



Welcome to Year 3's MEET THE TEACHER event

# Welcome



## Aims:

- An opportunity to meet you early on in the term before Parents' Evening
- Share information with you, including our expectations and how you can help your child



## Whole - school staff

Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy Headteacher)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)

Mr Smith (lower KS2 Phase Leader)

Mr Ellershaw (Upper KS2 Phase Leader)

Mr Pearce (KS1 Curriculum Leader)

# Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

# Southville Primary School Values



## **CONNECTION**

FIND THE MEETING POINT - BE MINDFUL

UNDERSTAND YOUR STORY - BE A GLOBAL CITIZEN

# Southville Primary School Values



## **COURAGE**

DO THE RIGHT THING – EMBRACE YOUR EMOTIONS  
LEAN INTO THE UNKNOWN – KNOW YOUR SUPERPOWERS

# Southville Primary School Values



## **IMAGINATION**

THINK FREELY - CREATE SOLUTIONS

BE PLAYFUL – KEEP SEARCHING FOR WONDERLAND

# Southville Primary School Values



## **CARE**

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH - EMPOWER OTHERS



# Behaviour Expectations



## Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are **Be Kind** and **Aim High**.

Unsafe behaviour will immediately be addressed by Mr Bowman, Mr  
Potter or Mr Commander



# The language around zones of regulation



Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2-Storybook Set | Available at [www.socialthinking.com](http://www.socialthinking.com)





## Reading - 3 different types

**DEAR** 20 mins x1 - key focus is reading for enjoyment.

**Whole Class Reading** 4 x 35 mins - key focus is on teaching the SKILLS and BEHAVIOURS of reading

**Home reading** 5 x 10 mins - a mix of practising the above and enjoyment



# Home reading - Reading Diaries

- Each child is given a reading day when we review their diary and change their books
- Aim to hear your child read for 10 mins x5 per week and sign the diary .... House points are given!
- Always put your child's book and diary in their bag each day as we may hear them read on a day other than their allotted day
- As well as enjoyment of reading, our focus is on understanding a text, decoding and expressive reading. Please ask your child questions particularly inference questions eg: how do you know/what x might they be thinking there/why? as they progress through the text to check understanding. Answer in FULL sentences. It makes a BIG difference to their reading



# Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
Year 4 / Primary 5	8-9 years old	13	Dark blue
		14	
Year 5 / Primary 6	9-10 years old	15	Dark red
		16	
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

This year the whole school has had a reassessment of the levels that the pupils are on, in line with the ORT guide.

## Key focus:

1. Deepening understanding by retrieving/locating appropriate information
2. Developing higher order reading skills eg: skimming and scanning  
summarising  
inference  
comparing
3. Secure phonics and sight reading of tricky words
4. Developing written question answering techniques through writing down (in full sentences) the answers to Quiz/After Reading questions

# Library

- Each class will have a library slot once a week.
  - Honeybees - Monday
  - Heron - Friday
  - Hedgehogs - Friday
- Children can take one book home at a time. They can get a new one once they have bought their old book back.
- Any lost or damaged books will need to be paid for via the office.

# Writing


Children should be aiming to:


- Use joined up handwriting
- Sound out unknown spellings
- Spell high frequency and common exception words correctly
- Punctuate sentence correctly - full stops/capital letters, commas, exclamation marks, question marks
- Re-read their work to edit and up-level it
- 5 star sentences - capital letters, punctuation, spelling, handwriting, vocabulary
- Creative and adventurous in their vocabulary and sentence construction (we teach this through sharing of vocabulary and modelling)





# Respond to marking


### KS2 Marking Code


- 


You have missed out some punctuation. I'll show you which mark in the circle.
- 


You should have used a capital letter or a lower-case letter here.
- 


Try including a conjunction here or choose one that makes more sense.
- 


Excellent vocabulary!
- 


Try extending this sentence and adding more detail.
- 


It would make sense to have a new paragraph here.
- 

Please find this spelling in a dictionary to correct it.
- 

Please practice this spelling three times.
- 

Your sentence doesn't quite make sense. Try again please.
- 

Greer for great! You did this so well
- 

Instant feedback — try to improve this by the end of the lesson.
- 

Blue for review. Please correct this in red pen or add some more detail.

WALT add up to 3 digit numbers using the column method (carrying 10s and 100s)

practice:

1) H T O

2	6	4
+	2	9
<hr/>		
2	9	8
+	1	
<hr/>		
3	0	8

5) H T O

2	4	3
+	4	8
<hr/>		
6	2	1
+	1	
<hr/>		
7	3	1

2) H T O

3	3	5
+	1	7
<hr/>		
4	4	2

6) H T O

6	5	9
+	5	8
<hr/>		
7	1	7

You don't use 1 when carrying over, use the number 1 eg.

