



Year 3 "Meet The Teacher"

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



Reading - 3 different types

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

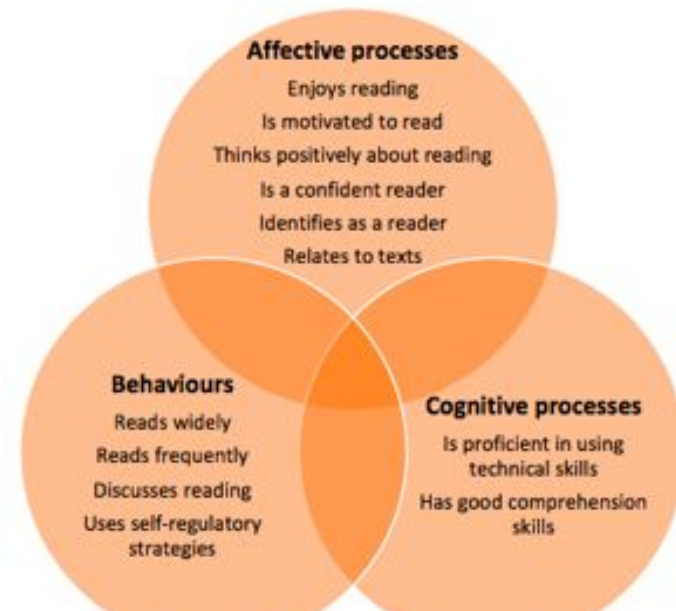
Whole Class Reading 4 x 35 mins - key focus is on teaching the SKILLS and BEHAVIOURS of reading

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

KS2 - Oxford Reading Tree

- All children in KS2 have an ORT or Little Wandle book to read at home
- The ORT stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy)
- When assigning a ORT stage, a conversion chart is used as a rough guide, along with the ORT Reading Criterion Scale, other benchmarking materials and the teacher's own assessment. Fluency **and** comprehension form part of this assessment.
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time.
- Children take books home and are expected to read nightly for 20 minutes.
- All children have a reading record and are encouraged to write in it when they have read. Please bring in every day so we can record in there if we hear them read that day.
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- This is in addition to the children's 'whole class reading' sessions.

Each child is given a reading day when we review their diary and change their books (Hedgehogs & Herons). Honeybees will have their reading record checked every Wednesday.



Year 1 / Primary 2	5-6 years old	4
		5
		6
Year 2 / Primary 3	6-7 years old	7
		8
		9
Year 3 / Primary 4	7-8 years old	10
		11
		12
Year 4 / Primary 5	8-9 years old	13
		14
		15
Year 5 / Primary 6	9-10 years old	16
		17
		18
Year 6 / Primary 7	10-11 years old	19
		20

Library

- Each class will have a library slot once a week.
 - Honeybees - Monday
 - Heron - Thursday
 - Hedgehogs - Friday
- Children can take one book home at a time. They can get a new one once they have brought their old book back.
- They can borrow it for up to 3 weeks. If they need longer, bring it in on library day. We will scan it to renew it for another 3 weeks.
- 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)



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:

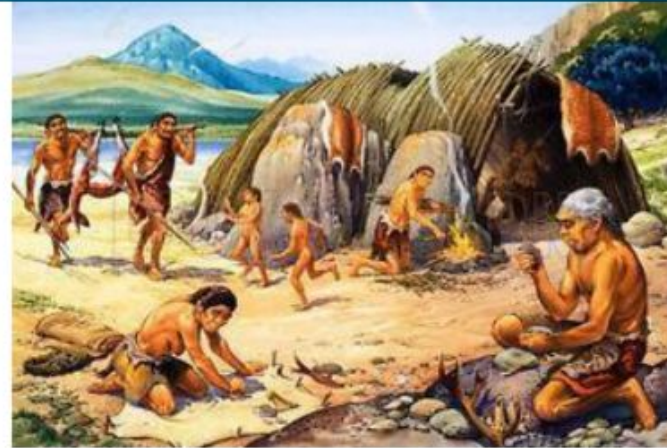
<https://www.southville.bristol.sch.uk/our-school/learning/curriculum-guide/year-groups/year-3/>

