



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

MEET THE TEACHER



Welcome to Year 3. Your year 3 teachers this year are:-

Mr Stevens – 3 Matisse

Mr Stevens is the Lower Key Stage Two Leader and Science Leader. He enjoys going on long walks in the countryside, birdwatching and wildlife photography and watching live sports.

Miss Sells – 3 Cezanne

Miss Sells is the School Council and Healthy Schools Leader. She enjoys exploring new places (both abroad and in this country), walking her dog and watching Sutton United play football.

Miss Shokair – 3 Van Gogh

Miss Shokair is the Environment Leader. She enjoys cooking, playing with dogs, hula-hooping and anything that involves an adrenaline rush, including rollercoasters and recently accomplishing a front flip at 'Flip Out' with the help of her younger sister.

PPA (Planning, Preparation and Assessment time)

- Miss Rice will be providing cover for 3C on Mondays afternoons.
- Mrs Rumbelow will provide cover for 3M on Monday afternoon and for 3VG on Tuesday morning.
- Miss Sztokowska will be providing teaching assistance across the year group.

Pupil equipment

- Children's pencil cases are kept in their own lockers or trays. All items should be named if possible.
- We will be using compasses, scissors etc. during the year and an individual glue stick would be very useful.
- The school provides equipment – for those not wishing to have their own pencil case.
- As part of a Healthy school, we recommend that children bring in a named water bottle.
- The water bottle can be filled at various water coolers around the school.

Rewards and sanctions

- All the classes have a clear set of individual rules to promote good behaviour and a positive learning environment, which are clearly displayed. We praise the children, give out stickers, house points and raffle tickets and celebrate the children's achievements in Golden File worship.
- Where sanctions are needed, children will have to miss minutes of their playtime, or have a timeout in another class. Miss Coton and Mrs James will be involved if the behaviour continues & we will speak to parents.

Welcome to year 3

In the first few weeks of the new school year we have been focusing on supporting the children to feel safe and happy and engaged. We wanted to create a safe space where children can feel positive about their contributions to their class and feel able to make mistakes. To support this, we are using a Recovery Curriculum, which puts children's wellbeing at the heart of everything we do.

We have used the text 'Here We Are', by Oliver Jeffers to reintroduce children back into the classroom and school environment. The text and activities promote a sense of community and belonging, as well as giving children opportunities to explore their own interests in the world around them.

We have used the 'Zones of Regulation' scheme (four colours represent different moods) to support children to communicate their feelings, and to give them strategies to regulate themselves so they are ready to learn. Over the coming months we will be looking to focus on supporting the development of key literacy, numeracy and thinking skills through different topics that we hope will interest and engage the children.

We are keen to maintain excellent communication with parents and carers. Please feel free to get in touch to discuss any aspect of your child's schooling and development. This can be done by emailing the school office, who will notify class teachers.

We hope that now into the new school year that most children are settled at school. Please do let us know if your child would benefit from any extra support in settling.

English

Reading:

- We run 'guided reading' sessions focusing on three key points:

- enjoying reading in different forms such as stories, poems and information books
- developing decoding skills, using phonic awareness and a growing sight vocabulary
- understanding what is being read through direct comprehension, making predictions, sharing opinions about stories and then using inference skills.
- Confident readers usually read at home. It is very important children read at home regularly to support the development of their confidence and reading competency. We strongly recommend reading most days, little and often.
- The National Curriculum identifies the need for children to read a range of text types, and to read some books several times so that they can become familiar with the text. It is important for children to have the opportunity to read books that challenge their decoding skills but also to have a chance to read a book that is not necessarily a challenge, for pure enjoyment's sake. Often good quality picture books provide children with a wealth of ideas to support the development of thinking skills and social awareness.
- Children will be encouraged to bring quality books from home to keep in their trays, for quiet reading time. Children will be able to access books in school, and take a book home. Once returned to school, books will be kept safely and put back in circulation after seventy-two hours.
- Children on the reading scheme should aim to read at least two shorter books a week. Reading the same book more than once has been identified as a good way of supporting decoding confidence and comprehension skills.
- Different children will read in different ways at home. Some confident readers will read independently, whilst other children may benefit from reading with an adult. Here are some tips for supporting reading:
 - Spend time talking about what is being read; what is happening?
 - Make some predictions about what might happen, based upon what has already been read
 - Talk about novel and infrequently used pieces of vocabulary
 - Take turns in reading, so the decoding is shared
- In school, specific reading skills that will be developed throughout the year will include:
 - Draw inferences such as inferring character feelings, thoughts and motives
 - Identifying themes within books and across a range of books
 - Discussing words and phrases of interest
 - Reading books that are structured in different ways

