

Year 3 Meet the Teacher

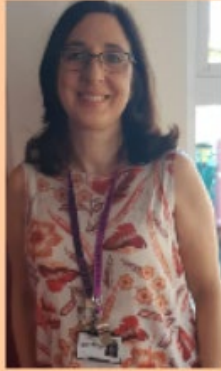
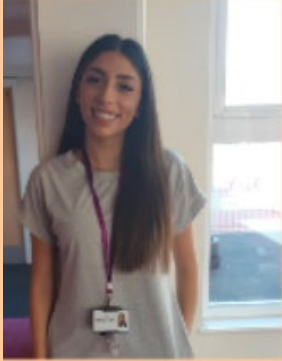


Year 3 Team

3O

Miss Ioannou

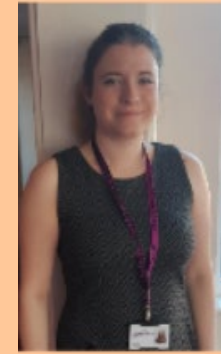
Mrs Fiore



3E

Miss Wright

Miss Osman



3M

Mr Delfini

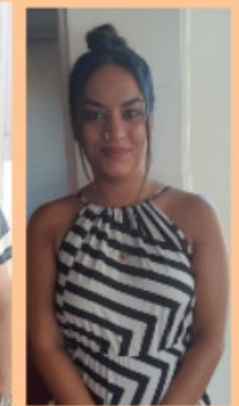
Miss Kellie



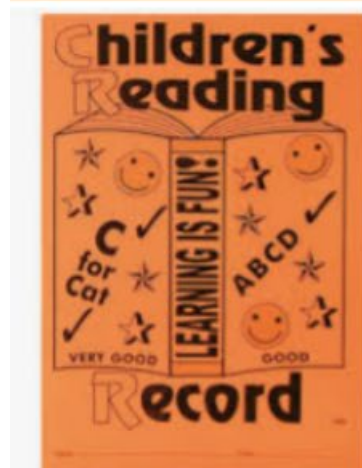
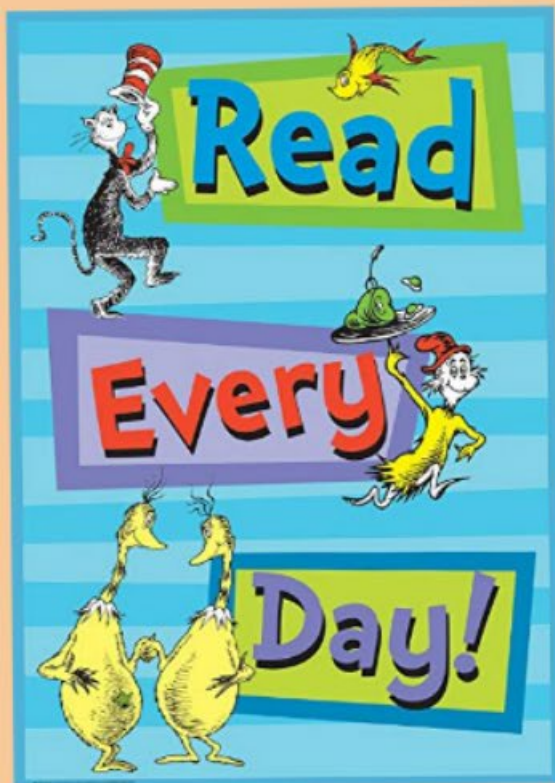
3B

Mr Parker

Miss Javan



- Reading record to be brought into school daily.
- Each child will receive a reading book matched to their reading level.
- Every child should be reading at home for at least 15 minutes every day and record this in their reading record.
- Reading comments can be a mixture of children's comments and adult comments.
- Support sheets with example comments are at the front and back.



