

Year 3
Curriculum Chat

Today's Year 3 talk:



- Members of the Year 3 Team
- Structure of the day
- The Curriculum
- Assessment, Marking and Feedback
- Learning at Home
- Communication between home and school
- Behaviour
- Attendance
- Additional Information
- Questions and Answers

Year 3 Team

Jamie Breuer

3O (Year Team Leader)

Jenny Leung

3R

Rose Jones

3R

Grace Ludlow

3P

Martin Heidensohn

3B

Supporting our children will be:

Emma Rose

Ta Woranuch

Davorka Andjelic



Structure of the Day

8:50 – Doors Open

8:55 – Register

9:00 – Lessons

10:30 – Break

11:00 – Lessons

12:00 – Lunch and Break

12:55 – Lessons

15:25 – Home Time



Doors close promptly at **8:55 am**. 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 8:50am.

You can email
(admin@coleridgeprimary.net)

or leave a message on the school answering machine.



Structure of the Day

Each class follows a 2-Week Time-table.

These can be found on the Coleridge Website.

Maths and English are always taught in the mornings.

Wider Curriculum generally taught in the afternoons.



30 TIMETABLE

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	MORNING ACTIVITY AND REGISTER				
9:00	English	Maths	PE - PPA	English	Maths
9:30	Singing Assembly	Spelling Test		Reading	Reading
10:00	BREAK TIME				
10:30	Maths	English	Computing - PPA	Maths	English
11:00	LUNCH TIME				
11:30	PE	Geography	Science	Library	History
12:00	Reading	Reading	Reading	Reading	Reading
12:30	Story Time	Handwriting	Handwriting	Story Time	Story Time
13:00	SLT Assembly	Story Time	Story Time	Story Time	Story Time
WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	MORNING ACTIVITY AND REGISTER				
9:00	English	Maths	English	Maths	English
9:30	Singing Assembly	Spelling Test	Spelling Lesson	Reading	Reading
10:00	BREAK TIME				
10:30	Maths	Whole Class Reading	Maths	English	Maths
11:00	LUNCH TIME				
11:30	Geography	Art - PPA	Science	Story Time	History
12:00	Handwriting		Handwriting	PE	PE
12:30	Reading		Story Time	Music	PE
13:00	PSHE		Teacher Assembly	Music	Golden Time

Learning for Year 3

The Wider Curriculum

History

- Ancient Egypt
- Cradles of Civilisation (Ancient Sumer)
- The Indus Valley
- Persia and Greece
- Ancient Greece
- Alexander the Great

Geography

- Rivers
- Mountains
- Settlements
- Agriculture
- Volcanoes
- Climates and Biomes

Science

- Plants
- Rocks
- Light
- Animals, including humans
- Forces and Magnets
- The Bee Project

Religion and World Views

- Hindu Stories
- What is important to me
- Why do religious books matter

Physical Education

- Gymnastics
- Games
- Dance
- Athletics

Music

- Ukulele
- Vivaldi - Winter
- Bob Marley - Three Little Birds
- Chocolate Molinillo
- Juba Dance - Florence Price

Art & Design

- Black History Month (Indigenous Art of Australia)
- School Play
- Ancient Egypt (Painting)
- Printing and Textiles
- Greek Vases
- The Great Wave (Collage)



Personal Social Health and Emotional

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Transition

Computing

- Online Safety
- Networks and the internet
- Programming with Scratch
- Journey inside a computer
- Creating Video Trailers

Learning for Year 3

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.

There are many writing opportunities throughout other subjects as well as English lessons.

Learning for Year 3

Reading



All children will take part in whole class reading lessons where the focus is on inference, understanding and using new vocabulary and using key features of information texts to find information.

All children will either read in a small group or 1:1 with an adult at least once a fortnight.

Those children that are still working towards the expected level will read with an adult at school once a week and receive a new reading book chosen by the teacher. Those children that are reading at or above the expected level will choose a new reading book every 2 weeks.

Learning for Year 3

Reading Books



Children will be visiting the library with their class once a fortnight. They can also choose to go to the library at set times during lunch or break twice a week. They will be able to choose two books at each visit as long as they have brought back their old ones. One of these books will be a free choice so they may sometimes be books that you will need to read to them.

All children need to have their reading books with them at school every day, banded or a free choice book. There are independent reading times during the week where the children will need these either to read or use in sessions, or if they are reading to us. They also may like to bring in a book of their choosing from home.

We really want to stress the importance of reading regularly with your child at home, particularly for those on banded books. To make progress, children need to be reading on a daily basis as much as possible.