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

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

Times tables

- Children will be completing mini 2 minute times tables tests 3 times a week.
- After the test, we chant the answers together and mark them as a class.
- This will be timetabled during school days, however extra practice at home would be beneficial.
- Read the big number first so less facts have to be committed to memory. Eg. 4×6 say 'six 4s are 24'
- Related division facts: $18 \div 3$ say 'There are um 3s in 18... There are six 3s in 18'.



2 times tables 3 times tables 4 times tables 5 times tables 6 times tables 7 times tables 8 times tables 9 times tables

$2 \times 2 = 4$								
$3 \times 2 = 6$	$3 \times 3 = 9$							
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$						
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$					
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$				
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$			
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$		
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$	

My Times Table
Practice Booklet
6 Times Tables

Name: _____
Class: _____

New facts in this booklet:

$6 \times 6 = 36$
 $7 \times 6 = 42$
 $8 \times 6 = 48$
 $9 \times 6 = 54$

1		2	
$6 \times 5 =$ _____	$6 \times 6 =$ _____	$6 \times 3 =$ _____	$3 \times 6 =$ _____
$36 \div 6 =$ _____	$24 \div 6 =$ _____	$2 \times 6 =$ _____	$30 \div 6 =$ _____
$4 \times 6 =$ _____	$6 \times 2 =$ _____	$30 \div 5 =$ _____	$4 \times 6 =$ _____
$12 \div 6 =$ _____	$6 \times 4 =$ _____	$6 \times 2 =$ _____	$36 \div 6 =$ _____
$6 \times 2 =$ _____	$4 \times 6 =$ _____	$6 \times 2 =$ _____	$5 \times 6 =$ _____
$6 \times 3 =$ _____	$30 \div 5 =$ _____	$5 \times 6 =$ _____	$2 \times 6 =$ _____
$5 \times 6 =$ _____	$2 \times 6 =$ _____	$6 \times 5 =$ _____	$6 \times 5 =$ _____
$4 \times 6 =$ _____	$6 \times 5 =$ _____	$12 \div 2 =$ _____	$6 \times 6 =$ _____
$3 \times 6 =$ _____	$6 \times 6 =$ _____	$4 \times 6 =$ _____	$18 \div 3 =$ _____
$18 \div 3 =$ _____	$2 \times 6 =$ _____	$4 \times 6 =$ _____	$4 \times 6 =$ _____
$30 \div 6 =$ _____	$6 \times 5 =$ _____	$3 \times 6 =$ _____	$6 \times 2 =$ _____
$6 \times 4 =$ _____	$6 \times 5 =$ _____	$24 \div 6 =$ _____	$6 \times 2 =$ _____
$6 \times 4 =$ _____	$12 \div 2 =$ _____	$3 \times 6 =$ _____	$6 \times 6 =$ _____
$6 \times 3 =$ _____	$5 \times 6 =$ _____	$2 \times 6 =$ _____	$6 \times 4 =$ _____
$6 \times 3 =$ _____	$5 \times 6 =$ _____	$6 \times 3 =$ _____	$12 \div 6 =$ _____
$3 \times 6 =$ _____	$18 \div 6 =$ _____	$6 \times 5 =$ _____	$6 \times 6 =$ _____
$2 \times 6 =$ _____	$6 \times 5 =$ _____	$5 \times 6 =$ _____	$6 \times 4 =$ _____
$24 \div 4 =$ _____	$6 \times 6 =$ _____	$18 \div 6 =$ _____	$24 \div 4 =$ _____
$4 \times 6 =$ _____	$6 \times 2 =$ _____	$6 \times 4 =$ _____	$6 \times 3 =$ _____
$6 \times 6 =$ _____	$3 \times 6 =$ _____	$5 \times 6 =$ _____	$2 \times 6 =$ _____

First part of 6 times table

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 SUANES
PPA cover

Mrs Holden
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. Mrs Holden, Mr Suanes and Madame Turvey will be teaching Music/RE, ICT and French in a carousel format.

