are aware of language rules.
- We cover familiar authors and those from the time periods we will be studying.
- Whole class reading sessions will take place every morning using the VIPER style of questioning and the class book is read every day.

# Enquiry

You might have noticed that last year some of our topics have changed and it is now called *ENQUIRY*. We believe that the children will benefit from this type of learning by having more ownership, posing their own questions and leading explorations. We start with a 'Big Question' and children move through the term, learning and applying the skills and knowledge needed in order to answer it.

# Enquiry

**Term 1: How different was prehistoric life for humans?**

Scientific and historical enquiries

**Term 2: How has the Roman Empire shaped our world today?**

Historical and religious enquiry

**Term 3: Where on Earth would you complete an expedition?**

Geographical enquiry

**Term 4: Where did all this land come from?**

Geographical enquiry

**Term 5: How and why do things grow on our planet?**

Scientific and geographical enquiry

**Term 6: Why do we need a skeleton?**

Scientific enquiry

**If you have visited anywhere that links to our learning or have any items of interest, the children are very welcome to explore these with the class.**

# Home Learning

Take away homework is given out termly and will look like this:

Takeaway Homework – Yr3 Rowan Class – Term 1		
Big Question: How different was prehistoric life for humans?		
Week 1	Week 2	Vocabulary
<p>Research focus: Search for different types of rock and compare the colour, shape weight and texture of them in a table. Can you, identify any types of rocks? OR Use the <u>yellow vocabulary square</u> to research or discuss our enquiry with an adult. Can you find the meanings of these words? Can you link these words to our big question?</p>	<p>Diagram focus: Create a diagram with labels that explain how different types of rocks are formed. Clue: sedimentary rocks are worn by the sea. Igneous rocks form from volcano eruptions. Metamorphic rocks are created from the pressure of landing pushing together. OR Create a diagram to explain how humans migrated all over the world during prehistoric times.</p>	<p>Do you know the meaning of these words? Can you use them in a sentence of your own?</p> <p>Rock, natural, man-made Sedimentary, igneous, metamorphic (rocks) Palaeolithic era, Mesolithic era, Neolithic era Bronze, iron, alloy, weapon Settlements, socialising, migration Origin, adapt, evolve, domestication</p>
Week 3	Week 4	
<p>Writing focus: Write a story about a day in the life of the Stone Age OR Write a comic book strip about the journey of a sedimentary rock- from huge cliff to tiny grain of sand!</p>	<p>Detail focus: Write instructions on 'how to live in the modern world' for a prehistoric human. Include: pictures with labels and explanations about technology (e.g. cars, phones, TV etc). OR Write instructions for 'how to build an Iron Age home'.</p>	
Week 5	Week 6	Type of enquiry
<p>Wider knowledge focus: Think more about domestication- what would be a useful animal to domesticate over thousands of years and why? OR Think more about evolution- draw and label animals of your choice with the adaptations that help them survive!</p>	<p>Creativity focus: Design and draw/paint/ create a map of 'a perfect settlement' in the Bronze Age. OR Design and make/sketch a Stone or Iron age outfit or weapon!</p>	<p>Scientific and historical enquiry: Science- learning about various types of rocks. History – learning how humans used rocks to make new things and evolve during prehistoric periods.</p>

This PDF will be uploaded onto the children's seesaw account with the expectation that children will upload the tasks in the order that they choose. This needs to be on the child's account by Friday morning. All tasks need to be completed by the end of term or children will be asked to spend their own time in school completing a task a week.

# Home Learning

<b>Develop a love of reading (CURIOSITY)</b>	<b>Examples of Weekly Class Homework Tasks (COLLABORATION)</b>	<b>Ongoing Independent Tasks (INNOVATION)</b>	<b>Timestables Expectation for Year Group (INDEPENDENCE)</b>
<p>Daily Reading –10mins x 5</p> <p>Ensure a variety of texts can be accessed: poetry, non-fiction, diaries, newspapers, blogs, graphic novels, short stories.</p> <p>Please make sure that if your child is on the banded reading books that these are read at least twice a week.</p>	<p>Takeaway Homework on Seesaw</p>	<p>TTRockstars</p> <p>Ongoing research.</p>	<p>Multiplication and division facts for: 10, 5, 2, 3, 4 and 8 times tables.</p>

# Assessment

- Children will be part of ongoing assessment to find their starting points- we will meet children where they need to begin in their learning, so please don't worry!
- Children will take part in short quizzes and exercises at first to measure their understanding of skills taught at the end of last year and as they complete each unit of work.
- Lessons are then planned around these gaps, using fluid groupings and making good use of the two full time members of staff.

## If you have any concerns...

- Come and talk to us straight away. There will be staff on the gates at the beginning and end of school everyday.
- If your issue is urgent, please make a telephone appointment to speak to me or a member of the Senior Leadership Team.
- Please also feel free to speak to Mrs. Baksh (SENDCo) or Mrs. Palmer (FLO), who are available throughout the day.
- Any messages given at the gates will be passed to teachers during registration.



We think for ourselves

We share our ideas and support our peers

Thank you for your time.

Any questions? Please make an appointment:

0300 065 8430

<http://www.senacre-wood.kent.sch.uk/>

We reflect on our learning

at Senacre  
Wood...

We create and innovate