



Year 3 "Meet The Teacher"

Purpose of this meeting



- To introduce you to the staff working in our team.
- To outline the main subjects and topics that will be covered during the year.
- To share key information about how you can support your child.

Key staff in Year 3



Miss Mason
Heron class
teacher



Miss Kmit and Mrs Hayes
Hedgehog class teachers



Ms Edwards
Honeybee class teacher



Mrs Turvey
PPA cover
French



Mr Cole, Mrs Giles,
Learning Support Assistants



Mrs Hayes and
Ms Hargreaves
PPA cover

(Teaching Music/RE, Computing and Grammar on Wednesday
afternoons)



Mr Suanes
PPA cover



Mrs Asensi
PPA cover

Key staff within the school



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MRS MOODY
Special Needs Coordinator and
Inclusion Lead



MRS MATHIAS
Family Liaison



Mr Smith
Phase Leader



MRS FLAECHER
School Business Manager



MRS STENNER
Kitchen Manager

Southville Primary School Values



The children across the school helped decide our whole school values. They are very important to the way we behave, learn and support each other on a daily basis.



FIND THE MEETING POINT
BE MINDFUL
UNDERSTAND YOUR STORY
BE A GLOBAL CITIZEN



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



THINK FREELY
CREATE SOLUTIONS
BE PLAYFUL
KEEP SEARCHING FOR WONDERLAND



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, Aim High and **Behave Safely.**

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

Relationships and Behaviour Policy



Attendance



- All school time is important for children, and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the Senior Leadership Team and the Family Liaison Officer and externally by our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Mathias, our Family Liaison Officer.
- Punctuality is also very important: 5 minutes late each morning is 25 minutes per week, 950 minutes per year. That's almost 16 lessons of lost learning time.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit Hedgehogs: Mon/Fri Herons:Tues/Thurs Honeybees: Mon/Thurs

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)

Curriculum



Curriculum Unit Overview

What is taught and when?

Click on the unit title to view the Medium Term Overview.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Superhero Me	The Deep, Dark Wood	Blast Off!	Dinosaur Discovery	From Wiggles to Wonders	Story Time!
Year 1	My School	The Victorians	Balloon Voyage	Let's Play	Life Below Water	On Safari
Year 2	4500 Miles Away	Fire! Fire!	Power of Pictures	Amazon Adventure	From Bean to Bar	Terrific Trees
Year 3	Savage Stone Age	What The Romans Did For Us	Brilliant Light	To the Ends of the Earth	Healthy Me	Oh, Grow Up!
Year 4	Splash!	Awesome Ancient Egyptians	Listen Up!	How were the Anglo Saxons?	Southville Now and Then	España
Year 5	New York, New York!	Out Of This World	Greatest Greeks	Carnival	The Vikings are Coming	Life on Earth
Year 6	Bristol Street Art	Mysterious Mayans	My How You've Changed (Darwin)	Peace, Politics and Protests	Me, Myself and I	Legacy & Identity

You can find lots of information about our **wider curriculum** on the [school website](#).

This includes information about what we teach in each unit.

Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music



Religious education

You can also find information about how we teach each [subject](#) and [how you could help your child](#).

Reading at Home



Supporting your child to read at home every day is probably the **most important thing you can do to support your child's academic progress.**

- **Research** shows that the more children read, the more progress they make across the curriculum.
- Children take home a carefully matched **levelled** reading book (plus a library book).
- Children move up reading levels when they demonstrate accuracy, **fluency** and good comprehension (**understanding**) – not simply by finishing books quickly.
- Reading with your child and to your child **aloud** benefits all readers, even those who are confident.
- **Talk** about the stories, facts and new vocabulary you read together ([example questions](#)).
- Encourage **all types of reading**: books, comics, magazines, recipes, websites and non-fiction.
- Please sign the **Home Learning Diary** (at least once a week.)
- The goal is to develop a lifelong love of reading, alongside fluency and understanding.