Spelling

- The National Curriculum clearly outlines the spelling rules children should be using by the end of Lower Key Stage Two. We will be working through all of the rules in a systematic fashion throughout the year, supporting children to engage in a range of activities designed to support their application of rules and recall of individual spellings.
- Most weeks we will have a new spelling rule and this rule, along with some key example spellings. These will be displayed in the class windows and on homework sheets.
- We will refer to 'common exception words' and the 'Year 3 & 4 Spelling List'.
- We will use a range of strategies to support children in learning spellings. Children have already been taught some examples of these different activities and we will provide examples in future homework.

Text awareness and vocabulary development

- At times drama activities and games will be used to generate describing words and get the children moving about using actions to remember punctuation, 'noisy punctuation'. Please ask your child to show you the actions that they have been learning.

- 'Talk for Writing' is another way we will support children to remember the different features of the text type. This involves acting out a piece of writing to support an understanding of punctuation, vocabulary selection and text features.

Handwriting

- The National Curriculum outlines the expectations for handwriting for the Lower Key Stage Two. We will support children on a daily basis in developing their handwriting so they develop the fine motor-skills and letter formation awareness they need to be able to scribe clearly and fluently. We hope that a majority of children will be able use the horizontal and diagonal strokes needed to join letters, and know which letters do not join.
- Central to developing a clear and fluent handwriting style is the development of correct pencil grip and an erect sitting position to ensure 'good habits' are carried forward to enable children to write quickly and clearly as they get older.
- The school follows the Cambridge Penpals handwriting script.

Mathematics

- We teach number awareness by first using objects and equipment (concretes) so children can 'see' what different quantities and numbers look like. We then move to recording numbers in pictures before using number sentences (previously referred to as 'sums'). Teaching children to break numbers into tens and ones (or units) and counting on and back in tens, fives, twos and ones is important.
- When we teach numeracy, we place a heavy emphasis on reasoning and identifying patterns. i.e. children learn to talk about how they know something, can search for patterns in order to make generalisations and apply their number knowledge in a number of different ways, as we do in real-life.
- Supporting your child's maths learning is often best achieved in real life situations. Some ideas for developing numeracy skills include:
 - reading a clock-face at five minute intervals, e.g.: five past four, twenty to two
 - handling and counting sums of real money
 - reading measures on scales and on food packaging
 - playing board games using dice and counting
 - using measuring language; metres, kilograms, litres, minutes and hours
 - sharing things fairly; either by halving, quartering or dividing out
- Some key targets for the end of Year Three are:
 - Recalling the 3, 4 and 8 times tables
 - Mentally adding ones, tens and hundreds to three digit numbers
 - Using column methods for adding and subtracting
 - Recognising tenths

P.E.

- Children have two sessions of PE each week; one takes place outside and one in the hall.
- Please ensure children have a well-fitting PE kit in school (suitable for both inside and outside in cold weather), correctly labelled. The children need a school logo t-shirt, shorts and trainers, plus a navy tracksuit top and bottom. The children should not wear their school cardigan or fleece. Girls must have a pair of socks in their bag for days when they are wearing tights. They cannot wear tights during P.E. lessons. Earrings must be removed or covered (by micropore from home) on PE days. (School staff are not allowed to remove earrings.) Long hair must be tied back.
- If the hall is in use for any reason, then either children will be taken outside for their lesson or their lesson will be made up at another time.

- The school actively promotes walking, cycling and riding scooters to school.
- At present 3M has P.E. on Tuesdays and Thursdays, 3VG on Mondays and Wednesdays, and 3C on Tuesdays and Thursdays.