Reading Comprehension	
Predicting	Asking Questions
<p>I think _____ will _____</p> <p>I expect _____ to _____</p> <p>_____</p> <p>_____</p>	<p>I wonder if _____?</p> <p>What if _____?</p> <p>Could it be that _____?</p> <p>Why does _____?</p>
Inferring	Evaluating
<p>I think the character is _____</p> <p>because _____</p> <p>The text says _____</p> <p>and this makes me think _____</p>	<p>The sentence '_____'</p> <p>has a lot of impact</p> <p>because _____</p> <p>I like the way the author uses _____</p> <p>because _____</p> <p>It would be better if _____</p>
Clarifying	Making Connections
<p>I think _____ means _____</p> <p>'_____ means a tricky word as I _____</p>	<p>I know about this because I have _____</p> <p>This reminds me of _____</p>
Summarizing	Learning Behaviours
<p>The main idea is _____</p> <p>This chapter was about _____</p>	<p>I really enjoyed _____</p> <p>_____ me most</p> <p>I would like to find out more about _____</p>

 	
<p align="center">Reading Comprehension for Parents</p> <p align="center"><i>Reading with your child is one of the best ways you can support their learning. Use one scene once of conversation you could make in their classroom...</i></p>	
<p>Predicting</p> <p>Jada thinks _____ will happen next because _____</p>	<p>Asking Questions</p> <p>Jada wanted to know why _____</p> <p>Jada was interested in finding out _____</p>
<p>Infering</p> <p>Jada knew the character felt _____ because he/she _____</p>	<p>Evaluating</p> <p>Jada liked this part because _____</p>
<p>Classifying</p> <p>Jada learned the meaning of this word today: _____</p>	<p>Making Connections</p> <p>Jada said that the book reminded her of _____</p>
<p>Summarizing</p> <p>Jada told me that this book was about _____</p>	<p>Learning Behaviour</p> <p>Jada enjoyed _____</p> <p>Jada wants to find more books about _____</p>

Reading targets – Year 3

Reading with great fluency and being able to discuss a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading.

At Woodpecker Hall, we expect children using our assessment tool to meet the following 6 categories. We have a target of 100% achieved in each assessment block which you can add your child when looking to meet that goal.

<p>Independent reader A child who reads with fluency, accuracy and understanding. They are able to read a range of texts and are able to discuss the content.</p> <p>Confident reader A child who reads with fluency and accuracy. They are able to read a range of texts and are able to discuss the content.</p> <p>Developing reader A child who reads with fluency and accuracy. They are able to read a range of texts and are able to discuss the content.</p> <p>Struggling reader A child who reads with fluency and accuracy. They are able to read a range of texts and are able to discuss the content.</p> <p>Emerging reader A child who reads with fluency and accuracy. They are able to read a range of texts and are able to discuss the content.</p> <p>Non-reader A child who does not read.</p>	<p>What strategy could you use to meet another level? If I'm struggling out, maybe, I need to find out more about the text, you can use the glossary.</p> <p>What has happened in the story so far?</p> <p>Can you use skimming and scanning to find out... in the story of Jack.</p> <p>When do you think the character found the most in the story?</p> <p>What do you think it happens next? Why do you think it? Give reasons to explain your idea.</p> <p>What could you do to help find it? It's the end of the story.</p> <p>Which words has the author used to make the story interesting? Can you find any examples?</p> <p>What has happened in the story? How do you know?</p> <p>What is the main theme of the story? What makes you think that?</p> <p>Can you remember any interesting words?</p> <p>Can you make reading the book? What was your favourite part and why?</p> <p>Show me how you can perform your favourite part of the text.</p>
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Specialist teachers

We are very lucky as a school to be able to have specialist teachers. We have a specialist Spanish and Music teacher who will teach the children every week and a PE teacher which will teach outdoor PE every week. These consist of full engagement by the children and a report of the lesson which is fed back to the main class teacher.

-Spanish - taught every week.

-Music - taught every week - external company for the first 2 terms. The final term will be with our internal music teacher.

-P.E -taught twice a week. 1 x Mr May 1 X class teacher



School uniform



**The correct school uniform will need to be worn from January 2022.
This will be **COMPULSORY** for all children.**

Woodpecker P.E uniform and timetable indoor and outdoor.

3O	3M	3B	3E
Indoor PE Wednesday	Indoor PE Friday	Indoor PE Wednesday	Indoor PE Friday
Outdoor PE Tuesday	Outdoor PE Monday	Outdoor PE Tuesday	Outdoor PE Monday



- White polo shirt.
- Navy shorts and tracksuit bottoms.
- Black plimsolls/trainers.

Children to come dressed to school in their P.E kit during their P.E days.