Learning for Year 3

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.

Sign and date every time you read with your child. This should be daily.

Encourage your child to keep track of the key words they can read and spell.

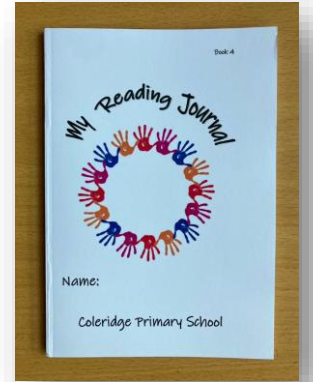
We will give your children a reading target towards the end of this half term. Support your child to work on their reading targets.

Encourage your child to record the books they have read and note down any new words they have learnt in the 'Reading Dictionary'.

Encourage your child to complete the challenges.

There is also a space for you to leave a comment for the teacher if you need to. They may write a response.

Ensure that the reading journal is returned to school each day.



Reading Record

Use this table to show your teacher how much you have read each day, either on your own or with a grown up. Try to read daily if you can.

Date	Title & Number of Pages Read	Signed
24/9	The Journey 6 pages	Jade
25/9	The Journey 4 pages	Jade
26/9	The Journey 5 pages	Jade

Learning for Year 3

Spelling

List 1	with 24/9/24	List 2
Words with the long /a/ spell 'ey'		High frequency words
1. hey		1. about
2. they		2. back
3. obey		3. could
4. grey		4. down
5. prey		5. look
6. whey		6. my
7. survey		7. some
8. convey		8. they
9. disobey		9. what
10. purvey		10. went

Every Tuesday, the children will need to bring their spelling book into school so that they can complete a spelling test in it. In this session, they will also be given their new words to stick in and learn. These spellings will be posted here each Tuesday.

We will discuss these spellings during the week as a class and the children will have opportunities to practise them as well. However, it's important that they also have time to practise with you at home. To help move these words into their long-term memory (and not just learn them for the test), we really encourage you to look at them daily if possible.

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').

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.

Children only need to learn the words from one of the lists (unless they particularly want to do both!)

We will be doing an initial spelling test with the children to get a sense of where they are at with their spelling and therefore guide them to the list that is probably best suited to them, but we will also really value your support with this. The general rule of thumb is to look at list 2 first (high frequency words) and go through them with your child. If they can spell 6 or more words correctly from this list, then they should focus on list 1 (year 3 words). If they can't spell at least 6 of these words correctly then they should focus on learning these words with them.

All children will be exposed to all the words from both lists in our spelling and handwriting sessions and will have chances to practise all.

Learning for Year 3

Music



This term all children in Year 3 will begin a course of whole class ukulele lessons as part of their music curriculum for this year. The lessons will take place once a week in their usual timetabled music lessons and will continue for the whole of the autumn term.

Ukuleles will be provided for each child to use in their lessons; this set of class instruments will remain in school and not be available to be taken home. While children can fully participate in the lessons without practising at home, any instrumental learning will always benefit greatly from regular (ideally daily!) practice at home. We will be making practice materials available online so that children can work on their playing when not in school. If you wish to purchase a ukulele for your child to practise on at home, these are similar to the models the school will be using:

Makala MK-SD-RDBURST Soprano Dolphin Ukulele - Redburst (lmsmusicsupplies.co.uk)

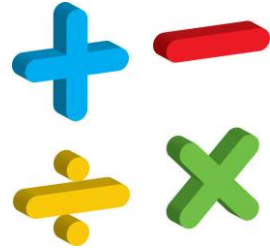
Any other soprano ukulele would also be suitable. A cheaper model is available from the same supplier:

Mahalo 2511OR 'rainbow' soprano Ukulele - Orange (lmsmusicsupplies.co.uk)

The school also has a very small number of additional ukuleles which may be loaned free of charge to families while their child is learning the instrument, so that they can practise at home. We will be prioritising children who are in receipt of the Pupil Premium Grant for these instruments, but if any family would like to request to borrow one for the term, please let your child's class teacher or the office know.

Learning for Year 3

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.

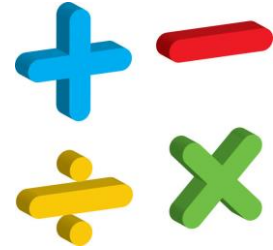
Support may come in the form of adult help, physical resources or a simpler version of the same task.

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.

Learning for Year 3

Maths



We teach maths using a 'mastery' approach.