Homework

- Homework will be sent out on Monday for completion by the following Monday. Homework will be set using Google Classroom.
- Homework will usually consist of complete one piece of English and one piece of Maths homework a week in addition to reading and spelling. However, homework may also be child specific depending of the needs of the individual child. Sometimes we send out homework on another topic.
- If your child is experiencing difficulties with any aspect of the homework then please let your class teacher know.

E-Safety

- Remember to be vigilant and to monitor websites at home and please ensure that you know how to report something unsuitable and how to block sites as well as parental controls.

Lunches

- Please do not give your child sweets or food that contain nuts to bring into school.
- Please make sure your child has a water bottle every day.
- Please put packed lunches in named lunch boxes.
- Children may bring a piece of fruit or vegetable to eat at playtime.

Other reminders

- We are looking to minimise the amount of belongings that travel to and from school at present. Thank you for providing your child with a pencil case and water bottle.
- Please ensure children have weather appropriate clothing, especially waterproof coats as the British weather has a habit of surprising us.
- Please write a note to say who will be picking up your child on a regular basis. If possible information could be given for the whole year using one letter, informing us of the different people who have permission to collect your child. School policy dictates we cannot let a child go home with another adult without parental permission.
- Please ensure that you park away from the school and in particular not on zigzag yellow lines or in the turning circle. Please show respect for our neighbours in Pine Gardens and ensure that this route is kept free for emergency services vehicles and necessary collections such as waste.

This is the Year 3 and 4 spelling list, from the National Curriculum. These words are introduced across the two years.

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year 3 Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Recovery curriculum 'Here We Are' Linked to Stone Age to Iron Age Fiction- "Stone Age Boy" Non-fiction- Instructions Poetry Poems to perform	Linked to Jurassic Coast Fiction: "Stone Girl, Bone Girl" Non-fiction Poetry	Linked to Ancient Egypt Fiction: "The Egyptian Cinderella" Non-fiction Poetry	Linked to Ancient Egypt Fiction Non-fiction Poetry	Linked to the Rainforest Fiction Non-fiction Poetry	Linked to the Rainforest Fiction Non-fiction Poetry
Mathematics	Recovery curriculum working with numbers Number and place value, addition and subtraction Times tables	Number and place value, addition and subtraction, multiplication and division Times tables	Number and place value, multiplication and division, money, statistics Times tables	Number and place value, length and perimeter, fractions Times tables	Fractions, multiplication and division, time Times tables	Properties of shape, 3D shape, recognising angles, perpendicular and parallel lines, mass and capacity. Times tables
Science	Recovery curriculum 'Here We Are': Our World Light	Rocks & Soils	Humans & other animals	Forces & Magnets	Plants including Scientific skills experiments	
RE	Recovery curriculum 'Here We Are': Our Feelings How did belief in God affect the actions of the people in the Old Testament?	Who is Jesus? Jesus's New commandment Jesus and the gift of peace Is peace the most important message of Christmas?	What is Buddhism?	Jonah and his great big God Who is the most significant person in the Easter story? Jesus' new commandments	Islam - What does it mean to be a Muslim? Islam – How do Muslims uphold their commitment to Allah	What Is The Bible's 'Big Story' and What Does It Reveal About Having Faith in God?
Computing	Word Processing Skills	Presentation Skills E-Safety	Film-making E safety	Drawing and Desktop Publishing E-safety	Scratch E-Safety	Animation E- safety
History	Britain from the Stone Age to the Iron Age		Ancient Egypt			
Geography		The UK – The Jurassic Coast			The Americas: South America & The Amazon Rainforest	
Art	Painting & Drawing			Textiles		Collage
DT		Photoframes	Healthy Drinks		Moving Monsters	
Music	Let your Spirit Fly by Joanna Mangona	Ho Ho Ho. A Christmas song	Three Little Birds. A reggae song by Bob Marley	The Dragon Song	The Dragon Song	Bring Us together

PE	Games movement skills Dance	Hockey TBC Acro-gym: Stretching & Curling	Basketball Using gymnastic apparatus	Athletics Gymnastics: Symmetry & Asymmetry	Swimming Athletics	Swimming Cricket
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
French	I'm Learning French	Animals	Fruits	Musical Instruments	Little Red Riding Hood	I Can

