



# Welcome to Year 3

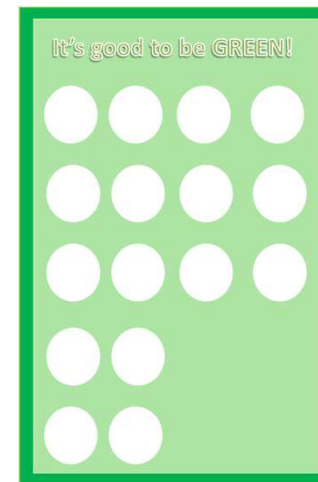
Miss Spicer, Mrs Heard, Mrs Collins and Miss Bannister



Rowan  
Class

- ★ 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



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!

- 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

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

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# 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 <ul style="list-style-type: none"><li>• Book Band Reading</li><li>• Library Books</li><li>• Phonics books reading</li></ul>	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.



The background of the slide features a photograph of a school building with a green roof and trees. A banner is visible in the background with the text "Share our ideas and support our peers".

## **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.



Thank you for your time.  
Any questions? Please make an appointment:  
0300 065 8430  
<http://www.senacre-wood.kent.sch.uk/>

We think for ourselves

We share our ideas and support our peers

We reflect on our learning

at Senacre  
Wood...

We create and innovate