



Meet The Teacher

Year Three

September 2022

Year 3: Meet the Teachers



3RM

Mrs Manly (Teacher on Monday and Tuesday)

Ms Robbins (Teacher Wednesday to Friday)

Mrs Crooks and Mrs Elborough (support staff)

3OR

Miss O'Sullivan (Teacher Monday - Thursday)

Mr Regan (Teacher Friday)

Mrs Minaoui and Mrs Thorneycroft (support staff)



Uniform

Please could ALL uniform (including PE kit) be named with your child's surname or initials. This means it is more likely to be returned if it is misplaced.



School Rules

“Be kind, be safe, be respectful.”

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|----------|----------|------------|---------------------------|-------------------|----------|
| School Values | Kindness | Respect | Friendship | Courage and Determination | Truth and Honesty | Trust |

Recognition Board

Children who live out our school rules and values every day are recognised on our Recognition Board. It is also to recognise exceptional learning.



Learning behaviour

- Recognition board for outstanding work and behaviour
- House Points
- Legendary Lines and Fantastic Walking
- Positive learning behaviours, growth mindset and making a 'good mistake'



The School Day

- Maths and English take place every morning.
- Foundation subjects, including PE, generally take place during the afternoon session.
- Please note that 3RM have PE on Tuesday afternoon and Wednesday. 3OR has PE on Tuesday afternoon and a Wednesday. PE kits should be in every day in case of any last minute changes in schedule.
- Handwriting and spelling lessons will take place throughout the week.
- The children have an assembly every day.

Curriculum - overview of the yearly topics will be available soon on the website



- English – Spelling, punctuation and grammar, instructional texts and fables
- Maths – PV, Counting on and back and rounding
- Science – ‘Animals and their Skeletons’ and ‘Rocks’
- Geography – Rivers
- Spanish – Basic greetings, days of the week and months of the year, colours and numbers to 10, animals and musical instruments
- Music – Taught by specialist music teacher (alternating half termly)
- Art - Colour mixing
- PSHE – ‘Being Me in My World’ and ‘Celebrating Difference’
- RE – 'What is love?'



Pitch and Expectations

- We have high expectations of every child, whether that be academic or behaviour.
- We will be pitching our teaching to incorporate the year group expectations, whilst taking into account that every child is working at their own pace towards achieving that expectation. We are also very aware of the disruption the children have had to their learning in previous years.
- Across the curriculum, we will sometimes be using three/ four challenges by which children can select the appropriate task. Alternatively, there may be one tasks and scaffolds to ensure all pupils can access the learning.
- Maths:

<https://bowmansgreen.herts.sch.uk/wp-content/uploads/2021/01/Maths-Everywhere-Y3-complete-set-Herts-for-Learning.pdf>

Pitch and Expectations

- Example of presentation in Y3

Monday 10th October 2022
 L1 Write my fable.

The cat and the mouse

Once upon a time, there lived a mouse named Rose. Rose was really unhappy because when she looked around her land it was empty: it was empty because ~~the~~ the evil cat ~~named~~ named Milo. Milo was a horrid cat because he kept on stealing Rose's food: One sunny morning, Rose remembered that her good friend ~~to~~ lived in a ~~gorgeous~~ forest nearby so that Rose ~~stands~~ started her journey ~~toward~~ towards bear.

Once ~~rose~~ Before long, Rose finally reached bear's habitat! "Bear are you home?" questioned Rose. "Yes I am home!" "Good!" replied Rose. "What do you want?" "Bear ~~+~~ asked. "It's Milo! He's been stealing all of my food: Then let's get revenge on him!" "Okay!" Then they went off to trap the cat! "Oh my gosh!" exclaimed bear. "We need to teach him a lesson!" replied bear. "Oh okay!" answered Rose. Then they went to teach Milo a lesson.

Meanwhile, Milo felt bored. He hadn't ~~p~~ stole any food in a long ~~time~~ time but suddenly he heard someone ~~calling~~ calling his name. "Milo! Oh Milo!" called Rose. Then Milo slowly approached the voice. Little did Milo know it was a trap: When Milo finally made it to the voice he was trapped!

End of Y3 Expectations in Writing



Year 3

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives[†]
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly[^]
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words^{*}
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

Year 3

Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative[†]
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly[^] (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,^{*} using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words^{*}
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.²

Year 3

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).



Home Learning

- Home Learning will be given out on a Thursday and is expected to be returned the following Tuesday.
- This will include:
 - English/Theme grids
 - Maths
 - Spellings

The children have had a practice home learning session (WAGOLL) in school. This was to show them our expectations of home learning.

If your child is finding home learning difficult, please let us know. We are happy to go back through it if need be! Homework should be their own work.

