

# 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**  
**Soraya Collins**  
**Grace Ludlow**  
**Martin Heidensohn**

**3R** (Year Team Leader)

**3O**

**3P**

**3B** (Music Curriculum Leader)

Supporting our children will be:

**Ta Woranuch**  
**Louise Mattocks**  
**Jessie Hood**  
**Rachel Lambert**

**Rika Manabe**  
**Kristina Carey**  
**DD Braman**



# Structure of the Day

## 8:50 – Doors Open

## 8:55 – Register

## 9:00 – Lessons

## 10:30 – Break

## 10:55 – 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](mailto: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			
12.30	Story Time	Handwriting	Handwriting		
1.00	SLT Assembly	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	
12.30	Reading		Story Time		PE
1.00	PSHE		Teacher Assembly	Music	Golden Time

# Learning for Year 3

## 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 All Year!

## Art & Design

- Black History Month 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





**Pascale Marthine Tayou**

Our Global Village, Our Way.

In Art this half term children from Year 1 to Year 6 will be inspired by the work of **Pascale Marthine Tayou**. He is a Cameroonian Artist living in Ghent, Belgium. His work expresses his ideas about the world in playful ways using a wonderful range of materials.

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.

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.

Children that are reading at or above the expected level can choose their own reading book(s) from the library, class reading corner, or home. However, teachers will still advise children on their book choices during regular reading and library sessions.

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.

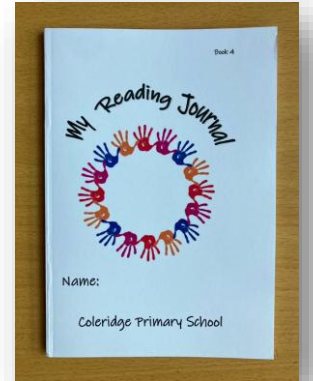
Sign and date every time you read with your child. This should be daily.

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

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.

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	[Signature]
25/9	The Journey 4 pages	[Signature]
26/9	The Journey 5 pages	[Signature]

# 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 **Monday** we will look at our new words to learn for the week.

Children will take a list of spelling words home to learn. This will be glued in their spelling book which we will give them.

They must bring this spelling book back every Monday to do their test in.

After the test we will look at the new words to learn and stick them in these spelling books.

Each week there will be two lists of spelling words:

- List 1 contains **new Year 3 spelling words**.
- List 2 contains **high frequency words** that they will have looked at before but might still be misspelling.

To help decide which list to focus on:

- Look at list 2 first (**high frequency words**). Read these to your child and then, without them looking at the list, have them write these words one at a time. If they get less than 6 right, this is the list to learn for their test next week.
- If they get more than 6 right, they should learn the words from list 1 (**new Year 3 spelling words**) .

**We will then test them on both lists, but we will ask them to tick the list they practised.**

# Learning for Year 3

# MUSIC



This term all children in Year 3 have begun a course of weekly whole class ukulele lessons with their class teacher. This instrumental learning will be the focus of their music curriculum for the whole of year 3.

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 Soprano Dolphin Ukulele – available from Amazon or other suppliers for around £50

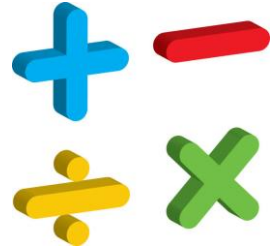
A cheaper model is also available for around £25:

Mahalo Kahiko or Rainbow Soprano Ukulele

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.

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 with the emphasis on adaptive teaching to ensure all children are supported and challenged.

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.

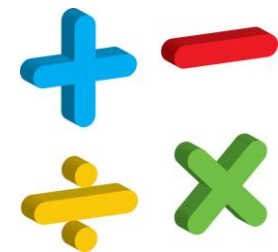
Children, who need more challenge are given activities that further deepen the learning they are already doing.

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

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.

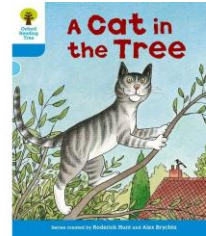
We will arrange to meet with you before these meetings if we have specific concerns, and, likewise, please do arrange to see us if you are concerned.



# 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.



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

*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.*

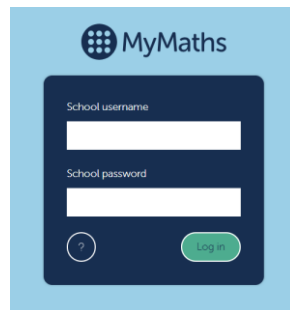
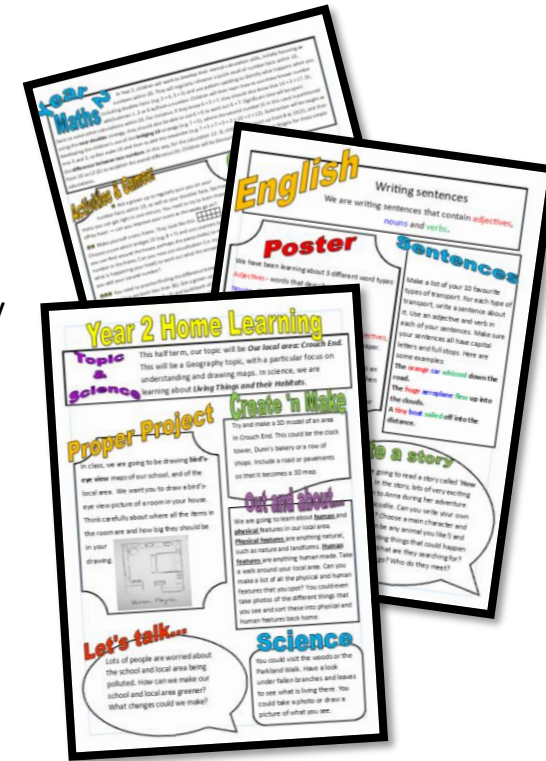
## Optional

