

Year 3

Curriculum Chat

Welcome to Year 3

Staff:

Natalie Thorn – Year Group Leader and class teacher of 3R

Kirstie Henry and Jenny Leung – class teachers of 3O

Martin Heidensohn – class teacher of 3B

Rose Jones and Sarah Crawford – class teachers of 3P

Coral Lowcock supports children in maths across 3R and 3P in the mornings and runs interventions in the afternoons.

Davorka Andjelic supports children in maths across 3O and 3B in the mornings and runs interventions in the afternoons.

Ginny Ludlow supports in some English sessions across the year group Monday to Wednesday mornings.

Structure of the day

External doors open at **8:50am**. Children should be in school by **8.55**, ready to start at **9am**.

Doors close promptly at **9am**. If you arrive late, please take your child to the office.

If your child is absent due to illness, please let the office know **before 9am**. You can email (admin@coleridgeprimary.net) or leave a message on the school answering machine.

School finishes at 3.15 on the juniors. Thanks for your patience as we continue to learn parent's names and who goes with who!

Structure of the day

- Maths and English are generally taught in the mornings and wider curriculum subjects in the afternoons.
- Our timetable follows a 2-week cycle.

3 Red Week 2 timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.00	PE (PPA)	English Ginny	Maths Coral	English	Maths
10.00-10.30	PE (PPA)	Spelling – Test and new words	Singing Assembly	Spelling	Independent reading (Individual readers)
10.30 – 10.55	Break (Jason and Ginny)	Break (Sarah and Ginny)	Break (Ginny and Jenny)	Break (Natalie and Martin)	Break (Natalie – TA time Rose and Kirstie)
11.00-12.00	PE (PPA)	Maths Coral	English	Maths Coral	English
12.00-1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.00-1.20	Independent reading (Individual readers)	Quiet Time (Guided reading group 3)	Independent reading (Individual readers)	Quiet Time (Guided reading group 4)	Quiet Time (Guided reading group 5)
1.20-2.20	Science	Handwriting – Twinkl	Geography	History (1.20-2.30)	PSHE
2.20 – 2.45	Handwriting – twinkl	Music (2-3)	Computing	History (1.20-2.30)	PSHE
2.45 - 3.00	Assembly (hear banded readers)	Music (2-3)	Computing	Library	Golden time (2.30-3)
3.00-3.15	Get ready and home	Story and home	Get ready and home	Story and home	Get ready and home

Curriculum coverage

- Please look at the **weekly overviews each week.**

Science

Autumn 1 – Plants

Autumn 2 – Rocks

Spring 1 – Light

Spring 2 – Animals including humans

Summer 1 – Forces and magnets

Summer 2 – The bee project

Music

Whole class music lessons 1 per week this first term, then once a fortnight. Singing sessions and music assembly every week.

Topics

History

Ancient Egypt

Ancient Sumer

Indus Valley

Persia and Greece

Ancient Greece

Alexander the great

Geography

Rivers

Mountains

Agriculture

Settlements and cities

Volcanoes

Climate and biomes

PE

Autumn 1 – Gymnastics.

Autumn 2 – Dance and ball skills.

Spring 1 – Gymnastics – Symmetry and asymmetry. Passing and receiving.

Spring 2 – Dance. Striking and fielding games.

Summer 1 – Games.

Summer 2 – Athletics and Dance

- In addition, the children will also take part in ICT, PSHE and Art lessons every fortnight.
- There are DT days each term. RE is either covered as a lesson every fortnight or as an RE day.

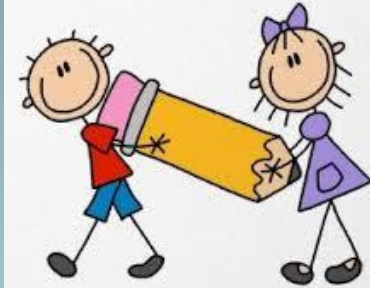
You can find more information about our different topics on our curriculum map which is on the website.

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.
- These are uploaded to the parenthub app each week.



