

## Expectations for Year 3

What to expect this year....

***Learning together, achieving forever.***

# Meet the staff team.

## Teachers



Miss Marshall



Mrs Wood

## LSAs



Miss Cavanagh



Mrs Stubbs

The team very much work as a cohort unit so your child will work with a range of adults. We pride ourselves on being an approachable and friendly staff team, so please do contact us as you need!

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# Year 3 Highlights:

- ▶ *Stone Age Day*
- ▶ *Iron Age workshop*
- ▶ *Listen 2 Me (Instruments)*
- ▶ *Fishbourne Roman Palace school trip*
- ▶ *First Aid Day*
- ▶ *Geography fieldwork – walk around local area*
- ▶ *Residential – Gordon Brown Centre for 1 night*

***Whilst we will send out reminders of key events, please do refer to our termly dates letter and school calendar found on our website. You can also subscribe to this so you never miss a thing!***

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# Topics in Year 3.

- ▶ Autumn Term 1 –Stone Age

A highlight of this topic includes Stone Age cave painting and tasting Stone Age stew!

- ▶ Autumn Term 2 – Bronze Age to Iron Age

A highlight of this topic includes making Iron Age shields and arrow tips and learning about this prehistoric time!

- ▶ Spring Term 1 – Local area

A highlight of this topic includes a walk around Chineham identifying physical and human features!

- ▶ Spring Term 2 - Trade

A highlight of this topic includes writing persuasive posters to Ma Humbugs and learning all about where chocolate comes from!

- ▶ Summer Term 1 – Romans

A highlight of this topic includes a trip to Roman Fishbourne Palace and playscript writing!

- ▶ Summer Term 2 – Biomes

A highlight of this topic includes learning about animals and plants that live in different biomes and creating a jungle painting!

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# A typical week in Year 3

Hazel/Hawthorn Year 3				Week commencing							
Weekly overview											
Day	EMW 8.30 - 9	9 - 9.30	9:30 – 10:30	10.30 - 10.45	10:45 – 12:00	12 -1	2:30-3				
Monday	Register Morning Task	Assembly	Maths	B R E A K	Mega Maths	English	Blended/ Guided Reading	History or Geography			
Tuesday	Register / Morning Task	Music – Hawthorn 9-9.45 Music – Hazel 10-10.45 Guided Reading			English 11-12.00		Spellings	Outdoor PE	Computing	Library	
Wednesday	Register / Morning Task	Spelling	Maths		Mega Maths – TTRS sheets	English	L U N C H	Blended/ Guided Reading	Art/D&T/Jigsaw		Sings Assembly
Thursday	Register / Morning Task	Spelling test	Maths		Mega Maths – TTRS sheets	English		Blended/ Guided Reading	Science		Book club
Friday	Register / Morning Task	Merit Assembly Reading	RE/French		Mega Maths	Maths		Blended/ Guided Reading	Indoor PE/Handwriting/TTRS		

3-3.15 End of Day tasks

<https://www.greatbinfields.co.uk/>

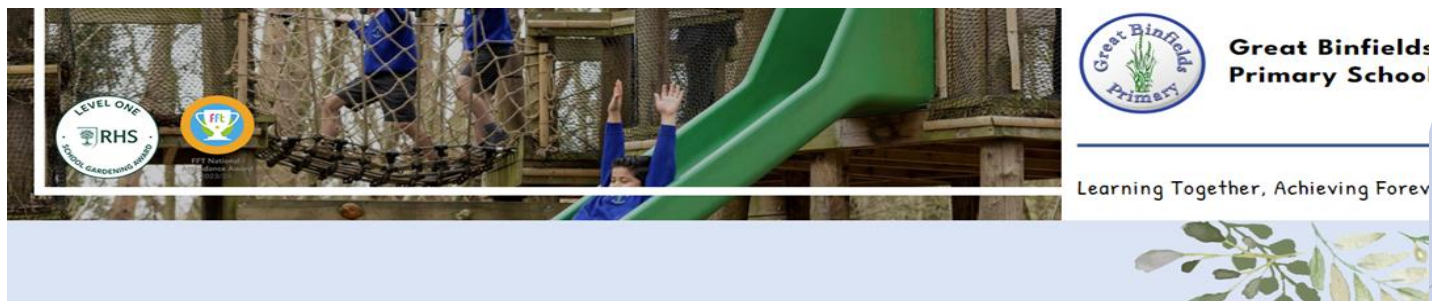
- ▶ We will regularly post updates on the latest news page (front page) as the year group enjoys special events.
- ▶ Each half term, we will post a round up of the topic including pictures of your children learning in action! This will be in the 'class page' section of the website (under red 'children' tab then 'class pages')
- ▶ The monthly school newsletter is also published on the 'latest news' section. This will keep you up to date with school events.