- We intend to test spellings on a Tuesday. It is really important your child is learning their weekly spellings.

Spelling Home Learning



Spelling Home Learning - Year 3

| | |
|--------------------|----------|
| Date set: | 19.09.19 |
| Date to be tested: | 25.09.19 |

| Challenge 1 | Challenge 2 | Challenge 3 |
|---|--|---|
| key money honey turkey donkey | hockey dopey abbey alley goopy | chimney baloney phoney journey galley |

only if wrong in first column.

| LOOK / SAY | | | | | C O V E R | WRITE | C H E C K | WRITE | C H E C K | REVISE later | C H E C K |
|---------------------|---------------|---------------|-----------------|------------|-----------------------|--------|-----------------------|--------|-----------------------|--------------|-----------------------|
| Copy & Say the word | Count letters | What's funny? | How to remember | Word shape | | | | | | | |
| hockey | 6 | ck | sock key | hockey | | hockey | ✓ | hockey | ✓ | | |
| dopey | 5 | dope | dwarf | dopey | | dopey | ✓ | dopey | ✓ | | |
| abbey | 5 | double b | St Albans | abbey | | abay | • | abbey | ✓ | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Don't forget to still write a sentence for each word. Encourage your child to use different openers and powerful vocabulary.



Reading Records

- 3RM/3OR – Please read nightly and bring books in daily. We will change books once they have been signed as finished.

Supporting your child's learning: reading

- We have set an expectation for the children to be reading at home at least 5 times a week, for 15 minutes. This needs to be signed off in their reading records by an adult. We would appreciate a comment about your child's reading. These could be linked with the characters / events / plot of the story.

| Date | Book Name and Page Number | Comments |
|-------|----------------------------------|--|
| 24/09 | Princess and the frog Page 17 | Was able to read the page fluently. Struggled with 'ewe' sound. Practised this afterwards. |

- We have included some examples of questions you could use when reading with your child on the next slide.
- Where possible please try and read with your child, including reading to them to model good expression and intonation.

The greatest encouragement for your child is to see you - their most influential role model - reading.

Example Reading Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?



Supporting your child's learning: English

- Encourage your child to read their work out loud to ensure it makes sense.
- Read through your child's work with them, encouraging them to self- correct their work e.g. speak in full sentences / checking spellings, tenses and grammatical sense.
- Diary writing / journals / competitions online for writing



Word of the Week

Please could you reinforce the 'Word of the Week' at home.
Every Word of the Week is posted weekly on the school app
e.g. soaring and unique.



Supporting your child's learning: Maths

- Key terms:
- Regrouping (you may know this as partitioning)
- Fluency (the confident use of skills, not focused specifically on pace)
- Integers (whole numbers)
- Discrete data (counted e.g. number of children in a class, you cannot have half a child)
- Continuous data (measured e.g. heights of children in a class)

Strategies we will be using may include: cherry diagrams, formal written methods, number lines and mental fluency strategies.

It is essential that children are practising counting and times tables at home as these will support your child in every area of maths. Times Tables Rockstars will continue to be used to support children in practising their times tables regularly.



My Maths and TTRS

- [MyMaths - Bringing maths alive - Home](#)
- Log-ins for both have been stuck on the inside cover of your child's Home Learning maths book
- My Maths – 6 tasks have been allocated each half term per child



Useful websites to support your child's learning

- **BBC Bitesize KS2** (Maths, English, Science)
- **Woodlands Maths** <http://www.primaryhomeworkhelp.co.uk/maths/>
- **Primary Homework Help** <http://www.primaryhomeworkhelp.co.uk/>
- **Ducksters** (Science, Geography and History)
<https://www.ducksters.com/>
- **Times tables** <https://www.timestables.co.uk/>
- **Top Marks** (times tables) <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables> - Hit the Button!
- Maths Chase (times tables focus but more options too) - <https://www.mathschase.com/>
- **Spanish** www.languageangels.com Pupil games area. Username and password is bowmansgreen



Important Dates

- Open Morning Saturday 1st October
- 4th and 6th October – Family Consultations
- 20th October – Curriculum Evening – 3-4pm and 6-7pm
- 21st October - INSET day
- 24th to 28th October - Half Term

2022 – 2023

| AUTUMN TERM 2022 | |
|--|-------------------|
| Friday 2nd September | INSET DAY |
| Monday 5th September | TERM STARTS |
| Friday 21st October | INSET DAY |
| Monday 24th October – Friday 28th October | HALF TERM |
| Friday 2nd December | OCCASIONAL DAY |
| Wednesday 21st December | TERM ENDS 1.30 PM |
| *** Christmas Break: Thursday 22nd December to Wednesday 4th January *** | |