### Home Learning

- Each half term, **Home Learning** documents are 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

- Maths activities are posted on **MyMaths**. You should have login details already.
- Each week children are encouraged to complete **ten number or calculation questions** (taking about 10–15 minutes), mainly solved mentally, to build confidence and support their wider maths learning. These are posted on ParentHub.



# 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 & easiest way of knowing what is going on in your child's year group.

## Parent WhatsApp Groups

- We know parent WhatsApp groups can be useful for sharing reminders and supporting one another.
- However, if you have any concerns about your child or school matters, please contact the school directly rather than raising them in group chats.
- This helps prevent misunderstandings and ensures issues are addressed quickly and accurately.

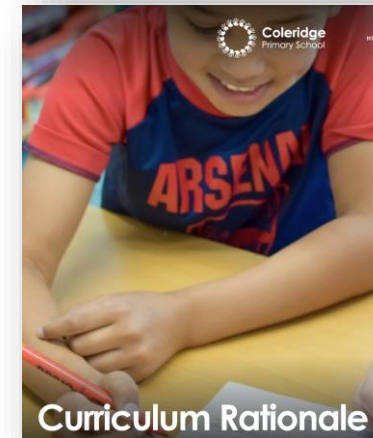
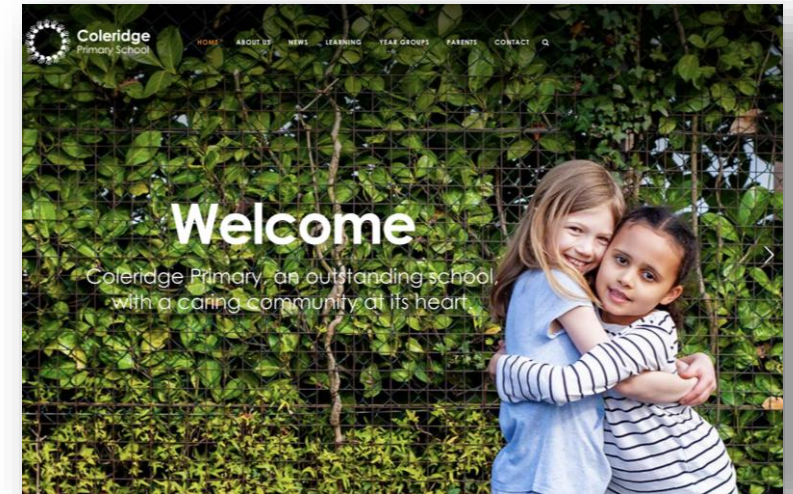




# School Website

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, we 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.

We also recognise that some children may have significant behavioural needs associated with SEND (Special Education Needs and Disabilities), childhood trauma or other emotional distress, and that such children may require individualised behaviour plans, SEND support and/or therapeutic intervention.

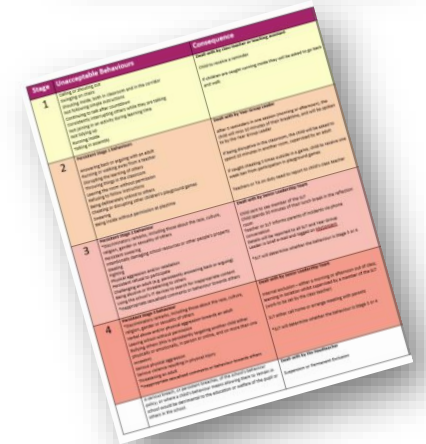
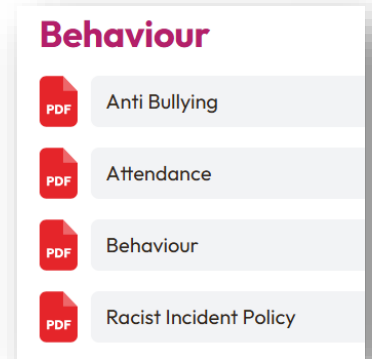
# Behaviour

Acquiring good behaviour is a continuous learning process for young children, and sometimes things go wrong. When they do, it is important that children understand their errors, take responsibility for them, and learn from them for the future.

When dealing with inappropriate behaviour, proportionate sanctions are put in place, and children are given opportunities to reflect on their behaviour. Where appropriate, we support children to apologise for their misbehaviour and help facilitate restorative discussions with those effected.