# Curriculum pages on our website

<https://www.greatbinfields.co.uk/topic/curriculum>

Each area of the curriculum has a page on our school website. These pages are kept up to date by our Subject Leads. These pages clearly outline the long term plan for that area across the school. For example, you can see what your child will be learning in Science during their school year, how this progresses from KS1 to KS2 and which objectives we are assessing your children against.



## Class Pages

Home >> Children >> Class Pages



Rowan & Birch  
Class (EYFS)



Cedar & Yew  
Class (Year 1)



Sycamore and  
Willow Class  
(Year 2)



Hawthorn &  
Hazel Class  
(Year 3)



Pine & Ash Class  
(Year 4)



Beech &  
Chestnut Class  
(Year 5)



Oak & Maple  
Class (Year 6)



The mindful approach to PSHE

	Autumn 1-Being Me in My World	Autumn 2- Celebrating Difference	Spring 1- Dreams and Goals	Spring 2- Healthy Me	Summer 1- Relationships	Summer 2- Changing Me
<b>Year 3</b>	Zones of Regulation Positive self-esteem Responsible choices and asking for help Rights and responsibilities Rewards and consequences	Families Family conflict Witness and feelings Witness and solutions Words that harm Compliments	Dreams and goals Ambitions A new challenge Overcoming obstacles Celebrating my learning	Being fit and healthy Drugs Being safe Safe or unsafe Respecting my body	Building gender equality Families roles and responsibilities Friendship E-safety	How babies grow Babies Outside body changes Family stereotypes Looking ahead

<https://www.greatbinfields.co.uk/pshe-and-rse-jigsaw/>

Please visit our website for our PSHE and RSE policies and more information on how each are taught.

# AUTUMN

## English

Our first Learning Journey in English is based around the book the 'Stone Age' boy. We use this story as inspiration to create our own.

We will be writing a diary entry by getting into role as someone from the Stone Age. We will use our thoughts, feelings, and what we have already learnt about the Stone Age to describe to the reader what life was like.

After, we will be looking at various non-chronological reports linked to the Stone Age such as 'Secrets of Stone Henge'. After learning the features in depth, we will be creating our very own non-chronological reports.

Other styles of writing this term include character descriptions, instructions and poetry.

In RE, we look at Guru Nanak and the Sikh faith, focussing on how the Gurus show wisdom.



Jigsaw our PHSE teaching focuses on the unit "Being me in my World"



## Science

In science, we are looking at rocks and investigating the properties that different rocks have. We will also learn about magnets and forces.



In DT we will be making Stone Age weapon pouches.

In Art we are creating cave painting, and will be taking inspiration from Eduardo Paolozzi to make sculptures.

## History

We will look in depth at The Stone Age, what life would have been like, and the settlements they lived in. We will then look at the changes from the Stone Age through to the Iron Age, and how and how things developed.



## Geography

We will be focussing on History this half term, so geography will be our focus in Spring term.