H	T	O
6	5	9
+	5	8
<hr/>		
7	1	7

(1) (0) (1)

3) H T O

5	4	2
+	8	3
<hr/>		
6	2	5

4) H T O

6	5	4
+	7	2
<hr/>		
7	2	6

Child Teacher

R	R
Y	Y
G	G



# Spelling



Pupils are given new spellings each week. These can be found on Google Classroom and each child had a copy of the termly spellings given to them last week. They are also on Purple Mash with games.

To support your child further, you may like to:

- Stick words they find tricky to spell around your house.
- Highlight the part of the word that is tricky for your child - This will improve your child's ability to spell the word correctly because the more times they see and hear the word, the more likely they are to remember it.
- For words with silent letters ('n' in government), write the letter bigger than the other letters to help your child remember it.
- Draw around the word to help remember how many tall, short letters and letters.
- Choose a root word from the weekly spelling list and create a word map by adding suffixes and prefixes. For example, root word 'sign' = design, signature, consign, signal...
- Say a sentence omitting a word. Ask your child to say and spell the missing word.
- Choose a rule to practice and play hangman with words that follow that rule.



# Immersive Topics

- Term 1 - Savage Stone Age
- Term 2 - Ends of the Earth
- Term 3 - What the Romans did for us
- Term 4 - Brilliant light
- Term 5 - Healthy Me!
- Term 6 - Oh grow up!

Have a look on the website for more information:

<https://www.southville.bristol.sch.uk/our-school/learning/curriculum-guide/year-groups/year-3/>

## Year 3: Savage Stone Age!

### Essential Learning

By the end of this term, you will have learned...

- How to write instructions
- The timeline from Stone Age to Iron Age
- About the late Neolithic hunter-gatherers and early farmers
- About Skara Brae and Stonehenge
- How to write a narrative story, inspired by 'The Stone Age Boy'
- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To describe in simple terms how fossils are formed
- To recognise that soils are made from rocks and organic matter
- To try different techniques for observational drawings of rocks and fossils using pencils, charcoal and oil pastels
- About Mary Anning's important discoveries and her contribution to science



### WOW Day

- Introduction to the Stone Age
- Cave painting
- Young Archaeologist dig
- Book immersion

### Block 1

- Instructions: How to Wash a Woolly Mammoth

### Block 2

- Narrative based on 'The Stone Age Boy'

### Block 3

- Skara Brae
- Trip to Bristol Museum
- Recount of the trip

<b>Science</b>		<b>Geography/History</b>	
<ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> <li>• Study a significant figure in science – Mary Anning</li> </ul>		<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• changes in Britain from the Stone Age to the Iron Age –Iron Age hillforts, tribal kingdoms, farming, art and culture</li> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> </ul>	
<b>Art/DT</b>		<b>PSHE</b>	
<ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• Cave painting</li> <li>• Cooking – rock cakes</li> </ul>		<ul style="list-style-type: none"> <li>• recognise my worth and identify positive things about myself and my achievements</li> <li>• set personal goals and face new challenges positively</li> <li>• make responsible choices and ask for help when I need it</li> <li>• understand rules are needed and how they relate to rules and responsibilities</li> <li>• understand that my actions affect myself and others and try to see things from their point of view</li> <li>• can make responsible choices and take action</li> </ul>	
		<b>Key vocabulary:</b>	
		<b>Science</b> – fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent <b>History</b> - hunter-gatherers, cave painting, weapons, fur pelt, Neolithic, Mesolithic, pre-historic, chronological, archaeology, archaeologist, time-line, settlement, animals eg: woolly mammoth	
<b>Writing genres</b>		<b>Key texts</b>	
Instructions Biography	<ol style="list-style-type: none"> <li>1. The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams</li> <li>2. Stone Age Tales: The Great Cave (Terry Deary's Historical Tales) by Terry Deary</li> <li>3. Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt</li> <li>4. The Pebble in My Pocket: A History of Our Earth by Meredith Hooper</li> <li>5. DK!ndout! Stone Age</li> <li>6. How to Wash a Woolly Mammoth by Michelle Robinson</li> <li>7. Stone Age Sentinel - English Heritage Edition (Newspaper Histories)</li> </ol>		

# Weekly Times tables (Friday tests - see Google classroom for weekly focus)



- Starting from next week, children will be tested on their times tables every Friday (multiplication and division facts).
- We will be starting by recapping what they've learnt in Year 2 (10s, 5s and 2s)
- We will then focus on 3, 4 and 8s.
- A timetable will be put up on Google Classroom with a table to focus on for the week and some suggested games





# Homework

- Homework will be set each week on Google Classroom every Wednesday.
- If you need a paper copy of the homework, please collect in from your class teacher.

# PPA - Wednesday morning



MR GODDARD  
PPA cover



MR SUANES  
PPA cover

Madame Turvey  
PPA cover

On Wednesday mornings, all of the Year 3 teachers have PPA (planning, preparation and assessment) time out of class. Mr Goddard, Mr Suanes and Madame Turvey will be teaching PE, ICT and French in a carousel format.

Feel free to take handouts on:

Letter formation

Reading discussion tips

Y3 maths objectives





Thank you!

Thank you for listening.

Do you have any questions?