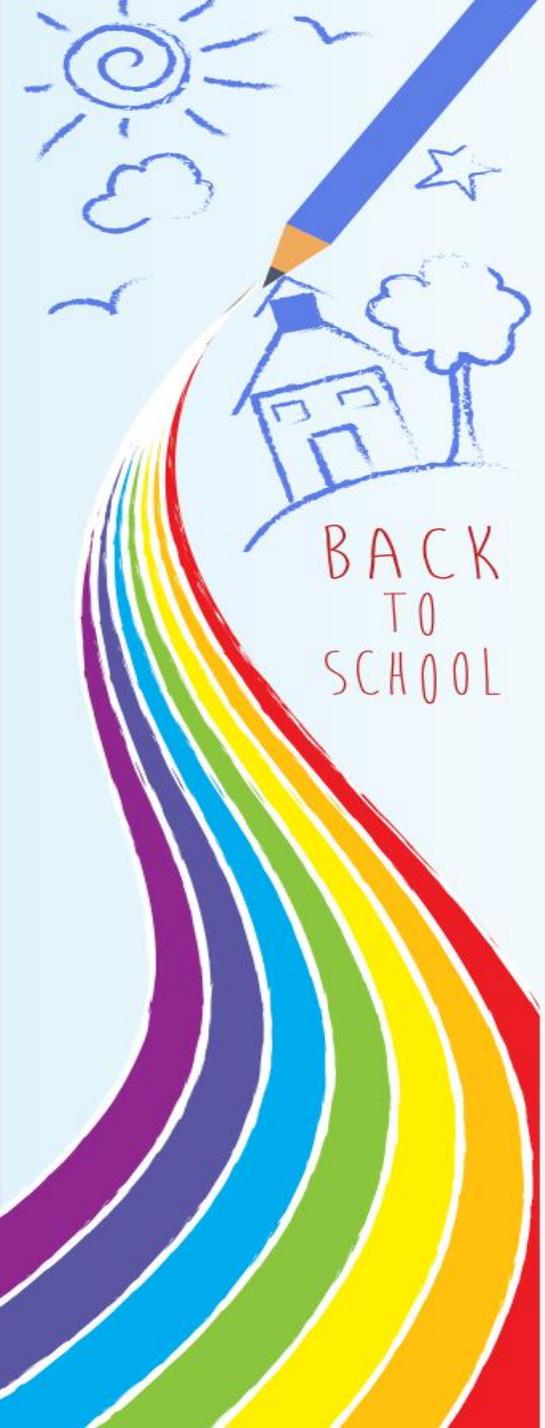


Year 3 Parent Information Meeting

2018-2019

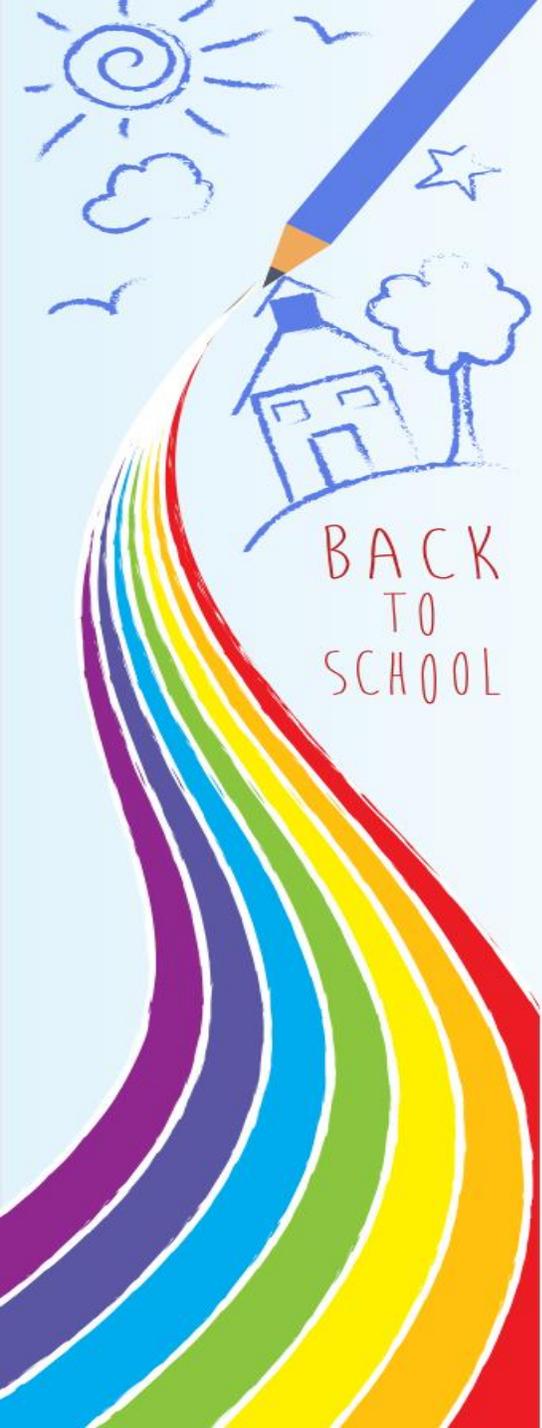


Year 3 Teachers:

3S – Miss Shine

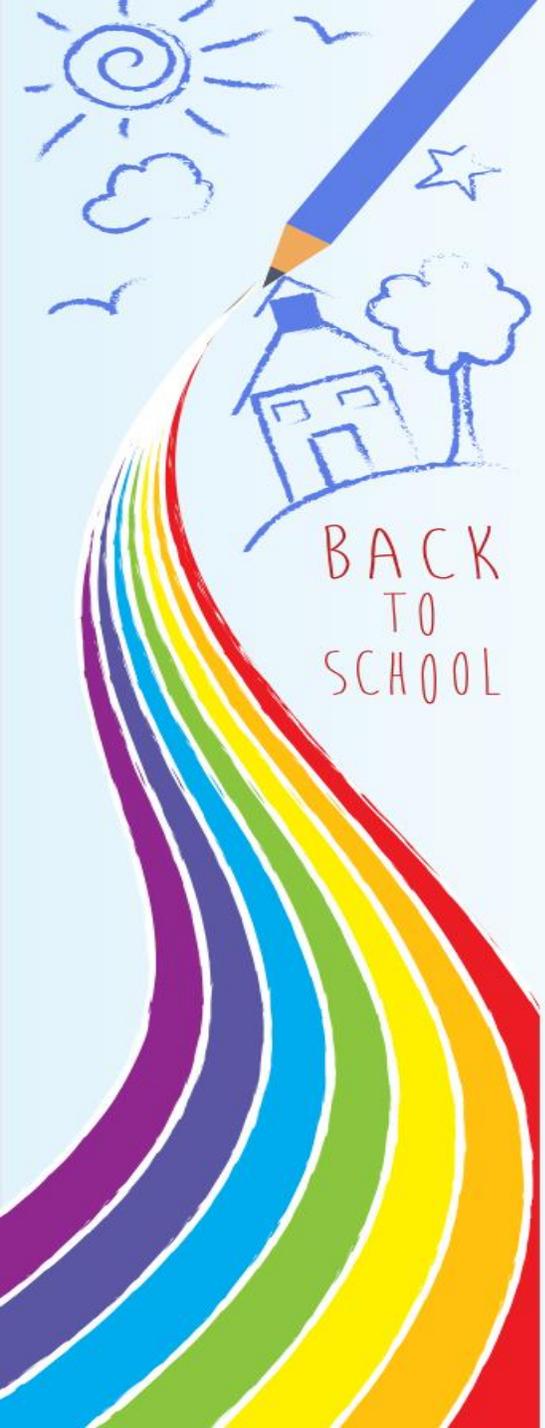
3C – Miss Cunningham

3PM – Mrs Pannett & Mrs Matthew



Children need to have:

- The correct uniform.
- A school bag – this needs to be big enough to fit in an A4 homework book.
- Coat for playtime.
- Correct PE kit – trainers not plimsolls, they may need a school hoodie as we go into colder weather.
- Water bottle.
- School planner.
- Equipment such as pencils, rulers, colouring pencils etc. will be provided by the school for Year 3 pupils.