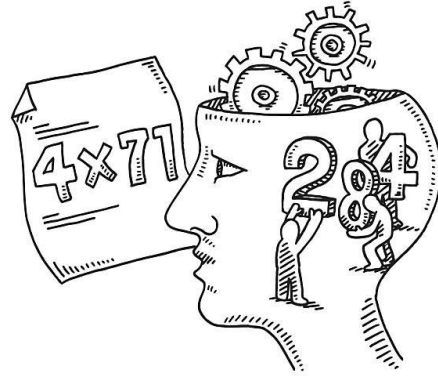
We will spend several weeks on one unit of maths, ensuring that the children have a very deep understanding and become 'masters' in the area.

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

Learning for Year 3

Maths



Mental Maths

To help the children develop their mental maths skills we will have a Friday mental maths test.

The children will have two minutes to answer as many of the questions as they can. The tests will be differentiated to suit the differing needs of the children.

The focus of these tests will vary. Each week, we will send you a message on Parent Hub explaining the focus for the upcoming test and how you can support your children to prepare.

Learning for Year 3

Marking and Feedback

Please see the [English](#) and [maths](#) pages on the school website to find out more about how we mark children's work and feedback to them.



Coleridge
Primary School

HOME

ABOUT US

NEWS

LEARNING

Marking and Feedback

The most successful form of marking and feedback is that which the children receive instantly. Where possible, therefore, lessons are designed so that immediate feedback to an activity can be given through class discussion. For activities where instant feedback is not possible, children are provided with answer sheets so that they can mark their own work. They are encouraged to do so honestly and overtime, learn how to evaluate their own learning by identifying for themselves where they might need more support.

Teachers will always review the children's work at the end of a lesson, using it to help inform their planning of the next. A distinction, however, is drawn between errors that arise from misconceptions, and those that are considered accidental mistakes.

Learning for Year 3

Assessing children's learning

We assess the children's ability in every lesson thinking about how they manage an activity, explain their thinking and whether 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.

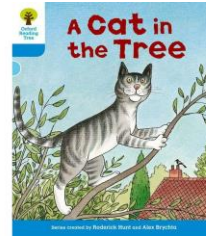
We will arrange to meet with you before these meetings if we have specific concerns, and, likewise, please do arrange to see us if you are concerned.



Learning at home

Compulsory

Reading – regularly hearing your child read at home (for a minimum of 10minutes every day).



Spellings – helping your child learn the weekly spellings that are sent home by the school.

List 1	w/b 13.11.23
Spellings - adverbs	
1.	happily
2.	angrily
3.	lazily
4.	easily
5.	busily
6.	greedily
7.	messily
8.	wearily
9.	cheekily
10.	clumsily

Optional

Each half term, **Home Learning** is posted on the school website and on ParentHub.

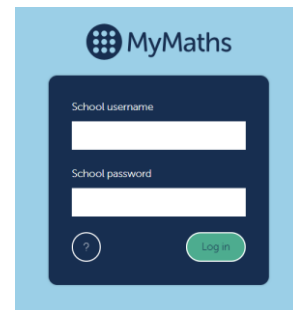
Although Home Learning is **optional**, we strongly encourage your child to complete some of the activities to reinforce the message that learning isn't just confined to the classroom.

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 know why some of our learning at home is optional, there is a **rationale** on our website, in the Home Learning section.*



Communication

ParentHub

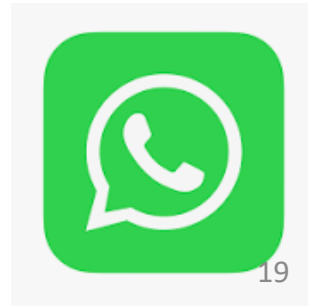


We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best way of knowing what is going on in your child's year group.

Parent WhatsApp groups

The school does not wish to try and micromanage parent discussions outside the gates, but please can we ask you to approach the school if you have any issues or concerns rather than taking to WhatsApp to discuss them with other parents in an open forum. Unfortunately, we have found that these sorts of discussions can sometimes lead to misinformation and exacerbates issues rather than improve them for those concerned.