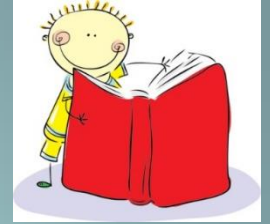
English



- 1 or 2 units of work per half term. These are a mixture of fiction, non-fiction and poetry. These have a book that the unit of work is planned around.
- Activities include discussion work; making predictions and sharing ideas about what we have read or heard. We also have different drama opportunities, shared writing as a class and independent writing in books.
- For each unit, we teach specific grammar and punctuation objectives.
- Please see the **weekly overviews** for details on the genre of writing that we are covering, and the grammar and punctuation objectives.
- There are many writing opportunities throughout other subjects as well as English lessons.



Reading



- The focus in reading in Year 3 is developing inference and comprehension skills and continuing to develop a love of reading and books. The focus also moves more from learning to read to reading to learn.
- We want to really stress the importance of reading with your child at home on a daily basis. This will help your child progress with their decoding and word recognition skills as well as help to develop their inference and language. Frequent practice at home (ideally daily) will have a pronounced effect on their progress.
- All children will take part in whole class reading sessions each week every fortnight. During this time, the children will read aloud parts of the text and will answer questions about what they see and hear, drawing on evidence from the text and/or pictures.
- Children will read in a small guided group every fortnight.
- Those children that are still reading banded book will continue to read once a week with an adult and will get a new reading book to bring home.
- Independent readers will choose a new book from a selection every 2 weeks and a library book.

* There are points in the week where the children will have independent reading time. They need to have a reading book for these times, this can be their school reading book, or one they have chosen from home or from the classroom/library. Therefore children need to bring their book bag/school reading book into school EVERY DAY as they will often need it during the day. There is no set reading day.

Reading journals

Children will start to bring these home in the next couple of weeks. They should come into school every day with the reading books.

We encourage the children to make a note of what they are reading at home so they build up a log. We look at these when we read with the children so will see if you write comments etc, but generally we will not write in these.

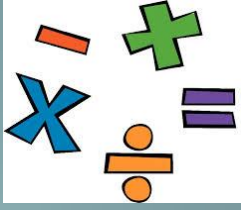
Spelling and handwriting



- Each week, all children will bring home **2 spelling lists**. List 1 contains words that are the Year 3 spelling words. These will usually follow a pattern or a rule (e.g. words containing 'ed'). Our spelling sessions are focused around these words.
- List 2 will contain 10 high frequency words that will have been covered in Year 1 and 2. These are words that come up a lot when writing and reading.
- There are opportunities for the children to practise words from both lists in class; in quiet activities at the start of afternoons, in handwriting sessions, in morning activities and often at the start of English lessons.
- At home, they are expected to practise and learn the spellings of one list of words for their test every Tuesday.
- We have done an initial spelling test with the children so will highlight the words we think they are most suited to learning. However these may change over time, and depending on the words given. Please support your child in learning words most useful to them, ie if they can't spell at least 6 correctly out of the high frequency word lists then it is more useful for them to focus on these words for the test. They will still be exposed to the other words and have chances to practise them. Please speak to your class teacher about this if you are unsure.
- Children are now expected to write using a cursive script and this is encouraged in all writing activities.
- Specific handwriting lessons take place regularly.



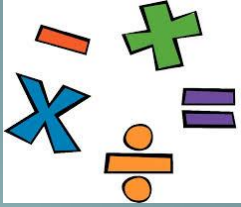
Maths



- Children will be taught as a whole class, with every child being given access to the same learning and tasks. However, differentiation DOES still occur.
- We will not make any assumptions about which children will struggle, or which children will need more challenge.
- Support may come in the form of adult help, physical resources or a simpler version of the same task.
- Children, who need more challenge are given activities that further deepen the learning they are already doing.
- For all children there is a big focus on reasoning. Children are encouraged and taught how to explain their answers and work systematically to prove it.



Maths

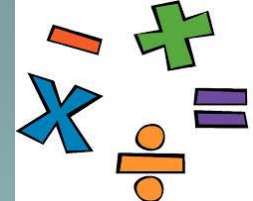


- We teach maths using a ‘mastery’ approach.
- We will spend several weeks on one unit of maths, ensuring that the children have a very deep understanding and become ‘masters’ in the area.
- Problem solving and application focus – not just mental maths or learning of facts.
- The units will therefore not be repeated in the year, however various objectives will crop up again in different units.