## Maths

- ◆ Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000.
- ◆ Find 10 or 100 more or less than a given number.
- ◆ Identify, represent and estimate numbers using different representations particularly including number lines.
- ◆ Solve number problems and practical problems involving these ideas.
- ◆ Add and subtract numbers mentally, including:
  - A 3-digit number and ones
  - A 3-digit number and tens
  - A 3-digit number and hundreds
- ◆ Estimate the answer to a calculation and use inverse operations to check answers.
- ◆ Add and subtract amounts of money to give change using both £ and p in practical contexts



## Computing

E-safety is our focus in Computing.



# Whole School Highlights

- ▶ **Forest Schools activities for each year group**
- ▶ **Jigsaw Days – half termly events, each with different theme based on PSHE (Jigsaw) learning**
- ▶ **Topic visitors and trips**
- ▶ **Geography fieldwork**
- ▶ **Creativity Week**
- ▶ **Sports Day**
- ▶ **EYFS Nativity**
- ▶ **Y5/6 End of year production**
- ▶ **Y3 L2Me concerts**
- ▶ **Half termly House Point Reward Time – a thank you for following the school's values and Behaviour Code**

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# General Information

- ▶ **Settling in – usual transition and Jigsaw (PSHE) element**
- ▶ **Approachable staff team**
- ▶ Children must not bring in any unnecessary equipment. They are permitted to bring with them a **small** rucksack (KS2 only) containing their lunchbox (if they do not have a school lunch)/healthy break time snack (\*), clearly named water bottle and coat
- ▶ \*Healthy Snack only - We ask that children in Key Stage 2 bring a healthy playtime snack if they would like one - fruit and vegetables only please. Sweets, crisps and chocolate are not permitted. Please do not pack playtime snacks in your child's lunch box. These should be kept separately.
- ▶ **Stationery equipment and pencil cases, etc. are provided by school. Please do not send your children in with these. Thank you.**
- ▶ **Belongings – please ensure all belongings are named and that your children understand it is their responsibility to look after them. (Lost property in the entrance hall)**
- ▶ **No toys / teddies are permitted. Keep them safe for home use.**
- ▶ **Year group costs – a letter regarding this has been emailed out**

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# Maths



- ▶ We will be using Mathletics (KS2)
- Used for lessons and some homework activities
- Guided online resource giving children access to activities to help Maths learning (fluency, problem solving and reasoning)
- All children will be given a log in
- All parents will get information and a guide on how to use this.

## *‘How can I support at home?’*

- Play games
- Number bond practise
- Times table practise
- Pattern spotting in Maths all around you

Mathletics

# Times tables



In Y4 –MTC - ALL TABLES UP TO 12X – looks like a game. In Year 3, we are working towards this. Focus on 3, 4 and 8 times table. Moving onto 6,7,9,11,12

# Spellings

- ▶ This year, the children in KS2 will continue to use 'Spelling Shed' to learn their spellings.
- ▶ The children in KS1 will also use Spelling Shed alongside their Monster Phonics.
- ▶ Spelling Shed is full of many interactive games and activities. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. In order for the children to log in using the QR code, they need a paid app. Therefore, do not use the code - go through an internet search for Spelling Shed then type in their user name and password as normal.
- ▶ Every Friday, the children will be set an activity on Spelling Shed to complete at home. They will be tested on the words they have been focusing on in school on the following Thursday.
- ▶ The children will have their own Spelling Shed log in details in their Home School Diary.