Behaviour Expectations



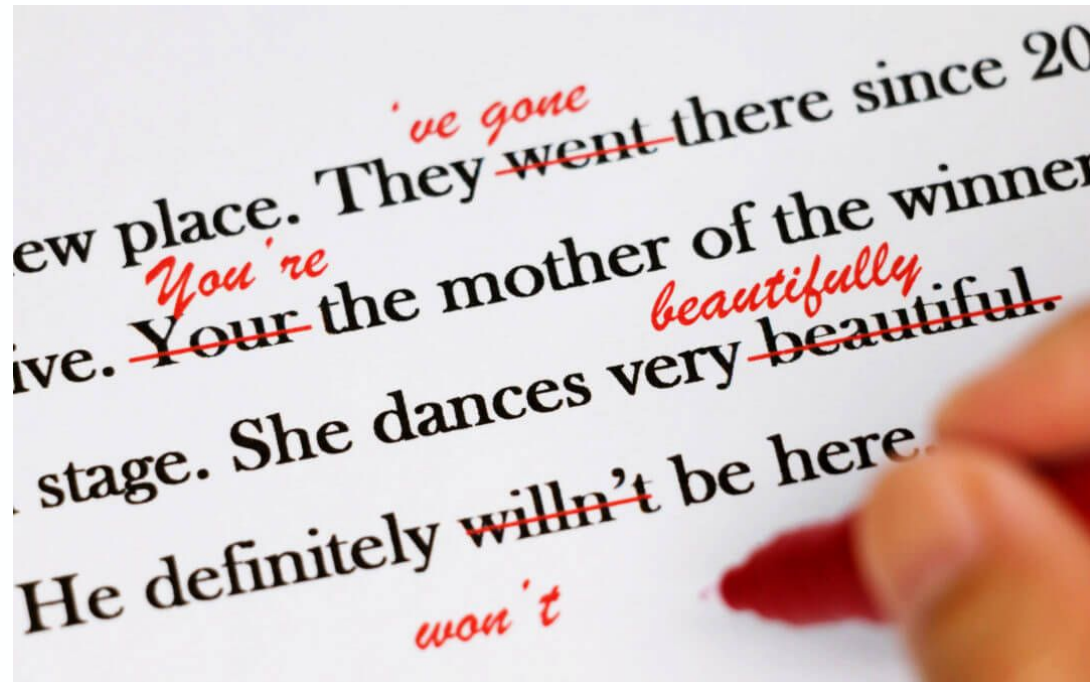
Our whole school expectations for behaviour are

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



Feedback and Marking Policy

Child will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

New Feedback Policy: meaningful, manageable and motivating



The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

We will...

- Work hard to create a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **Use the 3 Fs:** Feed-up, Feedback, Feed-forward. We have a 'toolbox' of strategies for each of them.
- Provide '**in the moment**' feedback: every lesson we work hard to find 'teachable moments', common misconceptions and examples of good work to feedback to the class verbally during the lesson.
- Provide specific, **individual feedback** to your child based on 'Success Criteria': teaching with a 'pen in hand'.
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we've weighed up the 'opportunity /cost').
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)
- We will be **celebrating your child's achievements** verbally in the lesson. We will also be giving children mini Southville stars in books when they have tried particularly hard or have produced a particularly impressive piece of work (based on their own personal bests!)

Relationships and Behaviour Policy



Zones of Regulation

The ZONES of Regulation

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

The IEP cycle



What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

Uniform



Key reminders:

- Hoods up / hats on in classrooms
- Black shoes and/or black trainers
- Still not changing in school for PE:
 - no football shirts
 - phasing out house-coloured t-shirts (ok for this year)
 - can just wear the same black trainers if that is easier
- No jewellery (watches and stud earrings ok)



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?