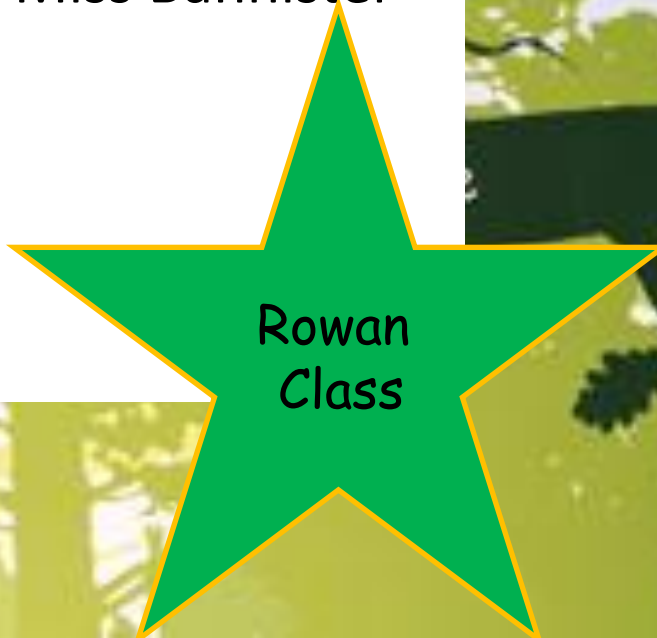
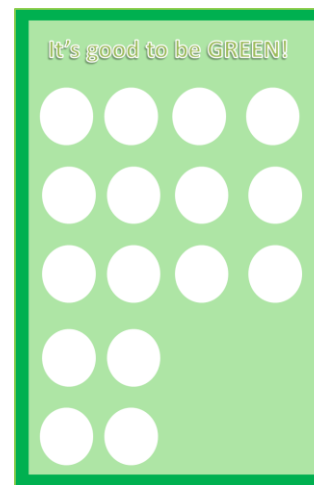
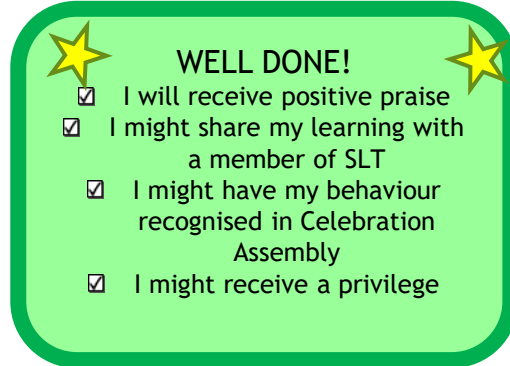
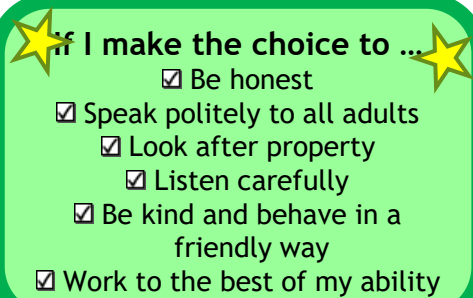