Reading Underpins The Whole Curriculum



1. **Home reading daily** and regularly aloud with an adult
2. Levelled Oxford Reading Tree or Little Wandle book - levelled book to read at home
3. 1 x Weekly/ Fortnightly visit to **school library** to choose a book to read at home, in addition to levelled book
4. **3 x Whole Class Reading sessions per week** - aloud to class/ partner
5. 1 x DEAR (**Drop Everything And Read**) session per week - check home records are being updated
6. Frequent reading in class for other subjects like History or Geography
7. **Special events** with visiting authors, book fairs & swaps, World Book Day

KS2 - Oxford Reading Tree



Year 1 / Primary 2	5-6 years old	4
		5
		6
Year 2 / Primary 3	6-7 years old	7
		8
		9
		10
		11
		12
		13
Year 3 / Primary 4	7-8 years old	14
		15
		16
		17
		18
		19
Year 4 / Primary 5	8-9 years old	20
		21
Year 5 / Primary 6	9-10 years old	22
		23
Year 6 / Primary 7	10-11 years old	24
		25

Library



- Each class will have a library slot once a week.

Honeybees - Tuesday

Heron - Monday

Hedgehogs - Wednesday

- Children can take one book home at a time. They can get a new one once they have bought 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.

English as an additional language - multilingualism is our superpower!



Parents welcome to visit and read – share a favourite story in your home language.

Tell us about your home culture – food, festivals, art, traditions, everyday life.

Teach us a few words – greetings, numbers, songs in your language.

Every language is celebrated – we value the languages our children bring with them!

Multicultural fortnight - 26th & 27th January 2027 - events and activities linked to the celebration of language and culture.

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)



Writing



Writing often links with our 'topic' / unit of study

5 star sentences

	Capitalisation	My friend and I went to London to visit the Natural History Museum.
	Handwriting	Joined and legible, on the line.
	Spelling	Especially homophones: their/there/they're, to/too/two, are/our, were/we're/wear/where
	Vocabulary	Powerful verbs Adverbials for cohesion Adventurous adjectives Similes and metaphors
	Punctuation	"How are you?" asked John. She got up; she and I went downstairs.

Handwriting - practicing at home can make a BIG difference



We focus on ensuring:

- Letters are formed correctly
- Letters are joined
- Letters start on the line and sit on the line
- Letters are roughly the same height
- There are clear ascenders and descenders
- Children take pride in the presentation of their work
(no scribbling out/doodling in the margins)



Spelling - this year there will be a small quiz on Fridays



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. We *will* be doing a weekly spelling quiz, testing 5 of their spellings. We will also have a bigger end of term spelling quiz to ensure the pupils are on the correct level for them.

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.



Times tables



- Children will be completing mini 2 minute times tables tests 3 times a week from after Christmas. Before then, you could support the children by consolidating the tables that they learned in Year 2 to ensure they are confident in the x and related division facts of these table X2, x5 and x10
- 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

Topics



- **Term 1** - Savage Stone Age
- **Term 2** - What the Romans did for us
- **Term 3** - Brilliant Light
- **Term 4** - Healthy Me!
- **Term 5** - o the Ends of the Earth
- **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/>

Homework



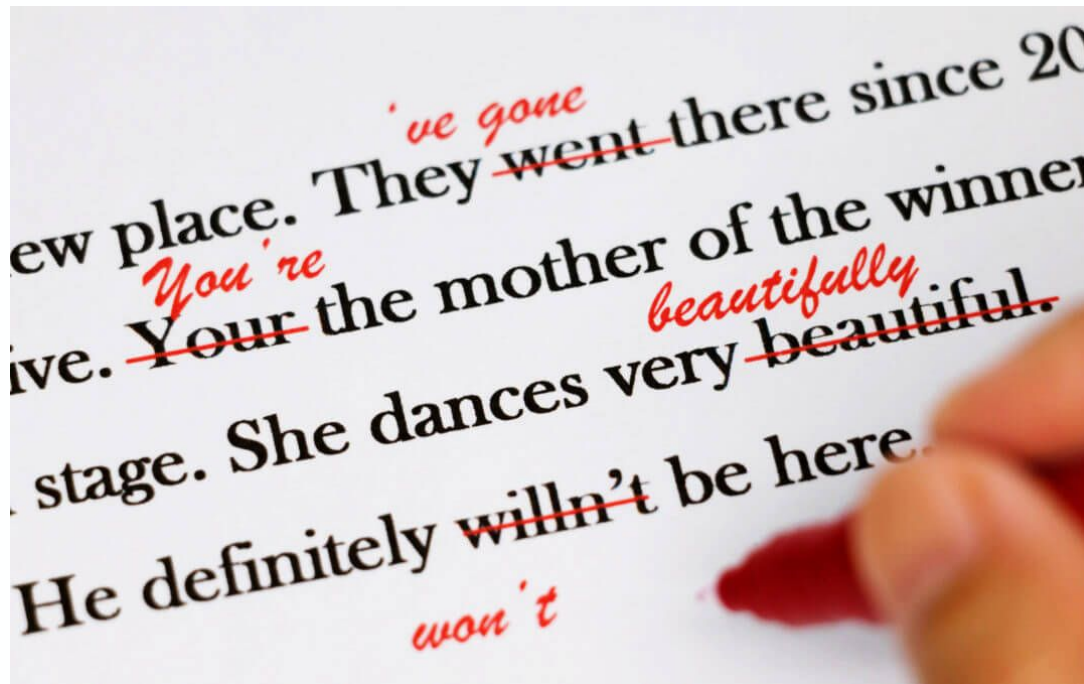
- A homework overview will be added to **Google Classroom** at the start of each term.
- If you need a paper copy of the homework, please collect from your class teacher.

