

Welcome to Year 3



Mr Sargisson



Mrs Boakes



Mrs Aneva



Mrs Moore

School Values/Learning behaviours

Each of our year groups are ambassadors for our chosen Christian values:

Friendship - EYFS
Generosity - Y1
Courage Y2
Thankfulness - Y3
Trust - Y4
Forgiveness - Y5
Justice - Y6



We teach skills that are needed to learn well -Keys To Success

Whole School

Resilience

Persistence

Organisation

Getting Along

Confidence

PLUS WE HAVE R2R CHARACTER MUSCLES:

EYFS- Independence

Y1 - Concentration

Y2- Making connections and asking Questions

Y3- Curiosity

Y4-Managing Impulsivity

Y5-Self-esteem

Y6-Self-efficacy

Welcome to Year 3

We are thrilled to welcome you all to the start of Year 3!

Now that your child is in Key Stage 2 (KS2), we kindly ask that you provide your child with a **healthy snack** to enjoy during break time, as these are no longer provided, like in KS1. Each classroom will have a designated box where snacks can be stored until break time.

In addition to a snack, please ensure that your child brings a **water bottle** to school each day. Having a water bottle on hand will help your child remain hydrated and focused throughout the day.

Thank you for your support and cooperation. Together, we'll make this a fantastic year for your children!

Year Group Organisation

- Our PE Days will be **Mondays, Wednesdays (3JB)** and **Fridays (3AS)**. Children will need to wear suitable PE kit to school on these days. (Long hair tied back/ Earrings removed or covered with tape).
- Forest School will be on every other **Friday** (classes alternate, starting the week commencing 2nd Sept with 3AS). Children will need to wear their PE kit for this. They will have puddle suits to put over their clothes. Please make sure that your child has a pair of wellies in school - we have racks outside the classroom for these to be safely stored.
- Dropping off / Picking up
Year 3 will enter and exit their classroom through the gate at the side of the Foundation Stage's Rainbow Room.

On collection, 3AS will be released through the single gate (same gate as dropping off). 3JB will be released through the double gates leading to the Foundation Stage playground. We kindly ask that all adults wait on the KS2 playground for collection.

Curriculum Overview

In Year 3 we will be learning a range of subjects which include:

Maths, English, Reading, RE, Science, PE, Jigsaw PSHE, History, Geography, Art, Design Technology, Philosophy for children (P4C), Music, French, Forest School and Computing.

Our theme for Year 3 is 'Innovation' here is an overview of the big questions we will be answering over the year!

Autumn:

Stone Age
What innovations did early humans make to survive?
A tribe relocation – Doggerland to Skara Brae

Spring:

Roman Britain
How did life change for the Celts and how have Roman innovations influenced our country today?
Iceni tribe who are impacted by the Roman Invasion/ Boudicca Revolt

Summer:

Global Issues/ Local Solutions
Are human beings in danger of innovating themselves into extinction?
Commissioned to be a CBBC Research team for Why Don't You programme



Year Group Overview Information

What innovations did early humans make to survive?



English

Autumn 1:
Shape poetry (food)
Autumn 2:
Leaflets (Mushrooms)

Texts:
The Great Foodbank Heist by Onjali Rauf
The Wild Way Home by Sophie Kirtley

Science

Curriculum:
Animals (including humans)

- * Know about the importance of a nutritious, balanced diet
- * Know about the skeletal and muscular system of a human

Science Investigations:

- * Is it safe to eat? Which is the juiciest fruit? How do we make bread? Are mushrooms deadly?

Maths

Place Value Unit:
Place Value within 1,000
Addition and Subtraction 1 and 2
Multiplication and Division 1

RE

Autumn 1
Why do people follow God?
Autumn 2

What does it mean to be a Jew in Britain today?

History

To explain the main differences between the Stone, Bronze and Iron Ages.
To understand what is meant by the term, 'hunter-gatherers'.
To know how historic items and artefacts have been used to help build up a picture of life in the past.

Geography

World Food production.
Where does my food come from?
Exploring the concept of importing and exporting.

Art and Design

Focused Artists – Cezanne (Basket of Apples) and Giuseppe Arcimboldo (Fruit Faces)

Curriculum:

- Know how to use a range of brushes to create different effects in painting
- Recognise when art is from different cultures
- Know how to create a background using a wash
- Recognise when art is from different historical periods

Design Technology

Cooking and Nutrition
Cook and prepare a healthy fruit cocktail.

Textiles
Using wool to weave a Stone Age scene.

PHSE /Jigsaw

Autumn 1 - Being Me

Autumn 2 - Celebrating Difference

- Diversity
- Families – What is a family?
- Disabilities
- Anti-bullying

Computing

Autumn 1
Coding (Purple Mash Unit 3.1 - 2Code)

Autumn 2
Online Safety (Purple Mash Unit 3.2)
Spreadsheets (Purple Mash Unit 3.3)

Music

Sing unison songs of different styles and structure with a pitch range of 5 notes.