Welcome to Year 3

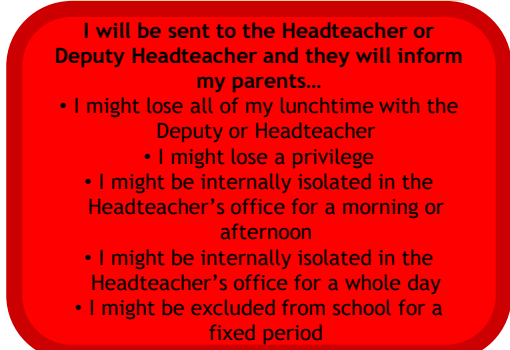
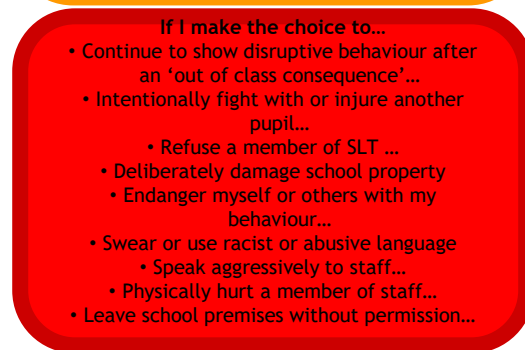
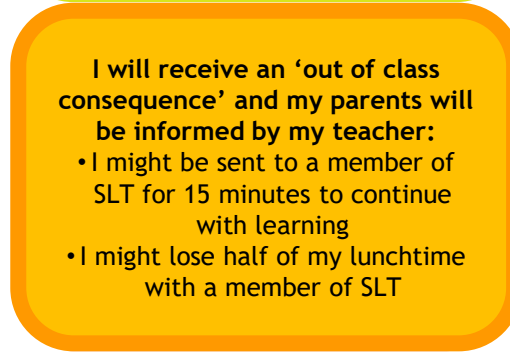
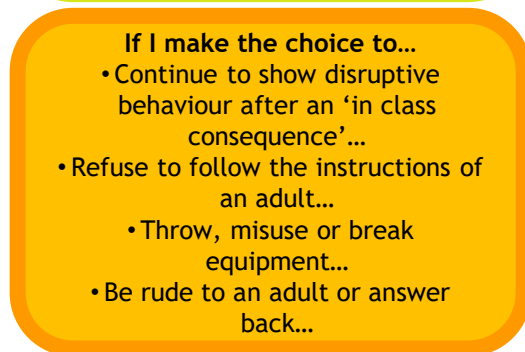
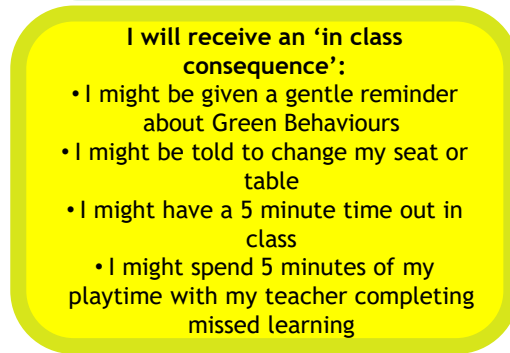
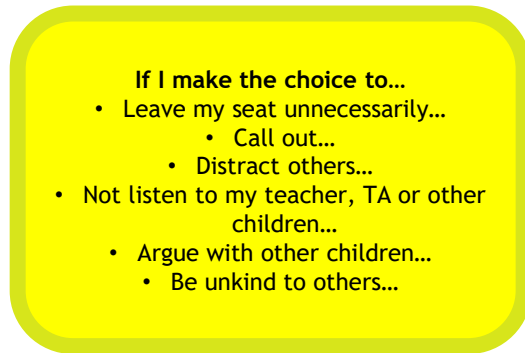
Miss Spicer, Mrs Heard, Mrs Collins and Miss Bannister



Rowan
Class



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!



In Year 3, pupils can earn extra Golden Time on Friday afternoons. This year, Rowan class will gain extra time by reading at home each day. For every day your child reads, they will earn 2 minutes of Golden Time. If they read all 5 days, they will receive a total of 22 minutes. They will also get a golden sticker to add to their Good to be Green chart.

In class we also have classroom jobs which will rotate each term.

School Uniform

- In Rowan Class, PE is currently on a **Tuesday (Forest School) and Wednesday.**
 - Children are asked to come into school wearing full PE kit on these days.
- Children are not permitted to wear jewellery, make up or nail varnish; this includes non-school uniform days.
 - If any child comes into class with either they will be asked to remove it.
- Pupils must wear black school shoes with the exception of PE days.
- Hair accessories should be green, white or black.
- If your child has pierced ears they may wear one pair of small, plain studs.
 - If they are unable to remove their earrings, please sign a PE consent form at the office.
- Watches can be worn but pupils may be asked to remove these if they are causing a distraction. Smart watches should not be able to receive messages.
- **Please** name all uniform and kit.