EdShed

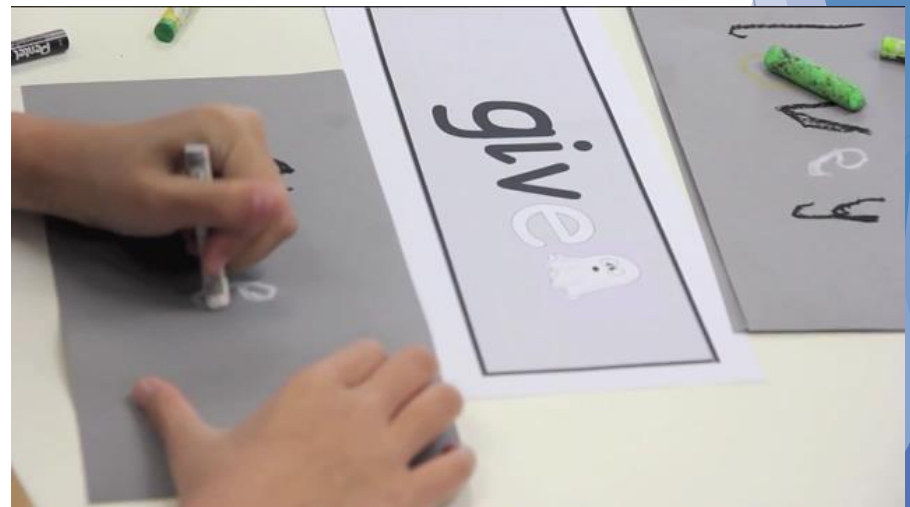
<https://play.edshed.com>

Name: .

Username:

Password:





**Phonics as well as spelling**

# Reading



KS2

- ▶ As your child moves through the book bands, we encourage them to begin really thinking about the books they are interested in and enjoy. As your child is developing their independence skills they may bring home a book they have read before. Whilst we want the children reading a range of texts, we do also encourage them to re-read some of their books as it can be great for confidence building, expression development and also reading for pleasure. They will be encouraged to try and explore a range of texts, promoting a strong and varied reading diet.
- ▶ Whilst the children will have general reminders to change their books, independence is promoted in KS2 and we find most children are able to effectively manage this themselves, finding the balance between giving enough time to a book but also updating it regularly.
- ▶ Diaries should be in school every day, so they can be stamped if your child reads 1-1, in a Blended Reading session or in a Guided Reading session. However, diaries are not checked by staff every day so please do not send communication to teachers via diaries.
- ▶ **Remember the expectation is to read to an adult 5 x per week and for this to be recorded in their home school log.**

# Our Home School Log

- ▶ This book is to travel to and from school ***every day***.
- ▶ We expect all children to read at least 5 times a week at home. You will need to sign to indicate they have done this.
- ▶ We hope that your child and you as parents find it a useful tool to record your child's reading achievements.
- ▶ This book will last for the whole school year and is provided free of charge, however if your child loses their home school book there is a cost of £4.00 to replace it. Please contact the admin office if you need a new diary.

# Normal Home Learning Expectations

- ▶ Our Home Learning Policy can be found on our school website in the Key Information section.
- ▶ We recognise and value the contribution that learning in the home environment can make to our children's education. All Home Learning is linked to learning done in class. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic.
- ▶ The expectation for this year group is: **30-45 minutes** a week in addition to reading.
- ▶ Home learning will be posted on Seesaw on a Friday, to be returned via Seesaw by the following Thursday.
- ▶ We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by: encouraging and supporting them; playing games with them; practicing times tables, number bonds and telling the time; practicing the children's phonic patterns and spellings they receive; listening to children read 5 times per week and providing opportunities for real life experience; talking, shopping, using money, cooking, letter writing etc

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As children move up through the school, they will become more and more proficient at using Seesaw for their Home Learning but also for in-school learning opportunities.

- Your child may have an activity on their account that says “In school activity – no home action required”. This means they will be completing the task in school and will not need to complete it at home. This does however provide a good talking point of what your child has been doing in their learning time!
- As children progress into KS2, they will have increased independence when it comes to accessing their Home Learning.
- On each Home Learning activity set, there will be capacity to indicate whether the activity was completed independently or with support. Please use an ‘S’ symbol or an ‘I’ symbol to indicate supported or independent work.
- Seesaw is a really creative way for children to showcase their learning, we would encourage them to make use of these tools as they feel more confident.