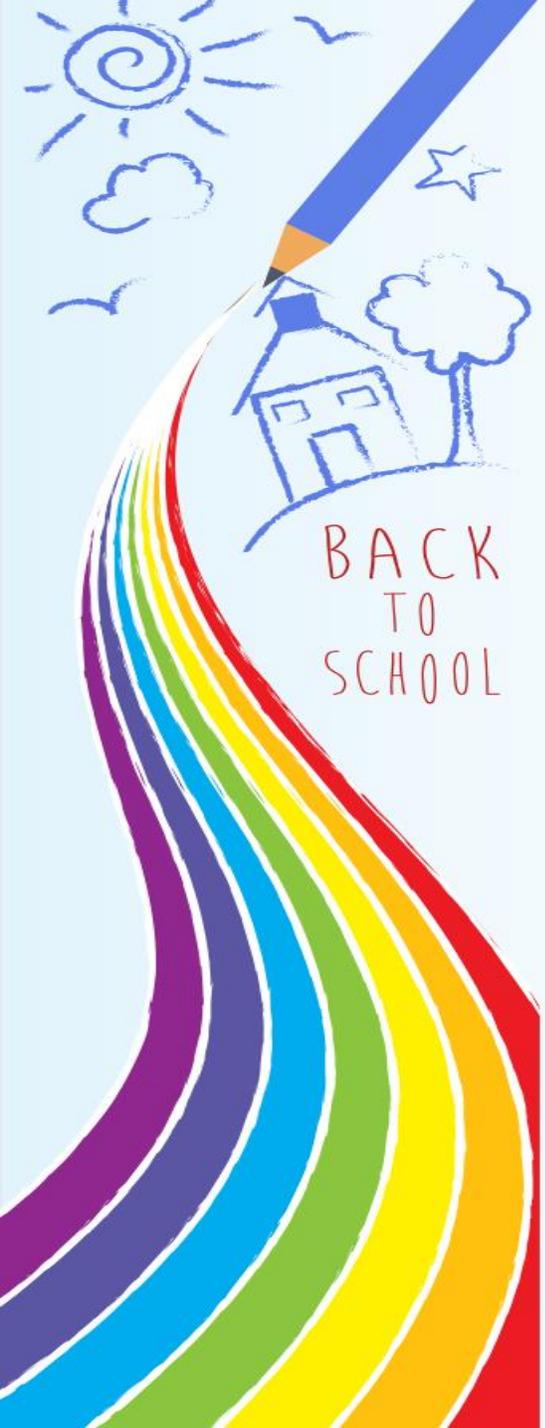


Break time snacks

Fresh or dried fruit and vegetables ONLY please.

No bars, 'winders' or sweets please.

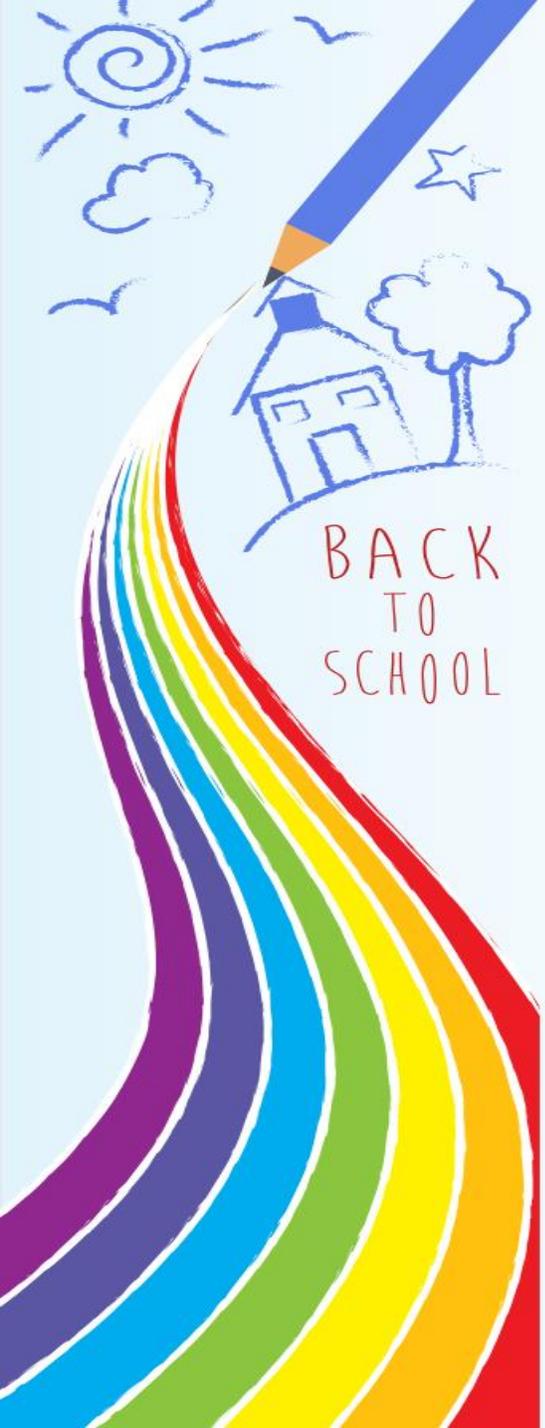
WE ARE A TOTALLY NUT FREE SCHOOL.