PE

Real PE Unit 1
Coordination:
Footwork
Funs station 10
Multi- ability skill: Personal
Real PE Unit 2
Dynamic Balance to agility-Jumping and Landing
Funs station 6
Multi- ability skill: Social

French

Autumn 1
Greetings
Food

Autumn 2
Food

SMSC and Values

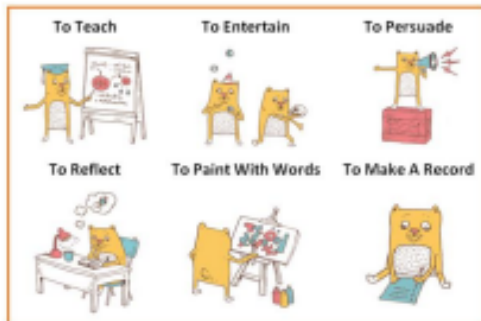
Thankfulness is our Y3 Christian Value. Harvest time allows us to reflect on what we have and to be thankful for.
Community and Compassion: working together to collect food to donate to foodbanks to give to others in need.

Writing for Pleasure

Writing With Children At Home

Be Together

Writing together starts by *being* together. Create a shared environment in which you explore what you want to write about. There are just some of the reasons that children want to write:



One way to motivate our children to write is to show our own motivation & pleasure. We can talk about what we plan to write alongside them, discussing our purpose and intended audience. Two prompts that work particularly well:

I want to write about... (Ghostbusters!)

I have an idea! (Let's write our own story!)

Ideas for writing come when we spend time together exploring, talking, drawing, watching, reading and playing together. Let children guide what you're going to write about.

Find out more: writing4pleasure.com



Craft Together

When children put pen to paper or fingers to keyboard, they are—sometimes for the first time—figuring out what it is they want to say. At this point, they are not worrying about how best to say it. That can come later. Crafting should be a playful and fun experience. Together, focus on your ideas and not conventions. Bond together. Read aloud to each other what you've got so far. Talk together. Advise each other. Two prompts that work particularly well:

I love... (your ending) **because...** (it made me shiver.)

I didn't quite understand (this bit. What do you mean?)

Here is some drafting advice that can help you to write happily and quickly, and prevent getting stuck:

Drafting Advice	
Got a sticky or a yawny bit? - Put a line under the bit you are unsure about. - Carry on.	Don't know how to spell a word? - Invent the spelling. - Put a circle around it. - Carry on.
Don't know what to write next? - Read it to someone - Get them to ask you questions.	Not sure of punctuation? - Put a box where the punctuation might need to go. - Carry on.
Think you have finished? Start writing something new!	

Share Together

Before our writing can meet its audience, we spend time getting it 'reader ready'. We make sure that our readers will be able to read it easily and understand it. If *drafting* is about finding out what it is we want to write, *revising* is about finding out how best to say it. Writers spend time sharing their writing, talking about how they can make it the best it can be. You can do this together at home, too. Read, talk, and make changes.

Where should we publish our writing? Who should hear our writing?

Once you have done a bit of proof-reading, sorted out your spellings, and gotten your handwriting just right, you're ready to publish. Where's it going to go and who is going to see it?

- Put it in a frame or give it as a gift.
- Put it on your bedroom wall.
- Put it in the bathroom for people to read on the loo or while they're in the bath.
- Write it in chalk on the pavement.
- Record it on your phone and send it to someone.
- Turn it into a piece of artwork.
- Mail it to a person who needs to read it.
- Place it anonymously in local establishments such as: libraries, places of worship, local history centres, museums, art galleries, train stations, bus stops, bookshops, cornershops windows, lamp posts, gates, fences, takeaways, retirement homes, cafes, coffee-houses, pubs, sports-clubs, dentists' or doctors' surgeries, buses, or trains.

Top Tips

The best things you can do when helping a child write:

- Devote time to it. Make it a quality experience. Show your own interest and pleasure.
- See yourself a fellow writer—take part in writing alongside and offer sensitive support when asked. You're not there to police and correct but to engage in writing yourself, too. Share your own ideas, ask your own writing questions, and, importantly, talk as you craft texts together. You don't need to be a 'good' writer but you do need to write.
- Allow children to choose what they would like to write.
- Remember that children can continue with some old writing or start something new.
- See talking and drawing as *planning* and encourage taking things from the reading, video games, play, film, or the television programmes that they like.
- Encourage using 'temporary' spellings whilst drafting, as this is a strategy used by real-life writers. Writing happily and socially is the key to success here.