Term 1 Timetable:

Year 3 timetable Term 1

	8.45-9.00	9.00 – 9.45	9.45 – 10.45	10.45-11.00	11-12.10	12.10 – 1.10	1.00-2.15	2.15-3.15
Monday	Daily task (Next steps/Maths/Vocab/Spelling)	Reading Comprehension/ Spellings	English	BREAK	Maths	LUNCH	Maths	Science enquiry
Tuesday	Daily task (Next steps/Maths/Vocab/Spelling)	Reading Comprehension/ Spellings	English		Maths		English	Maths
Wednesday	Daily task (Next steps/Maths/Vocab/Spelling)	Reading Comprehension/ Spellings	English		Maths		PE	Music
Thursday	Daily task (Next steps/Maths/Vocab/Spelling)	Reading Comprehension/ Spellings	English		Maths		History Enquiry	Art
Friday	Daily task (Next steps/Maths/Vocab/Spelling)	Reading Comprehension/ Spellings	Arithmetic		Computing		French	Enquiry

English in Year 3

English lessons

Daily phonics or Reading comprehension lesson

Daily reading of a whole class text

Daily Spelling Lessons

Daily handwriting lessons

Key Focuses:

- Pupils will be encouraged to write for a range of purposes and audiences and they will use similar writing as models for their own.
- Where possible, writing will be linked to enquiry work and will be based on a text, picture book or short film.
- Children will continue to be taught to edit their work and propose changes to vocabulary, grammar and punctuation to enhance their writing.
- Whole class reading sessions will take place daily using the VIPER style of questioning.
- Handwriting will continue to ensure pupils are writing legibly and fluently.
- Spelling lessons using Read Write Inc Spelling programme.

English in Year 3

Key Authors, Texts and Film Clips:

	English Focus	Class Text
Term 1	Letter writing and narratives	The Magic Faraway Tree
Term 2	Narrative writing and non-chronological reports	The Iron Man
Term 3	Poetry and non-chronological reports	Pugs of the Frozen North
Term 4	Short stories	The Sheep-Pig
Term 5	Graphic novels and play scripts	The Nothing to See Here Hotel
Term 6	Myths and legends	Stig of the Dump

GPS in Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

GPS in Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Maths in Year 3

Pupils are expected to –

- Understand, and use, numbers to 1 thousand.
- Use efficient written methods to add and subtract 3 digit numbers.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Work with fractions
 - This includes counting in tenths, recognise equivalent fractions and add and subtract fractions with the same denominator.
- Accurately measure the perimeter of shapes.
- Tell the time with increasing accuracy using analogue, 12-hour and 24-hour clocks.
- Identify right angles, horizontal, vertical, perpendicular and parallel lines.

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.

Enquiry in Year 3

	Subject	Focus
Term 1	History Science RE WSE- English	The Stone Age Magnets What do different people believe about God?
Term 2	History Science RE	Bronze Age to Iron Age Light Why do people pray?
Term 3	Geography Science	Countries, continents, earthquakes and volcanoes Rocks
Term 4	Geography Science RE	Climate zones Plants Why are festivals important to religious communities?
Term 5	Geography Science RE	Local geography and fieldwork Animals Why are festivals important to religious communities?
Term 6	History Science WSE-Sports Week RE	Romans Animals What does it mean to be a Christian in Britain today?

Home Learning

Develop a love of reading (CURIOSITY)	Weekly Class Homework Tasks (COLLABORATION)	Ongoing Independent Tasks (INNOVATION)	Times tables Expectation for Year Group (INDEPENDENCE)
Daily Reading –10mins x 5 • Book Band Reading • Library Books • Phonics books reading	Spellings will be introduced later on in the year for the children to start to practice at home.	IXL maths TTRockstars Ongoing research Numbots	Pupils should know all multiplication facts for 2, 5 and 10 times tables. They should begin to learn multiplication facts for 3, 4 and 8 times tables.

Assessment

- Weekly Mental Maths tests
- Weekly Speed Spell and Focus Spelling Quiz
- Children will take part in short quizzes and exercises to measure their understanding of skills previously learnt to determine starting points.
- Short quizzes and exercises will also be used to assess pupils understanding of learning throughout the year.

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 another 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