Long term medication

For any long-term or on-going medications e.g. adrenalin or asthma inhalers, we are required to have a copy of your child's up to date care plan, including emergency procedures, written by their healthcare professional.

If you have an up to date care plan for your child, we would be grateful if you could provide us with a copy. If not, we will contact you in due course to discuss this.

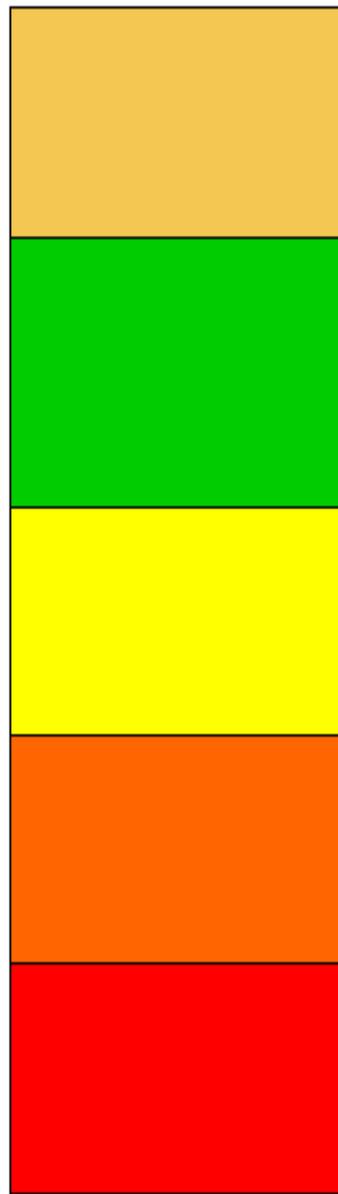
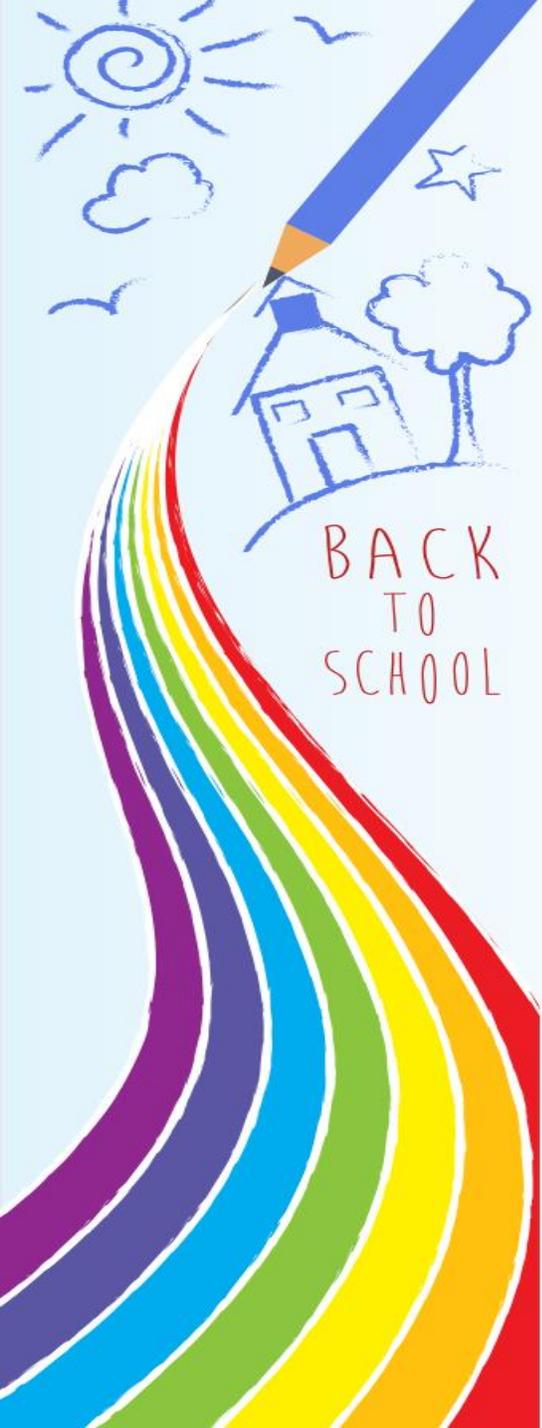


