

# Welcome to the Year 3 Parent Workshop.

Please grab a chair and take a seat.



# Agenda

- Meet the Team!
- Routines & Timetables
- Class Charter
- Enquiry questions
- What will your child learn this year?
- How you can support your child at home
- Housekeeping



# Meet the team

Tiarna Lloyd

*Class Teacher*

*Mon, Tues, Wed AM*

Sam O'Regan

*Class Teacher*

*Wed PM, Thurs, Fri*

Jan Smith

*Learning Support Assistant*



# What is a day like for your child?



	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50 Gates open	Spelling/Handwriting TTRS Small group <i>Nessy Sensory Group</i>	Spelling/Handwriting TTRS Small group <i>Nessy Sensory Group</i>	Spelling/Handwriting TTRS Small group <i>Nessy Sensory Group</i>	Spelling/Handwriting TTRS Small group <i>Nessy Sensory Group</i>	Spelling/Handwriting TTRS Small group <i>Nessy Sensory Group</i>
By 9am	Register completed	Register completed	Register completed	Register completed	Register completed
9 – 9.05am	Number Sense	Number Sense	Number Sense	Number Sense	Number Sense
9.05 – 10am	Maths	Maths	Maths	Maths	Maths
10 – 10.30am	VIPERS	VIPERS	VIPERS	Library	VIPERS
10.30 – 10.45	Playtime				
10.45 – 11.30am	English	English	Art & Design	PE 10.45 – 11.30am	English
11.30am – 12pm	11.30: Spelling Quiz and new spellings	Spelling Shed Revise & Intro	Spelling Main Teaching input	Spelling Independent and Consolidation	Handwriting
12pm – 1pm	Lunchtime				
1pm – 1.10pm	Register & Class Story				
1.10pm – 2pm	Science	PSHE	English	English	Music/ Learn Together
2pm – 2.50pm	PE	Computing	Learn Together	Geography	Spanish
2.50 – 3.10pm	Celebration Assembly	Learn Together Assembly	Singing Assembly	Values Assembly	Picture News/ Right of the Week
3.10pm – 3.20pm	Number Sense	Number Sense	Number Sense	Number Sense	Number Sense
3.20pm	Home Time				



# Class Charter



As Rights Holders we will...

- tidy up and keep the room tidy.
- clean up anything we find messy or not in the right place.
- pick up resources that are on the floor.
- keep our chairs tucked in.

As Duty Bearers adults will...

- give us time and opportunity to find out things and express ourselves.
- listen to our thoughts, feelings, and opinions.
- support us to listen to and respect each other's thoughts and opinions.



As Rights Holders we will...

- listen to the teacher when they are teaching us.
- try not to be distracted.
- make sure we are focussing on our learning.
- keep trying our best and ask for help if we need it.

As Duty Bearers adults will...

- help us if we are stuck or need help with our learning.
- teach us.
- make sure we are ready to learn.

# Class Charter



As Rights Holders we will...

- stick up for others by respectfully saying stop.
- tell an adult if we think someone is being bullied.
- think before we say something to make sure it is not unkind.
- think about how other people would feel before we do or say something.

As Duty Bearers adults will...

- help us if people are hurting us and talk to that person.
- listen to what children are trying to say.
- make sure we are ok if we are injured.



As Rights Holders we will...

- listen and not interrupt if someone is talking to us.
- not laugh at other people's opinions or views.
- help each other to listen respectfully.
- not say anything mean if we disagree with someone.
- not laugh if someone makes an embarrassing mistake.

As Duty Bearers adults will...

- listen and not talk over us.
- take our thoughts seriously.
- help to make sure other children are respecting this right too.

# Our Enquiry Questions (Working titles)

Term 1 – How has the local area changed and how could we improve the school environment?  
*(Geography focus)*

Do some people have stronger muscles because they use them more? *(Science focus)*

Term 2 – When do you think it would have been better to live? Stone, Bronze or Iron age? *(History focus)*

*How well do different colours and materials reflect light in a dark cave? (Science focus)*

Term 3 – What were the achievements of the Egyptians? *(History focus)*

How do forces work? *(Science focus)*

*Working titles – the actual question will be decided by the children in a discussion.*



Term 4 – What is the difference between a volcano and an earthquake?  
(*Geography focus*)

Are all rocks and soils the same? (*Science focus*)

