



# Welcome to Year 3

## Staff:

Jules Preston – Year Group leader and class teacher of 3P

Jamie Breuer – School Development Plan leader (computing) and class teacher of 3B

Rebecca Small – class teacher of 3S

Lizzie Davies – School Development Plan leader (CAVE) and class teacher of 3C

Jo Webb – teacher in English/maths sets

Jo Hewett – teaching assistant

Additional support staff – Kate Wells, Rika Manabe, Lucia Garrana, Rachel Lambert

# Structure of the day

- The classroom doors open at 8.50am. Lessons begin at 9am.
- English and maths are taught in the mornings, with the exception of Friday. Art, Spanish and some PE will be taught on Friday mornings.
- The school day ends at 3.15pm. Children should be collected from their classroom by an adult.
- We have a 2 week timetable.



# Curriculum coverage

- See weekly overview for the maths and English objectives that are being covered each week.
- In addition the children will also take part in lessons in:  
Computing, RE, PSHE, P4C,  
Spanish and Art.

## Science

Autumn 1 – Light

Autumn 2 –

Spring 1 – Forces and Magnets

Spring 2 – Rocks

Summer 1 – Plants

Summer 2 – Animals including humans

## Topics

Autumn 1 – The Tudors

Autumn 2 – Fashion (Shakespeare)

Spring 1 – Explorers and Adventurers

Spring 2 – Temples, tombs and treasures

Summer 1 – Saving the world (Rainforests)

Summer 2 - Saving the world (Rainforests)

## PE

Autumn 1 – Ball skills – passing and receiving

Autumn 2 – Dance

Spring 1 – Games making

Spring 2 – Gymnastics

Summer 1 – Striking and fielding games

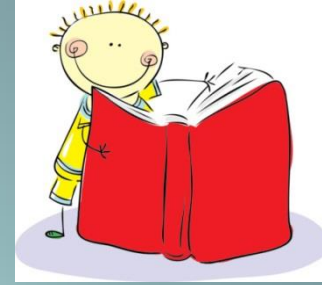
Summer 2 – Athletics

# Weekly Overviews

- These are produced each week for your information.
- The weekly overview will detail the objectives that are being covered in English and maths as well as any other subjects that are being taught that week.
- There will also be details of any dates for your diaries or reminders for parents.
- Weekly [overview](#)



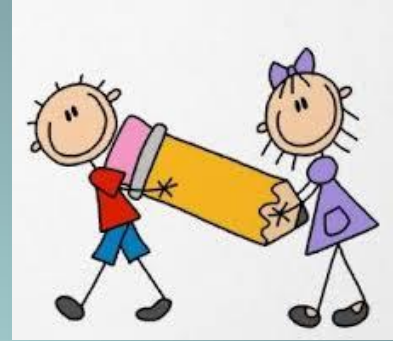
# Reading



- Children will take part in 5 Guided Reading workshops every fortnight.
- Each child has an allocated reading day once a fortnight. On this day they will take part in a Guided reading session with the teacher during the reading workshop and change their school reading book.
- Children should bring their book bag/school reading book into school EVERY DAY as they will often need it in the workshops.
- We will continue to use the reading journals that the children had in KS1. The teacher will write in these fortnightly, on a child's reading day.
- Any children who require additional support with reading will read 1:1 with the class teacher or TA once a week. They may also take part in reading interventions with other members of staff.
- In addition to their school reading book, the children will be able to choose a book of their choice from the school library.



# Writing



- Children take part in regular writing activities in English and other curriculum subjects.
- Units consist of both fiction, non-fiction and poetry.
- For each writing unit we teach specific grammar and punctuation objectives.
- Please see the weekly overviews for detail on the genre of writing that we are covering and the grammar and punctuation objectives.

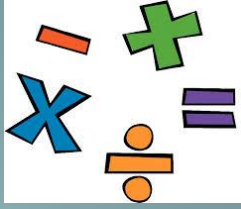
# Spelling and handwriting



- The children take part in a spelling workshop every Tuesday morning.
- This term we are teaching the tricky high frequency words from KS1. Spellings will be sent home for those children who need them.
- Once we start English sets we will be teaching spelling rules (DfE spelling appendix). The children will receive a list of words to learn each week (available on the website each week) from their set teacher which will be tested during their spelling workshop the following week.
- Children are now expected to write using a cursive script and this is encouraged in all writing activities.
- Specific handwriting lessons take place regularly.
- Children who find cursive script difficult will take part in a handwriting group. They will not be expected to use a cursive style until they are ready to.



# Maths



- We teach maths using a ‘mastery’ approach.
- We will spend several weeks on one unit of maths ensuring that the children have a very deep understanding and become ‘masters’ in the area.
- The units will therefore not be repeated in the year however various objectives will crop up again in different units.
- Children will be stretched through the use of problem solving activities aimed to challenge their understanding of a mathematical concept.
- Any children who are struggling with a concept will have additional support before and after the lessons to ensure that they are able to achieve the objectives.
- maths work is not always completed in the children’s maths books as we try to find as many creative ways of recording their work as we can.