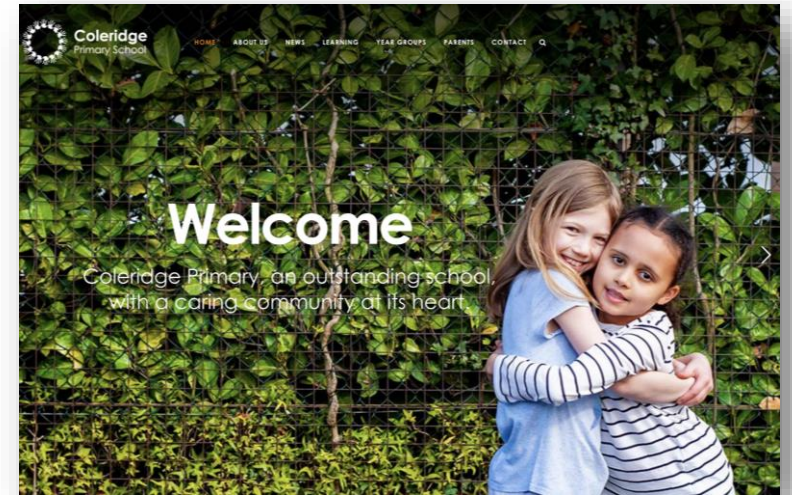
Please talk to school staff in the first instance if you have any concerns about your child



School Website

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.

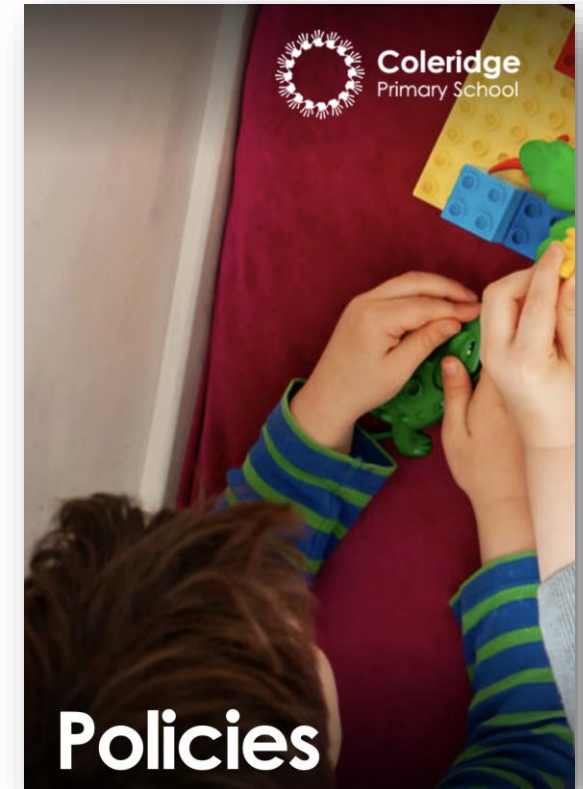


Behaviour

We believe that good behaviour in school is essential for children to feel safe and happy, and to learn effectively. Understanding how to behave appropriately and how to treat others with respect and kindness, allows children to make healthy, lasting relationships with other people, and to be responsible citizens.

However, we do not assume that all children instinctively understand how to behave appropriately. As with the teaching of any new skill, staff at Coleridge expect to actively teach positive behaviour in the same way that we would expect to teach maths or PE for example. This involves continuously modelling positive behaviour, praising successes, and making clear where errors have been made.

Please visit the website to read more about how our behaviour policy details how staff at Coleridge, (in conjunction with parents and outside agencies), teach positive behaviour, deal with inappropriate behaviour, and support children with significant behavioural needs.



Attendance

Nationally, there is an 'attendance crisis' in schools. School attendance is significantly lower than pre-pandemic levels.

There is a major drive from the Government to tackle poor attendance. This includes new attendance guidelines for all schools.

If the school are concerned about your child's level of attendance, a member of the school **Senior Leadership Team** will contact you to talk about this and work with you to try and improve your child's attendance.

"School absence is at crisis levels, wreaking havoc on children's education and future life chances. Persistent absence remains eye-wateringly high, up 60 per cent on pre-pandemic levels, with one in five children persistently absent." 29 Feb 2024

 The Centre for Social Justice
<https://www.centreforsocialjustice.org.uk> CSJ


Call for Immediate Action on School Absence Crisis

 The Guardian

Ofsted reforms to focus on inclusion, behaviour and attendance

Far-reaching reforms aim to support most vulnerable children and 'recognise growing challenges facing education'



 GOV.UK

Major national drive to improve school attendance

Attendance hubs to more than double to support 1000 more schools and £15 million investment to expand the attendance mentor pilot programme.

8 Jan 2024



Attendance

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning.