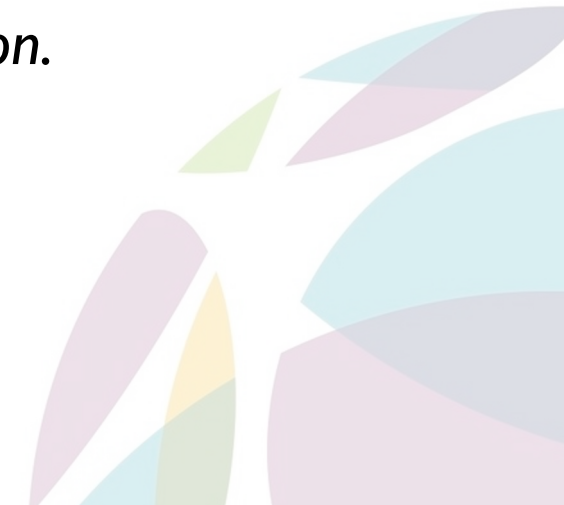
Term 5 – TBC? (*Bristol History focus*)

What environment do plants need to grow? (*Science focus*)

Term 6 – What would you see if you were at the seaside? (*Geography focus*)

I wonder why there are flowers? (*Science focus*)

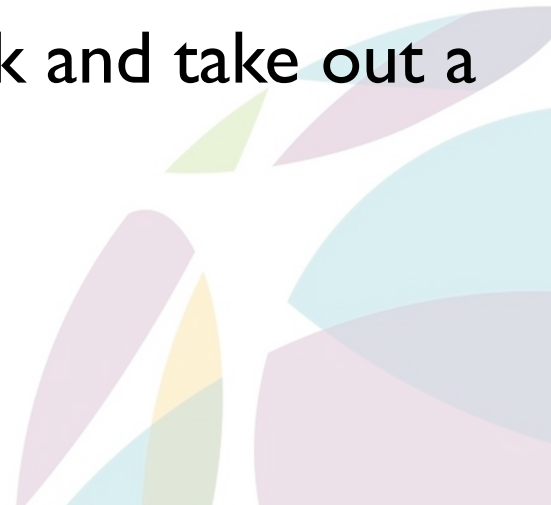
*Working titles – the actual question will be decided by the children in a discussion.*





# Reading

- Daily VIPERS lessons – Comprehension focus, using skills of vocabulary, inference, prediction, explaining and summarising
- Individual reading: one colour banded book to read at home at least four times a week. Please keep banded book in your child's bag.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments
- Weekly library visits: The class will visit the library once a week and take out a Reading for Pleasure book to share at home. **Fridays**



# English

- Each term we focus on a core text of high quality to engage the children and base our learning on writing fiction and nonfiction texts.
- Spelling, punctuation and grammar lessons are taught in English

**Handwriting:** (Frequency for year group) Letterjoin home access.

**Spelling:** Word lists on our class page & in Spelling Journal book which should be brought into school each day. Spelling Shed log-in with spelling activities for home-use. Taught 4 x a week in school.



# Everyone can do maths: everyone can!

# Maths

Week 1    Week 2    Week 3    Week 4    Week 5    Week 6    Week 7    Week 8    Week 9    Week 10    Week 11    Week 12

Autumn term

Number

Place value

*Free trial*

VIEW

Number

Addition and subtraction

VIEW

Number

Multiplication and division A

VIEW

Spring term

Number

Multiplication and division B

VIEW

Measurement

Length and perimeter

VIEW

Number

Fractions A

VIEW

Measurement

Mass and capacity

VIEW

Summer term

Number

Fractions B

VIEW

Measurement

Money

VIEW

Measurement

Time

VIEW

Geometry

Shape

VIEW

Statistics

VIEW

Consolidation

## Parents

[View all our resources](#)

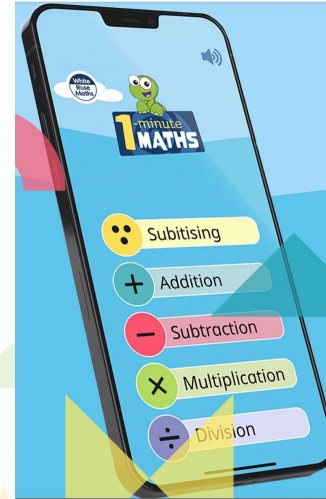
[Advice & guidance](#)

[Maths with Michael](#)

[Parent resources](#)

[FAQs](#)

[www.whiterosemaths.com](http://www.whiterosemaths.com)



# Learn Together

## Human Rights

Y3

The pupils will be enabled to:

- Distinguish between needs and wants.
- Identify that we all have human rights related to everyday life such as the right to play, shelter, education, food, clothing and a safe home.
- Explore the importance of human rights and how they belong to everyone regardless of ethnic background, religious or secular belief, gender, sexual orientation, (dis) ability etc.
- Explore stories and scenarios that bring human rights to life.