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Sustainability Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
- School visit from Bhaktivedanta Manor -Rangoli pattern exhibition	-Using materials in shadow investigation -Experiment in Science with reflection. -Experiments with light and dark.	-Rangoli pattern exhibition - School visit from Bhaktivedanta Manor	-Learning about renewable energy. -Discussion about light pollution and how it is affecting our environment; looking at images of the earth from space.		

YEAR 3 Title: Let there be light		Key Curriculum Areas: Science, Art and RE		Maths Place value – To identify the value of each digit in 2 and 3-digit number. -To compare and order numbers up to 1000. -To find 10 and 100 more or less than a given number. Addition and subtraction – To develop strategies for mental addition and subtraction. -To add and subtract numbers up to 3-digits using formal methods. Statistics - Interpret and present data using bar charts, pictograms and tables. Geometry and measurement - Measure the perimeter of simple 2D shapes. -Identify right angles and learn how many rights angles makes a quarter turn, half turn, three quarter turn and full turn.	
Big Bang Diwali workshop in school	School Trip/Special Events School visit from Bhaktivedanta Manor	Science -Experiment with making shadows. -Form and investigation with materials and which will block light. -To explore materials and observe effect. Make an evaluation on what dark is and how dark is the absence of light. -What conclusion can you make about the properties of reflective surfaces? -Create and design a product that would be suitable to protect their eyes from the sun.	PE –Outdoor – Netball -To consolidate and improve ball handling techniques and learn a range of passes. -To explore and investigate strategies for passing and moving. PE- Indoor – Dance - To incorporate different qualities and dynamics into their movement. -To link actions to make dance phrases, working with a partner and in a small group.	English 'Rama and Sita, The story of Diwali' -Acrostic Poetry -Write a character description -Write a setting description -Retell the story of Rama and Sita. Writing skills -Forming complete sentences using a capital letter, finger spaces and a full stop. -To use compound sentences. -To use a range of adverbs. Spelling - Revise high frequency words from year 2. -Add the prefix 'ness' and 'less' to root words. -To use an apostrophe for contracted words and in singular nouns to show possession. Handwriting : Focus on ascenders and descenders. Daily guided reading sessions	PSHE -Helping others to feel welcome. - Try to make our school community a better place. -Think about everyone's right to learn. - Care about other people's feelings. -Work well with others.
Celebration Rangoli pattern art exhibition	Spanish Learning how to play the ukulele.			ART - Rangoli design -To take inspiration from others with observation of pattern and symmetry. -To create repeating patterns -To select appropriate material and to create a Rangoli design using their inspiration and preparation.	
Computing -To understand E-Safety. -Use code blocks to link, repeat and re-use commands.	R.E- Hinduism -To explore beliefs and religious teachings. -To explore lifestyle and practices.				

2021-2022 Topics year 3



A1-Let There Be Light!



A2-Stones and Bones



S1-May The Force Be With You



S2-Extreme Earth



S1-Let It Grow



S2-Groovy Greeks



Homework



- Daily reading record completed.
- Weekly maths or English assigned on DB primary. New passwords for previous Cuckoo Hall children have been assigned.
- Half termly project:
 - set at beginning of each half term
 - choice of three projects
 - To be submitted on the final week -Monday
- Weekly spellings from statutory spelling list
- Weekly times table practise

Example timetable

Class 3M	8.45 8:55	9:00-10:30		10:30 11:00	10:45 – 12:15		12:00 1:10	1:15 -3:00		3:00 3:15
Monday	Registration Activities	Guided Reading	<u>Maths</u>	B	English	X T A	L		2-2:45 Outdoor PE	2:50-3:10 USH Assembly
Tuesday		Guided Reading	Maths	R	English	X T A	U	SP		2:50-3:10 LSH Singing Assembly
Wednesday		9:00-9:30 Spanish	Guided Reading	E	English	X T A	N	SP		Story
Thursday		Guided Reading	<u>Maths</u>	A	English	X T A	C	SP		Story
Friday		Guided Reading	<u>Maths</u>	K	10:45-11:30 Indoor PE		H	HW		Story

Behaviour system



- 1) Verbal Warning
- 2) Name on board
- 3) Timeout in class
- 4) 15 minutes out in the Year Lead's classroom to fill out a reflection sheet - this is sent home.



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