The Writing For Pleasure Centre
- Promoting research informed writing teaching

What *not* to do when helping a child to write:

- Don't look over your child's shoulder all the time and criticise.
- Don't rush the experience or try and get it all done in one day.
- Don't ask children to write something they haven't chosen for themselves.
- Don't control their writing.
- Don't stop to correct errors immediately; insisting on 100% accuracy while they are trying to get their ideas down for the first time.
- Don't ask a child to write without talking and writing together.
- Don't leave out time for reading what you've written to each other and giving your responses.

Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.

W: writing4pleasure.com T: @WritingRocks_17 © Young & Kaufman

Reading

- ▶ At Sherrier, the expectation is that all children will read at home at least three times every week. On each occasion, the parent or child (if they are in Key Stage 2) must:
 - ▶ •Record the date and name of the text
 - ▶ •Note down how much text has been read
 - ▶ •Comment on the reading taking place
 - ▶ •Initial the comment
 - ▶ •Log the running total of reading nights
- ▶ In school, there will be continuous monitoring of how often each child has read at home and awards (certificates and stickers) will be handed out to those children reaching set milestones. Children will also receive their 'star' on the whole class reading chart displayed within each classroom. Please can you ensure that your child has their reading book/ reading log with them in school on a daily basis. Thank you!

Science

Animals (including humans)

To know about the importance of a nutritious, balanced diet

To know about the skeletal and muscular system of a human

Science Investigations:

- Is it safe to eat?
- Which is the juiciest fruit?
- How do we make bread?
- Are mushrooms deadly?

What innovations did early humans make to survive?

In the first part of the Autumn Term, we shall begin with learning all about Harvest. As part of this, we will identify different food groups, including looking into healthy and unhealthy food. As we explore our class text *'The Great (Food) Bank Heist'* by Onjali Q. Rauf, the children will have the opportunity to speak with members of the Food Bank in Lutterworth to discuss how the charity supports families within our local community.

In the second half of the Autumn term, the children will be going back to the Stone Age and will be exploring the question, what innovations did early humans make to survive? The children will explore what life was like for humans in the Stone Age, Bronze Age and Iron Age.



Class Dojo

Class Dojo has improved the way we communicate and update you on the activities your child is doing in school. It is also used for the following; dates for your diary, sending your child's school reports and dinner menu changes. We will also use it to update you on your child's achievements/behaviour where you will receive a notification on your Dojo App.

Using the message feature:

Class Dojo messages will be received by teachers between the hours of 8.30am - 6pm. You **may** receive a response for these messages during these hours; however, please do not expect a response immediately as it's not always feasible to reply. If your message is urgent then please contact the school office.



Rewards and Sanctions

Rewards

Merits - given to children for their own learning, recorded on Dojo under merit section. Every 20 gets a certificate.

Team Points- given to children matching the keys to success etc. Recorded on Dojo and goes towards house team points (Mica, Topaz, Emerald, Sapphire.

GEM Award- going the extra mile - a special visit to Miss Beckett to get a certificate and a prize!

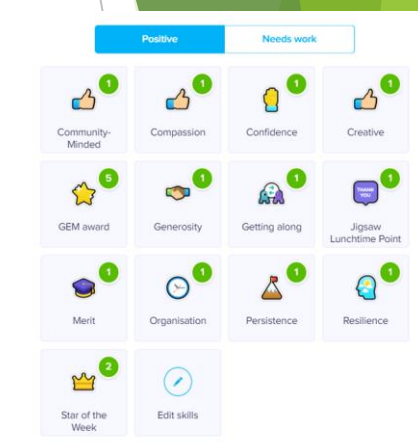
Star of the Week- every Friday a member of each class will be awarded Star of the Week certificate and receive this in a special assembly.

Jigsaw Lunchtime Award- Given by staff in the form of a Pom Pom goes towards a collected team point system.

Sanctions

Yellow Card- 1 Dojo point to be removed and parents to be informed.

Red Card - more serious incidents. 3 Dojo points to be removed. Parents to be informed.



Getting in touch with us..

Please contact us on Class Dojo if you have a query about anything Classroom -based staff are with the children during school hours so will be unable to reply between 8.40 and 3.30pm

We love seeing you face to face and will always be happy to talk to you about your child, however please be mindful of the fact that at the beginning of the school day Class Teachers and Support Staff need to be in the classrooms supporting children with their morning tasks. At the end of the day School staff will be focussing on dismissing children safely and therefore may not be able to speak to you.

If your contact is of a more urgent nature during the day please contact the school office and Mrs Sally Connor will help you -01455 552791
office@sherrier.embracemat.org

If you would like pastoral support for your child please see Mrs Karen Lill outside on the playground or contact the office for her to get in contact with you