# Some further guidance about Home Learning

- ▶ **Pupils are expected to complete tasks given in the time allocated.**
- ▶ Staff will provide feedback to each piece of Home Learning. This may be in the written or audio form.
- ▶ **Children who do not do their homework:** It is the responsibility of all class teachers to see who has completed the home learning on the day that it is due to be returned. If unforeseen circumstances have arisen and made it impossible for the child to do the home learning set, please notify the class teacher of this.
- ▶ If a child does not complete their Home Learning **twice** the class teacher will contact the child's parents to discuss what support can be put in place.
- ▶ If this continues for a prolonged period of time, the Deputy Headteacher will be informed and will contact parents to ascertain the possible reasons why.
- ▶ *If homelearning is handed in late – it may well be that the teacher will not mark it until the following week due to other working commitments.*
- ▶ All of this information can be found in our Home Learning Policy.



# Computing and e-safety

- ▶ **A reminder for you:** Our Safer Internet Day for our children is in the Spring term – further details to follow.
- ▶ E-safety is planned into our curriculum in both Computing and as part of our PSHE learning.
- ▶ We also have lots of information on e-safety on our website in the Children's section and will signpost you accordingly.
- ▶ Our Computing and E-safety lead (Mrs Roberts) is informed of all e-safety concerns in school and keeps track of emerging patterns.



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# Continuous and end of year assessment for our year group

- ▶ We continually assess our children throughout the day, week, term so that we know we are providing them with a curriculum they can access and rightfully deserve. This is called formative assessment.
- ▶ We use a system in school to record your children's progress throughout the year. Our Leadership Team monitor this system regularly to ensure all pupils are adequately challenged and supported. In addition to this, Pupil Progress Meetings are held where class teachers and the Leadership team meet to discuss how individuals, specific groups or cohorts have been targeted, supported and challenged in the form of various interventions so that all children in our school have the best possible chance of meeting their end of year expectations as set out by the Government.
- ▶ We report how your child/ren are doing in their ongoing and end of year assessments during our Autumn and Spring Parents' Meetings and of course in their end of year Achievement Report which is sent home in July.
- ▶ Please do contact us if you have any questions or concerns regarding your child's curriculum progress.
- ▶ Assessment information is also fed back to our Governing Body, our Local Authority and in the case of some year groups, the Government for statistical analysis.

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# School Uniform Expectations

- ▶ We take great pride in our uniform and it is important that all children and parents support us in ensuring that children have the correct uniform at all times. Wearing a school uniform helps to promote unity and team spirit among our pupils.
- ▶ PLEASE REFER TO OUR RECENTLY REVISED GUIDANCE WHICH CAN BE FOUND ON OUR WEBSITE <https://www.greatbinfields.co.uk/school-uniform/>
- ▶ Children wear a blue logoed school cardigan or sweatshirt (no fleeces inside), white polo shirt, grey skirt or grey trousers for girls, and grey trousers for boys.
- ▶ In the summer boys can wear grey shorts and girls can wear a dress, either blue/white stripe or gingham.
- ▶ We ask that sensible, robust, black shoes are worn, and not trainers.
- ▶ To avoid unnecessary cost, please ensure all uniform is clearly labelled with your child's name.

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# Clothing Grants

- ▶ If you have difficulty providing your child with essential items of clothing or footwear, a limited amount of financial assistance may be available through Pupil Premium Funding depending on your income.
- ▶ *We also have lots of second-hand uniform (check out our FOGB page)*
- ▶ Further advice is available from our school office.



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# PE Kit Expectations

All children need to come into school wearing a complete P.E. / Games kit on their PE days. Your child needs:

- ▶ To remove earrings before they come into school and if hair is long, it needs to be tied up. If earrings are worn, they will need to use cover tape
- ▶ **To wear plain blue or black shorts underneath jogging bottoms/leggings for indoor PE. Children must have shorts on for health and safety (friction on wall bars – less slippy!)**
- ▶ To wear their plain house coloured T-shirt (these are available from FOGB PTA)
- ▶ To wear sensible trainers for the whole day
- ▶ Everything should still be clearly named
- ▶ It is your family's responsibility to ensure they wear their kit in school on the right days as PE/Games is a statutory part of our curriculum