Unit Heading – Term X Southville Primary School		Home Learning		Year X
Expected Ongoing Tasks		Optional Task: Complete an activity a week from the list below. It can be loaded onto Google Classrooms or handed in to the teacher.		
Maths Practice the times tables you are learning every day. Here is a link to what we are learning and when, along with the booklets. Take home your school practice booklet too and focus on the times tables you are getting incorrect.	Share your vision of the world you want Create your vision of the world you want and everything on it. Express yourself through poetry, art, film or in any way you choose.	Where does your food come from? Have a look at where your food in your house comes from. Can you find those countries on a map? Challenge: Can you make a meal or your packed lunch from ingredients grown locally?	What are your top ten tips on how to save the planet? Share your knowledge with others, and help them to become eco-heroes too!	
Spellings A little and often is best! Even though there aren't weekly tests, it's still important to practice them. Try to find out what the words mean and have a go at putting the words into sentences. Complete the Spelling Shed activities.	How do you recycle? What ways do you already do this? Can you think of any new ways you could do this at home? Maybe you could swap books with a friend or buy pre-loved clothes or wrap presents in newspapers?	Eco-Friendly Recipe Find or create a recipe that uses locally sourced, seasonal ingredients. Make the dish with your family and bring photos or samples to share.	Recycled Art Project Create a piece of art or a model using only recycled materials. Bring it to school and share how each item was reused.	
Reading Read with someone at home daily for around 20-30 minutes. Bring your book and reading record in on your DEAR day. - Peters has book lists covering key themes and popular topics - School Reading List has regularly edited lists of recommended reading books for children aged 3-11. - Use your local library. Search for book titles here. Here are some examples of the type of questions we ask at school during KS2 reading lessons.	Environmental Poster Design a poster to raise awareness about a climate issue (e.g., plastic pollution, deforestation) and suggest ways people can help.	Documentary Viewing Watch an age-appropriate documentary (e.g. David Attenborough) about climate change or environmental conservation. Share three new things you have learnt with the class.	Upcycled Clothing Upcycle an old piece of clothing into something new and useful. Share before and after photos with your class.	
	Useful sources of information 1. Climate Kids 2. National Geographic Kids 3. BBC Bitesize - Climate Change 4. SciShow Kids - Climate Change 5. WWE	Additional unit reading books (Non-Fiction) - "The Tantrum That Saved the World" by Megan Herbert and Michael E. Mann - "Old Enough to Save the Planet" by Loll Kirby - "Climate Change (OK Eyewitness)" by John Woodward	Additional unit reading books (Fiction) - "Hoot" by Carl Hiaasen - "The Last Wild" by Piers Torday	

Feedback and Marking



We support the children in taking accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following teacher feedback during the lesson.



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

Feedback and Marking



Our 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 place great importance on creating 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').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work
We feel this is better done verbally.
- 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)

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



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 *significantly*, 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 specific 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**.

Provision Plans

For some children, a Provision Plan is more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is a Provision Plan?

- A **personalised plan** that gives teachers a clear written overview of your child's needs.
- Designed for children who need **ongoing support** to access the inclusive curriculum.
- Sets out the **teaching methods, resources, and strategies** that will help your child in class.
- Focuses on **practical support** to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar

SOUTHVILLE PRIMARY

My name is ???

I am ?? years old, I was born on the

I am in ??? class in Year 45 of my education.

My recognised needs are:

I like to: (Child's voice)

Positive relationships:
What adults might do to help me, (strategies):

Enabling environments:
What adults might provide to help me in the classroom:

Feel free to take handouts on:

- Letter formation
- Reading discussion tips

Thank you!

Thank you for listening.

Do you have any questions?