# Marking

Persuasive      Thursive advert  
 Persive      Advert

A good use of rhetorical questions in your opening paragraph.

Are you **bored** of the cold weather? Do you want to take a break from work and be free? Are you **tired** of not seeing your family enough?

A good use of imperatives.

Then you need to come to **beatifull** Barbaydos and enjoy the sun, sea, sand and surf! **Be free** and the **relax** and **sun bath** while your kids will be having the time of there life **swimming with** dolphins, and if you are **brave** enough then come and do your **tree top hi** adventure course! **Build** sand castles and **see** the sun set while having the **softest** sand **under** you feet. Discover sea life and feel the **st** best breeze across your face! You will have a hot and happy week in the **best** **beatifull** **brilliant** **barbaydos!**

Good superlatives.

Go for a stroll along the **amazing** beaches **with** the warm ~~at~~ sea spashing on your feet while the romantic seagang is **swaying** making it even more of a romantic evening! it's half price for kids!

So **come** and jump on a plane today and we'll meet you and your family there at **beatifal** **barbaydos** **which** the best beaches. You will not regret it!

A great piece of persuasive writing. You organised your writing into paragraphs and included many of the key features of persuasive writing.

Remember to use commas when writing a list eg. Be free, relax and sunbathe. Re-write the sentence that is highlighted.

Go to the beach, mountains, and the jungle

**beautiful** beautiful ~~beautifull~~

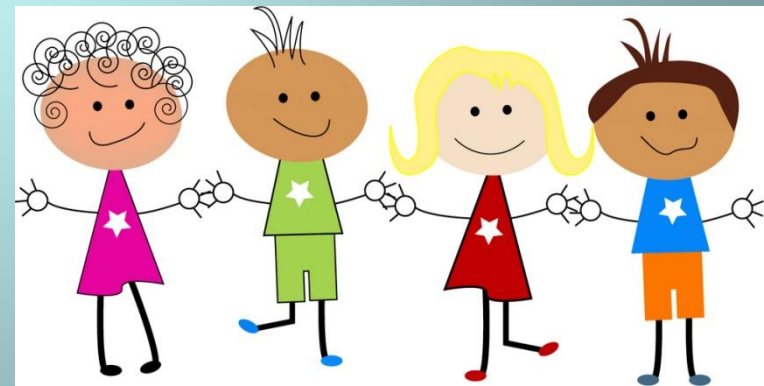
**with** with with

**bored** ~~bored~~ bored

**tired** tired tired

# Groupings and Sets

- The children work in mixed ability groups within their class as much as possible.
- For some activities (especially in English/maths) it is appropriate to group the children by ability.
- Later this year the children will be placed into sets for English and maths.





# English and maths Sets

- The children will be divided into 5 Sets across the year group according to their ability.
- The Sets are very flexible and children move between them often.
- Setting for English and maths allows for the children's learning to be appropriately tailored to their ability ensuring that they are able to make expected progress and are appropriately challenged. It also ensures that we can provide the necessary support to each group of children.
- Further information regarding Sets will be given later in the year.

# Assessment

- We assess the children's ability in every lesson and make notes on how they manage an activity and whether or not they have met the learning objective.
- These notes then feed into an individual assessment profile which is completed and updated every half term.
- Throughout the year teachers will complete the profile and will be able to inform you of any areas that your child may need to practise.
- At the end of the year you will be informed whether your child is working below, at or above the national average in each subject.
- **It is important to remember that the *language* of assessment has changed but the *process* has not.**

# Booster groups

- Some children will work with various members of staff in small groups in order to provide further support in a specific area of the curriculum.
- These small group's take will take place during assembly times and in the afternoons. We timetable these carefully to ensure that the children do not miss out on learning in other areas of the curriculum.
- We will inform you if your child has been recommended to take part in a small group and provide you with further ways to help support your child at home.

# School Website

- The weekly overview and spellings are available by Friday each week.
- There are a wide range of important documents available on the school website for you to use to support your child at home.
- Any new documents will also be posted onto the website.
- Please check it regularly for updates.



**Coleridge Primary School**

LEARNERS FOR LIFE

RESPECTFUL, RESILIENT, REFLECTIVE, ASPIRING, CARING AND CONSIDERATE

# Behavior expectations: rewards and sanctions

- Our behavior policy focuses on 5 core values –
  - Respect
  - Resilient
  - Reflective
  - Aspiring
  - Caring and Considerate.
- These values have become a shared language across the school.
- Our expectations for the children's behaviour reflects these core values.

# Rewards and sanctions

- Rewards: golden book and marbles
- Sanctions for unacceptable behaviour will be set according to this chart which is on the website and in every classroom.