**PE days:**

**Tuesdays and Fridays**



# School Behaviour Code



## Our Behaviour Code

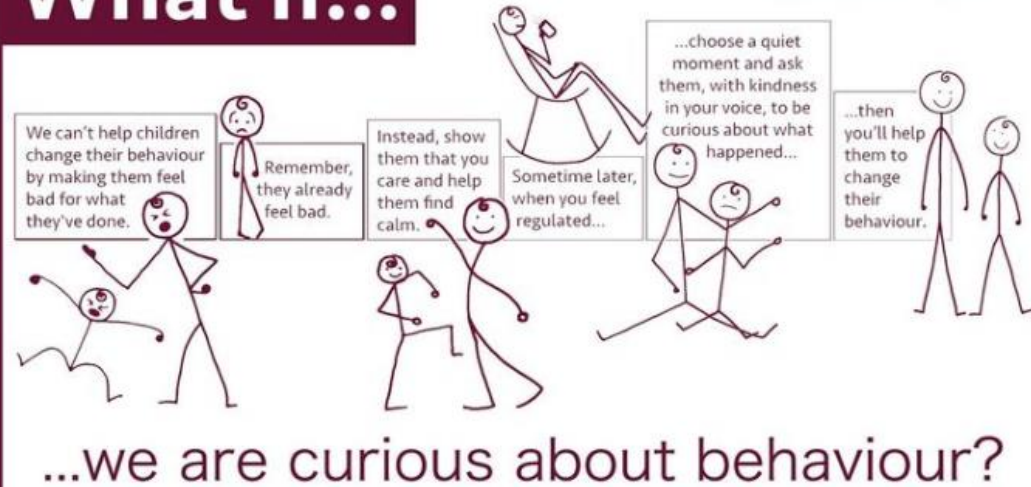
All children in Great Binfields Primary School have the right to:

- a good education with a variety of exciting and enjoyable activities
- staff who care, and who can be trusted
- good respectful friendships
- a fair system of rewards and sanctions
- a safe and secure environment which allows us to learn

and have the responsibility to:

- treat other children with respect and help to ensure the safety and security of others
- ensure that other children enjoy school
- treat staff and property with respect
- be a good and loyal friend
- show good manners

## What if...



[www.beaconhouse.org.uk](http://www.beaconhouse.org.uk)

Follow us:    
@BeaconHouseTeam

- ▶ Our policy can be found on our school website at this link: <https://www.greatbinfields.co.uk/policies-premiums-and-statements/>
- ▶ We regularly remind our children of their rights and their responsibilities.
- ▶ We celebrate success all of the time and we also remind our children when they have not fulfilled one of the listed responsibilities.

# Zones of regulation

## Behavioural choices & consequences



If you are not displaying our Behaviour Code/School Values you will face the following consequences:

- A verbal warning.
- You will be asked to take a **'Reflection Point'**.
- You will be asked to take a **second** 'Reflection Point'.
- You will need to leave the classroom and complete a **'Reflection Form'** with Mrs Holdsworth, Miss Lyddon or Miss Khan.

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)

Our Behaviour Code is underpinned by Zones of regulation. This helps enable the children to label their emotions, how their bodies may have been feeling and possible reasons for why they may have felt this way. We also encourage the children to reflect on their behaviour choices and think about how they could have acted differently. We refer to the restoration process as 'repairing damage' and this may be in the form of an apology to someone, picking something up from the floor or mending something which has become broken as a result of their actions.