All inappropriate behaviour will be dealt with with respect to the school's behaviour charts.

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

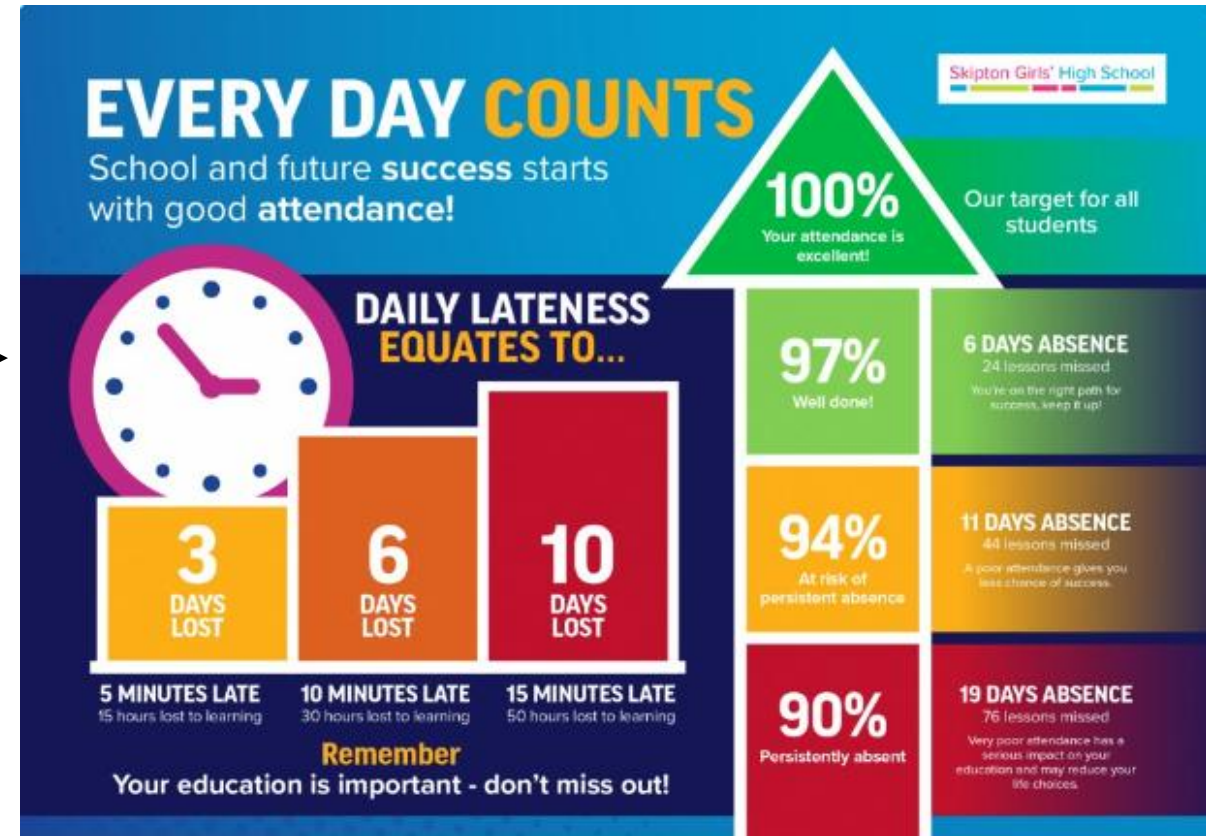


# Attendance & Punctuality

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. →

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.



## **The Importance of Being on Time**

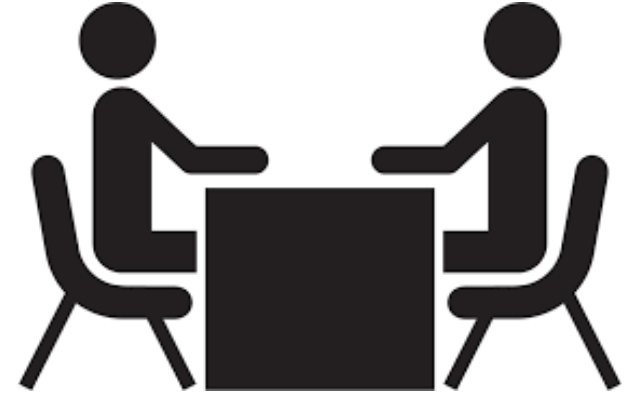
- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

# 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.





Hoş geldin

स्वागत

Bienvenue

Welcome!

Willkommen

مرحباً

Добро пожаловать

欢迎

!Powitanie

¡Bienvenido!

!خوش آمدید



## **Coleridge Families is our parent/carer and staff association.**

- It is a registered charity, organising events and activities
- It raises funds and provides opportunities for our community to come together and connect
- You're automatically a member, at no cost
- New ideas and help volunteering are welcome
- Reps will share event info

**Save the dates for our next events!**



**Email the Chair with any questions and ideas:  
[ColeridgeFamilies@gmail.com](mailto:ColeridgeFamilies@gmail.com)**

Thank you  
for  
listening!

We will now aim to answer some of  
your questions.