Human rights are inalienable and exist independently of responsibilities. Rights should not be contingent on behaving in ways considered appropriate by authority figures. Please see the Support Materials for further guidance.

## Making a Difference

Y3

The pupils will be enabled to:

- Recall the contribution an individual or group in the school community made in relation to a specific issue.
- Identify the circumstances which necessitated this contribution.
- Identify the practical benefits of this contribution.
- Engage in discussion with this individual or group about their motivations for instigating change and the process involved in bringing those changes about.

Examples of small, practical and visual initiatives include:

- an addition to playground activities
- Student Council charitable fundraisers
- spring clean around the school
- planting flowers.

## Giving Things Up

Y3

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify times when they had to give up something or go without something such as access to screens / tv / online games or not being able to play due to an injury.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Articulate how they felt and acted during this time e.g. impatient, occupied their time differently, anticipated the return of the item / event, appreciated it more upon its return.

Enquire (children speculate and ask questions about concept)

- Discuss the different reasons why people give things up.
- Articulate the meaning of giving things up.

Contextualise (children create connections between concept and belief system)

- Identify the concept of sacrifice or 'giving things up' in one belief system.
- Listen to and discuss stories and experiences of people who make sacrifices or give something up for religious reasons.

Reflect (children reflect on value and importance of concept)

Within (belief system / from viewpoint of member of belief system)

- Engage in debate and discussion on the importance of giving things up for members of a belief system.

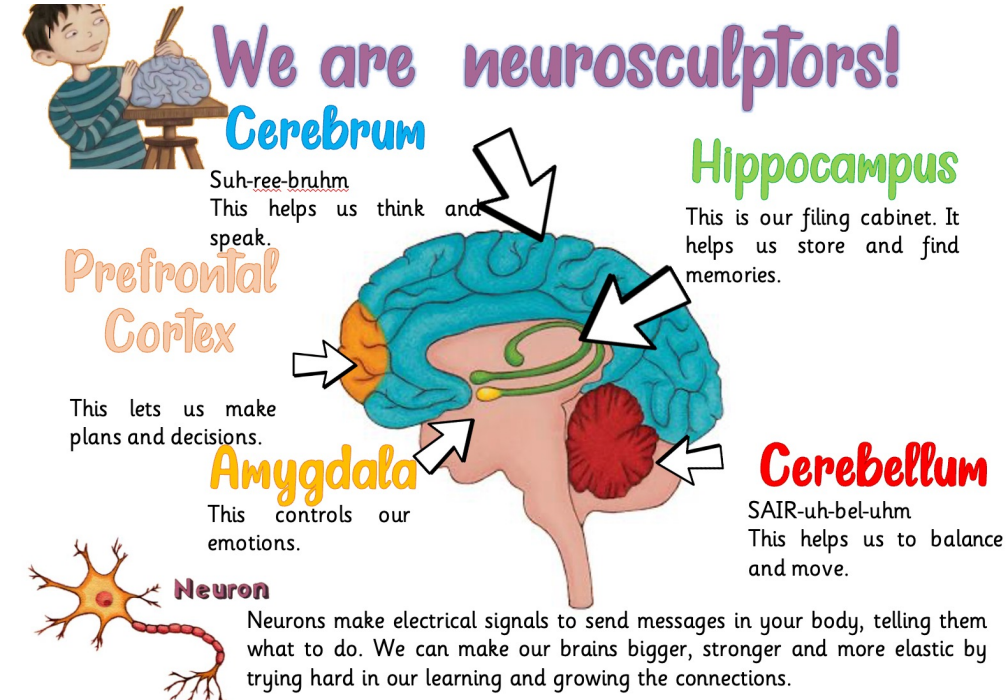
Without (from children's perspective)

- Engage in debate and discussion on whether giving something up or going without something for a time makes us more appreciative of or grateful for it.

# How to Support at Home

- Reading daily if possible with your child and encouraging book talk and enjoyment of reading.
- Spelling practice and activities using Spelling Shed
- Talk to them about their day. Create link with school + home.
- Model and encourage growth mindset.