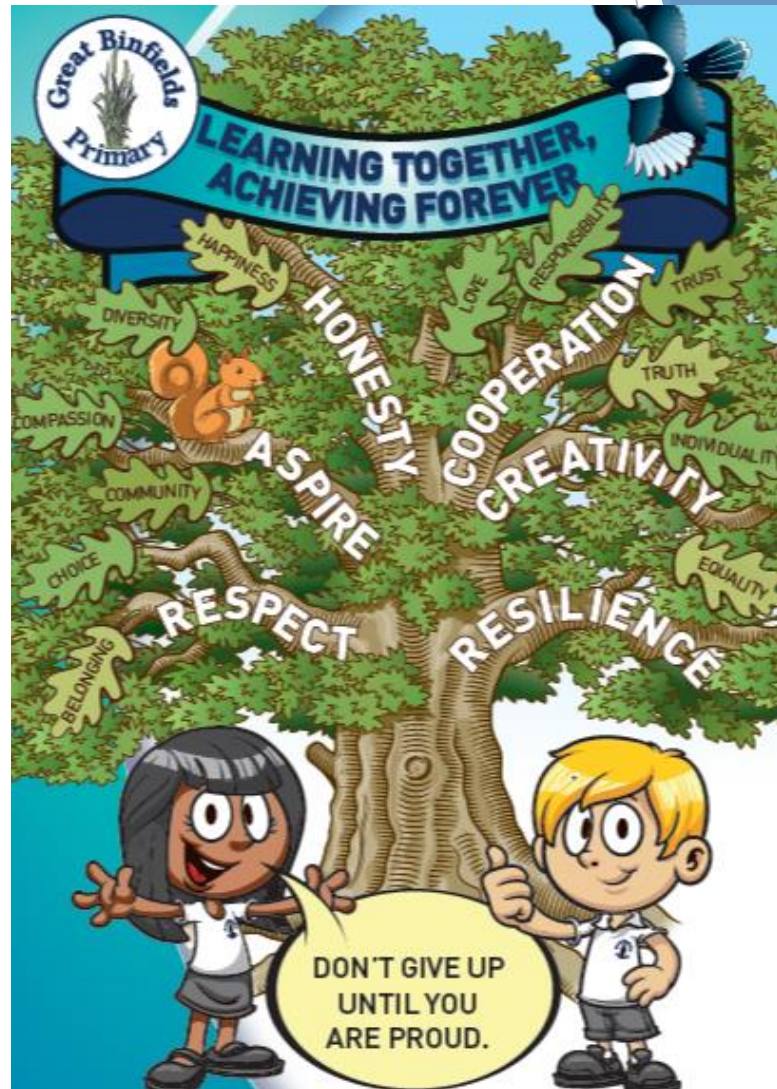
# Behaviour and rewards at GBP for fulfilling responsibilities and for making a great effort

- ▶ Golden Trail Treat – *whole class team effort – once completed they vote for a safe trail treat, e.g. in class biscuit decorating, craft, pebble painting, etc.*
- ▶ Pupil of the Week – *awarded to 1 child from each class, each week during Friday's celebration assembly.*
- ▶ Home Notes from Miss Lyddon (HT) or Mrs Holdsworth (DHT) – *awarded for exceptional effort.*
- ▶ Values certificates and rainbow pin badges – *for following the school's values.*
- ▶ House points & House point reward time for the winning house each half term. *Children stay in the same team throughout their time at our school. They collect house points for following the school's values and Behaviour Code throughout the school day, including playtimes.*

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# Sharing your children's out of school achievements

- ▶ If your child has accomplished something special out of school, please do encourage them to speak to us and they can share this with their classmates or, if a particularly special moment, the rest of our school during our Friday assemblies.
- ▶ We regularly have children sharing their sporting/dance achievements, their work for charity etc. and also their musical achievements too. We love seeing our children live out the Great Binfields values.



# Safeguarding Responsibilities

- ▶ Everyone in our school community has a responsibility to safeguard our children.
- ▶ Our school's DSL(\*)s are: Miss Lyddon (Lead), Mrs Holdsworth (Deputy Headteacher) and Miss Khan (SENCo). All of our staff are safeguarding trained.
- ▶ Please contact school to speak to our DSL or one of our DDSLs if you have any safeguarding concerns.
- ▶ We have lots of safeguarding information on our school website.

(\*) (D)DSL = (Deputy) Designated Safeguarding Lead

Thank you for attending this meeting – your support is very much appreciated and we look forward to working together with your children.



*At the end of the day,  
the most overwhelming  
key to a child's  
success is the positive  
involvement of parents*

Jane D. Hull