Maths	Numbers to 1000	Addition and subtraction	Multiplication and division	Measures	Fractions	Shape	Maths
	Addition and subtraction mental strategies	Written strategies Multiplication and division <i>Times Tables</i>	<i>Written methods</i> Money	Length Capacity weight		2d and 3d shapes Area Perimeter Time	



Maths



Examples of challenges

If the number on the line is 780, what could the start and end numbers be?

Find three different ways and explain your reasoning.



Complete the table.

100 less	Number	100 more

The number in the place value grid is the greatest number you can make with 8 counters.



100s	10s	1s

Do you agree?
Prove your answer.

Hundreds	Tens	Ones

Steph



The place value grid shows 467


Do you agree?

Explain your reasoning.

What do you notice about the number shown?

Marking

- Please see the English and maths pages on the school website to find out more about how work is marked in these subjects.

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Maths Marking Policy

Presentation of Work

All maths work should be completed in pencil.

The short format of the date (e.g. 13/9/17) should be recorded in the top right hand corner. For work extending over a longer period of time, the abbreviation w/b (week beginning) could be included as well.

Children should then write the title on the next line down, aligned to the centre of the page. Titles should make clear the learning focus of the lesson/s.

Both the date and the title should be underlined using a ruler.

Any work completed on a separate document should also include a title and date. These documents should be stuck in the child's maths book in chronological order.

When working on squared paper, children should write one digit per square.

Instant Feedback

Where possible, lessons should be designed so that instant feedback to an activity is given through class discussion. If work is to be kept, children should use the colours specified below to mark their work during the discussion.

For activities where instant feedback through discussion is not possible, children should be provided with an answer sheet. These could be set up as a marking station, or simply made available for children to use on their tables.

Children should be instructed to only use the answer sheets once they have completed the task, as outlined by the teacher. When marking their own work, children should use the following colours:

Blue felt-tip to tick a correct response.

Orange felt-tip to underline/circle an incorrect answer.


For incorrect answers, children should return to their work and attempt the question again. They should make these corrections in [handwriting.com](https://www.bbc.com/news/health-51888888).


*Year 1 teachers and children should follow this policy where possible. If and when work is marked by the teacher instead, it should be returned to the children as soon as possible.

Monitoring Work


At the end of the lesson, teachers should look through the marked work and update their assessment information accordingly.


Year 3 Marking Code


 Blue shows where I've achieved the learning objective or used punctuation properly (up to 3 times).


 Green shows where I need to practise a spelling by writing it out 3 times (up to 3 words).


I Independent work **S** Supported work


 Spaces between words


 Full stops


 Add or remove a capital letter


 Missing punctuation


 Add a conjunction

 Check tense

 More interesting sentence starter

 Add in a better describing word (adjective or adverb)

 Missing word

 Read work to check it makes sense

Assessment

- We assess the children's ability in every lesson thinking about how they manage an activity, explain their thinking and whether or not they have met the learning objective.
- These observations 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 parents' evenings, we will let you know whether your child is working below, at, or above the national average in each subject.
- We will arrange to meet with you before these meetings if we have specific concerns, and, likewise, please do arrange to see us if you are concerned.