Encourage a growth mindset.  
I can't do this YET.  
I am going to keep trying.  
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



# Medium Term Planners & Newsletter updates

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.								
Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	INSET: Monday	Parent Workshop 9am Monday			National Poetry Day	Beginning of BHM Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings
School Values	September: Responsibility, October: Respect Article 24 – Health, Water, Food, Environment							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Broad overview of rights (Linked to Learn Together: Human Rights theme)							
Main Enquiry Questions	Geography: "How has our local area changed and how could we improve our school environment?" Science: "Do some people have stronger muscles because they use them more?"							
Learn Together, including RE	Our Educate Together School Demonstrate an understanding of the history of their school Research school accomplishments and school contributions to the local community.		Distinguish between needs and wants	Identify that we all have human rights		Explore important of human rights		
PSHE	Transition	about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)	• what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	• what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally	• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally	• that regular exercise such as walking or cycling has positive benefits for their mental and physical health	• that regular exercise such as walking or cycling has positive benefits for their mental and physical health
Focus Text	Lights on Cotton Rock				Lifted/ The Magic Place			
Phase and key objectives	Phase 1: Immersion Setting Descriptions	Phase 1/Phase 2: Letter writing	Phase 2/Phase 3: Boxing up	Phase 3: Final Write	Phase 1: Diary Entry	Phase 2: Features of a letter	Phase 3: Planning letter	Phase 4: Writing letter
Main Grammatical Focus	Expanded noun phrases	Question marks Conjunctions	Verbs		Tense	Conjunctions		
Spelling	Challenge Words	Words where the digraph 'ou' makes an /ow/ sound	Words where the digraph 'ou' makes a /u/ sound	Words where 'y' makes an /i/ sound	Words ending in '-sure'	Words ending in '-ture'	Challenge Words	Assessment
Home Learning Support	For more information on the focus of the steps, <a href="#">please click here</a> . <a href="#">Spelling Shed Home Use (For weekly spellings including interactive games)</a>							
Main handwriting Focus	Diagonal Joins <i>av co</i>	Diagonal Joins <i>di ei</i>	Diagonal Joins <i>hu ur</i>	Diagonal Joins <i>ke li</i>	Horizontal Joins <i>ru ru</i>	Horizontal Joins <i>wa oc</i>	Horizontal Joins <i>ro ur</i>	Horizontal Joins <i>ve re oe</i>
Home Support	<a href="#">Access Letter join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>							
Main reading focus								

<a href="#">please click here</a>								
Number Facts Focus	Number sense: Stage 5 Book 1 Make Ten and then addition	Number sense: Stage 5 Book 2 Make ten and then subtraction	Number sense: Stage 5 Book 3 More doubles and near doubles	Number sense: Stage 5 Book 4 adjusting	Number sense: Stage 5 Book 6 Make ten and then subtraction part 2	Number sense: Stage 5 Book 6 Make ten and then subtraction part 2	Number sense: Stage 5 Book 7 Strategy Selection	Number sense: Stage 6 Books 1 – 3
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. <a href="#">Year 3 Free Downloadable Workbooks for Year 1 – 6</a>   <a href="#">TTRS for Key Stage 2</a>   <a href="#">1 Minute Maths App for all year groups</a> <a href="#">Number Sense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>							
Science	Food for Thought	Food for Thought	A Balanced Diet	Bones and Skeletons	Muscles and Movement	Time to Investigate	Time to Investigate	Presentations on

## Term 1 Newsletter (Class Name)

Dear Families,

A short welcome message.

**The Year One team:**

Name  
Class Teacher

Name  
Learning Support Assistant  
Days



### Enquiry Questions this term: Question?

Two or three lines on enquiry question. This term we have a geography/history/art/music focus...

### Rights Respecting Schools

This term we will focus in particular at these three rights:

Bullet point main few rights.

### Teaching and Learning This Term

Our medium term overview is now available on the class page of our website.

[Please click here to view the overview for this term. \(PS\)](#)

[Please click here to view the overview for this term. \(Y1\)](#)

[Please click here to view the overview for this term. \(Y1\)](#)

[Please click here to view the overview for this term. \(Y2\)](#)

[Please click here to view the overview for this term. \(Y3\)](#)

[Please click here to view the overview for this term. \(Y4\)](#)

[Please click here to view the overview for this term. \(Y5\)](#)

[Please click here to view the overview for this term. \(Y6\)](#)

### Home Learning

Reading

# Housekeeping

- Bring books, reading records & bookbags in every day.
- Library on a Friday
- Spelling quiz on Mon
- PE days Monday & Thurs - suitable clothing!
- Change to pick-ups let us know by calling or emailing [info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk) before 2pm if possible.
- **Family Helpers warmly welcomed!**
- Chat to us at the door, or email [info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk)
- Any questions?