Stage	Unacceptable Behaviours	Consequence
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Calling or shouting out</li> <li>• Swinging on chairs</li> <li>• Shouting inside both in classroom and in the corridor</li> <li>• Not following simple instructions</li> <li>• Continuing to talk after countdown</li> <li>• Consistently interrupting others while they are talking</li> <li>• Not joining in an activity during learning time</li> <li>• Not tidying up</li> <li>• Running inside</li> <li>• Talking in assembly</li> </ul>	<p>Child to receive a reminder.</p> <p>If children are caught running inside they will be asked to go back and walk.</p>
<b>Stage 2</b>	<p><b>Persistent stage 1 behaviour</b></p> <ul style="list-style-type: none"> <li>• Answering back or arguing with an adult</li> <li>• Disrupting the learning of others</li> <li>• Throwing things in the class room</li> <li>• Name calling</li> <li>• Leaving the room without permission</li> <li>• Refusing to follow instructions</li> <li>• Being deliberately unkind to others</li> <li>• Cheating or disrupting other children's playground games</li> <li>• Sarcasm</li> </ul>	<p><b>(After 3rd reminder)</b></p> <p>Child to be sent to their year group leader or a different room for minimum of 10 minutes (this time is then to be made up at break or lunch time).</p> <p>Visits to Year Group leader will be recorded in a behaviour book.</p> <p>If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games. <b>Teachers or TA on duty need to report to child's class teacher.</b></p>
<b>Stage 3</b>	<p><b>Persistent level 2 behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent swearing</li> <li>• Physical retaliation</li> <li>• Persistent refusal to participate</li> <li>• Challenging an adult</li> <li>• Physical violence</li> <li>• Running or walking away from a teacher</li> <li>• Being abusive or threatening to others</li> <li>• Damage to school property including environment</li> </ul>	<p><b>(Evidence to SLT)</b></p> <p>Child sent to see SLT member.</p> <p>Teacher informs parents of incidents via phone conversation.</p> <p>Child misses lunch and/or play. Details will be reported to all SLT and year group leader in brief e-mail, details to be logged in a behaviour folder. Child can lose privileges such as representing the school.</p>
<b>Stage 4</b>	<p><b>Persistent level 3 behaviour</b></p> <ul style="list-style-type: none"> <li>• Abuse or disrespectful remarks about the race, culture, religion, gender or sexuality of others</li> <li>• Verbal abuse to adult</li> <li>• Leaving a room without permission</li> <li>• Bullying others</li> <li>• Serious, extreme or resulting in physical injury</li> </ul>	<p><b>(Evidence to SLT)</b></p> <p>Sent to members of SLT</p> <p>SLT offers all home or average meeting with parent.</p> <p>Parent excluded. Child to spend a morning or an afternoon out of class.</p>

**Persistent or extremely serious stage 4 behaviour will lead to either a fixed term or permanent exclusion from the school**



# Home learning



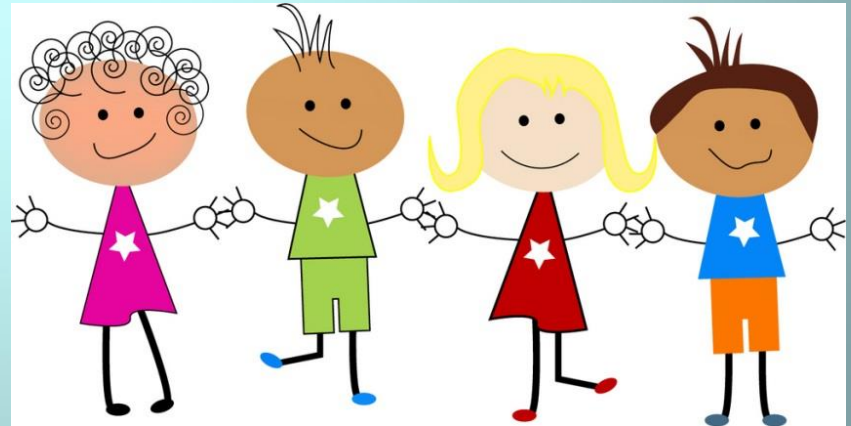
- The children will continue to receive half termly home learning featuring a range of activities/projects.
- They will receive separate maths and English home learning sheets each half term.
- We believe in providing a wide variety of learning activities that fit with the school's creative ethos.
- Some of these activities can be undertaken independently, promoting important self-discipline and time management skills.
- Other activities bring parent and child together in a shared learning experience, demonstrating to the child that learning is not solely a teacher/pupil experience and can happen in the home as well as in school.

# Trips

- We are in the process of booking our trips for this year.
- The total cost for all trips will be £30 (£15 for children that receive Pupil Premium). We are asking that parents pay the full £30 this half term and if the trips do not total the full amount then your payment can be carried over to the following year, or credited to your account.
- The money for trips should be paid online on the school payment system.

# Common 'Year 3' problems

- Friendship anxieties/problems
- Football/Kingball problems
- Worries about Sets



# Problems or concerns

- As a staff we are always open to meeting parents to discuss any issues you have. Please arrange a time with your class or sets teacher.
- From 8:45 through till 3:15 our focus is the children and managing the learning environment. We are unable to discuss matters in these times which you would not categorize as urgent or integral to your child's day. Conversations about general attainment or social issues are best had at an appointed time.

# Other information

- PE kit
- Water bottle in school
- Attendance and punctuality.
- Lost property
- Playtime snack Before/After school
- Allergies and medication