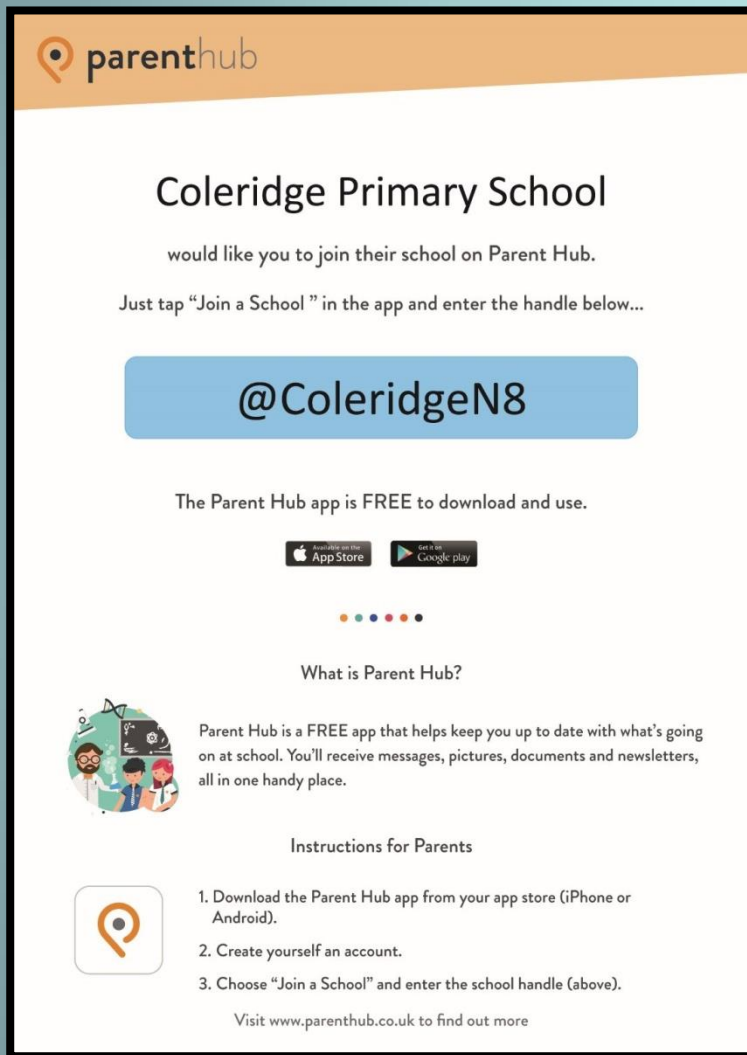
ParentHub

This term, we are launching our new school communication app for parents and carers, *ParentHub*.

The app is designed to keep you more up to date with school life and connected to your children's learning.

Please see the poster opposite on how to download and log onto the app using your smart phone. Once launched, you will be able to access information about the school, your child's year group, their class and their learning. Teachers will also be able to communicate directly with you via the app. Coleridge Families (our PTA) will also be using the app to disseminate information about their events.

If you do not have a smart phone or do not wish to download the app, all school communication will default to your email address.



The poster is for the ParentHub app. It features the ParentHub logo at the top left. The main heading is 'Coleridge Primary School' followed by 'would like you to join their school on Parent Hub.' Below this, it says 'Just tap "Join a School" in the app and enter the handle below...'. A large blue button contains the handle '@ColeridgeN8'. Below the button, it states 'The Parent Hub app is FREE to download and use.' and shows 'Available on the App Store' and 'GET IT ON Google play' logos. A row of five colored dots (orange, blue, green, red, grey) is below the logos. The section 'What is Parent Hub?' includes an illustration of three children and a text box explaining that the app is free and provides updates on school life. The 'Instructions for Parents' section lists three steps: downloading the app, creating an account, and choosing 'Join a School' with the school handle. At the bottom, it says 'Visit www.parenthub.co.uk to find out more'.

parenthub

Coleridge Primary School

would like you to join their school on Parent Hub.

Just tap "Join a School" in the app and enter the handle below...

@ColeridgeN8

The Parent Hub app is FREE to download and use.

Available on the App Store GET IT ON Google play

What is Parent Hub?

Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.

Instructions for Parents

1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose "Join a School" and enter the school handle (above).

Visit www.parenthub.co.uk to find out more

School Website

- The weekly overview is posted on the parent hub on 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.



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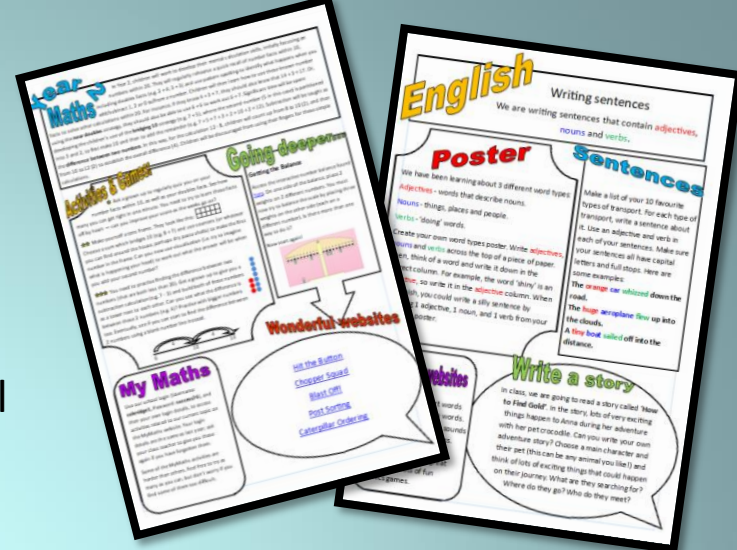
Behaviour

- Rewards: praise, golden book, and marbles for the class. These link to our core values; caring, creative, resilient, aspiring and being inclusive.
- Sanctions for unacceptable behaviour will be set according to this chart, which is on the website and in every classroom.