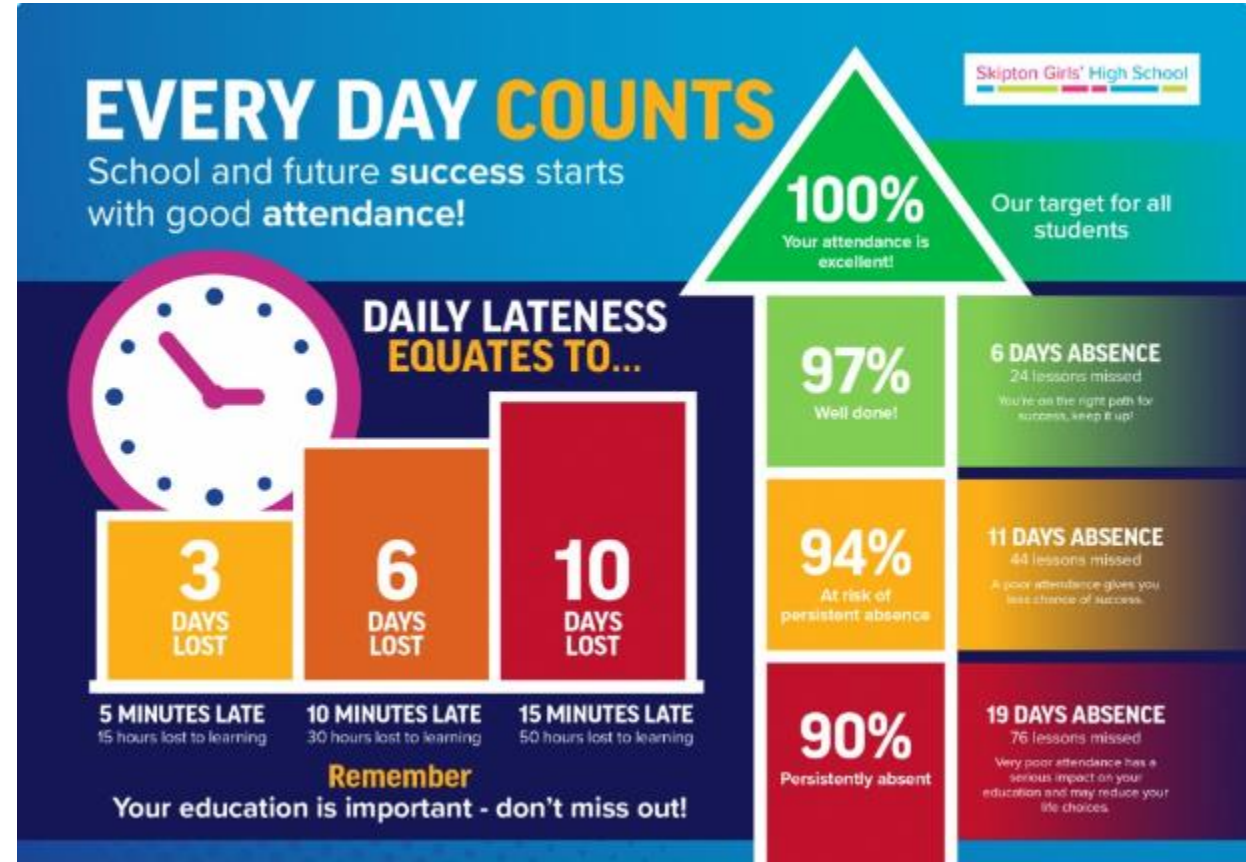
Coming in even a few minutes late can be very unsettling for a child, and means they might miss the start of a lesson.

Permission for absence will only be granted for:

- Illness
- Medical appointments
- Religious holidays
- Exceptional circumstances

Children can still attend school with minor coughs & colds.

The **NHS** have a website page called '**Is my child too ill for school**' which outlines if you should send your child to school or not.

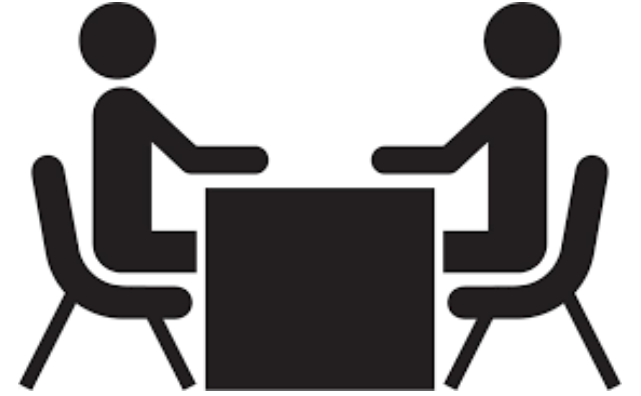


Problems or concerns

As a staff, we are always open to talking with you about any issues you have.

However, from 8:50 through till 3:25, 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.



Thank you
for
listening!

We will now aim to answer some of
your questions.