Stage	Unacceptable Behaviours	Consequence
1	Calling or shouting out Swinging on chairs Shouting inside, both in classroom and in the corridor Not following simple instructions Continuing to talk after countdown Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly Being inside without permission at playtime	Dealt with by class teacher or teaching assistant Child to receive a reminder. If children are caught running inside they will be asked to go back and walk.
2	Persistent Stage 1 behaviours Answering back or arguing with an adult Running or walking away from a teacher Disrupting the learning of others Throwing things in the classroom Leaving the room without permission Refusing to follow instructions Being deliberately unkind to others Cheating or disrupting other children's playground games Swearing	Dealt with by Year Group Leader After 3 reminders in one session (morning or afternoon), the child will miss 10 minutes of their breaktime, and will be spoken to by the Year Group Leader If being disruptive in the classroom, the child will be asked to spend 10 minutes in another room, supervised by an adult If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games Teachers or TA on duty need to report to child's class teacher
3	Persistent Stage 2 behaviour Persistent swearing Intentionally damaging school resources or another person's property Stealing Fighting Physical aggression and/or retaliation Persistent refusal to participate Challenging an adult (e.g. persistently answering back or arguing) Being abusive or threatening to others Inappropriate comments made to children or staff	Dealt with by Senior Leadership Team Child sent to see member of the SLT Child spends 30 minutes of their lunch break in the reflection room Teacher informs parents of incidents via phone conversation Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on MCS606860
4	Persistent Stage 3 behaviour Rude or disrespectful remarks about the race, culture, religion gender or sexuality of others Verbal abuse and/or physical aggression towards an adult Leaving school without permission Bullying others (this is persistently targeting another child either physically or emotionally, and on more than one occasion) Serious physical aggression Serious violence resulting in physical injury Threatening an adult Inappropriate sexualised behaviour towards others	Dealt with by Senior Leadership Team Internal exclusion – either a morning or afternoon out of class, learning in isolation whilst supervised by a member of the SLT (work to be set by the class teacher) SLT either call home or arrange meeting with parents
	A serious breach, or persistent breaches, of the school's behaviour policy; or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the pupil or others in the school.	Dealt with by the Headteacher Suspension or Permanent Exclusion



Home learning expectations



- Each half term, **Home Learning** is posted on the school website.
- Home Learning is **optional**. However, we strongly encourage your child to complete some of the activities to reinforce the message that learning isn't just confined to the classroom.
- There are Home Learning documents for Maths, English & Wider Curriculum subjects.
- There is a wide range of activities – some are creative whereas others practise skills learnt in class.
- Maths activities are posted on **MyMaths**. You should have login details already.
- If you would like to read a rationale as to why we do Home Learning, this is on our school website in the Home Learning section.
- Although Home Learning is optional, learning the weekly spellings is compulsory as is regular reading.

Problems or concerns

- As a staff, we are always open to talking with you about any issues you have.
- However, from 8:50 through till 3:15, our focus is the children and managing the learning environment. We are unable to discuss matters during 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.
- Please email the office if you would like to arrange a time to talk with us.

Other information

- PE - we ask that children come to school dressed in their PE kit on their PE days.
- Children must have a water bottle in school.
- We accumulate a lot of lost property. We encourage children to look after their things, but we recommend you name their items of clothing.
- The children need to bring in their own fruit/vegetables for their morning snack. This should be a piece of fruit or vegetables and be separate to their lunch box as it needs to go in their tray when they arrive so they can access it at fruit time.
- Allergies and medication – ensure the school has up-to-date information and medication. There should be set of medication given to the class teacher to be kept in the classroom and another for the office.