School Behaviour Policy

This year we would like to continue to work in conjunction with parents and pupils, to promote excellent behaviour throughout the whole school.

We want to create a positive learning environment to allow all children to reach their full learning potential.

The whole school follow this behaviour chart.

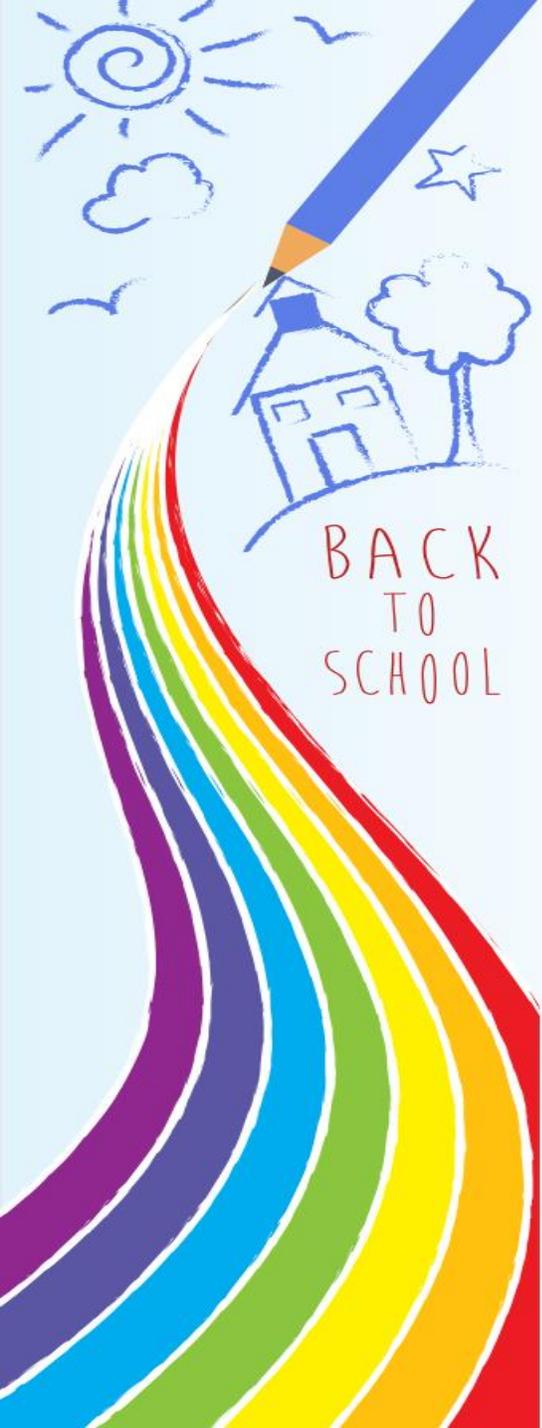


In the classroom we have a behaviour chart similar to this.

As you can see, it follows a traffic light system.

All children have a name card which begins on green (ready to learn) each day.

Throughout the day children can move up and down the reward chart, reflecting their learning behaviour in class.



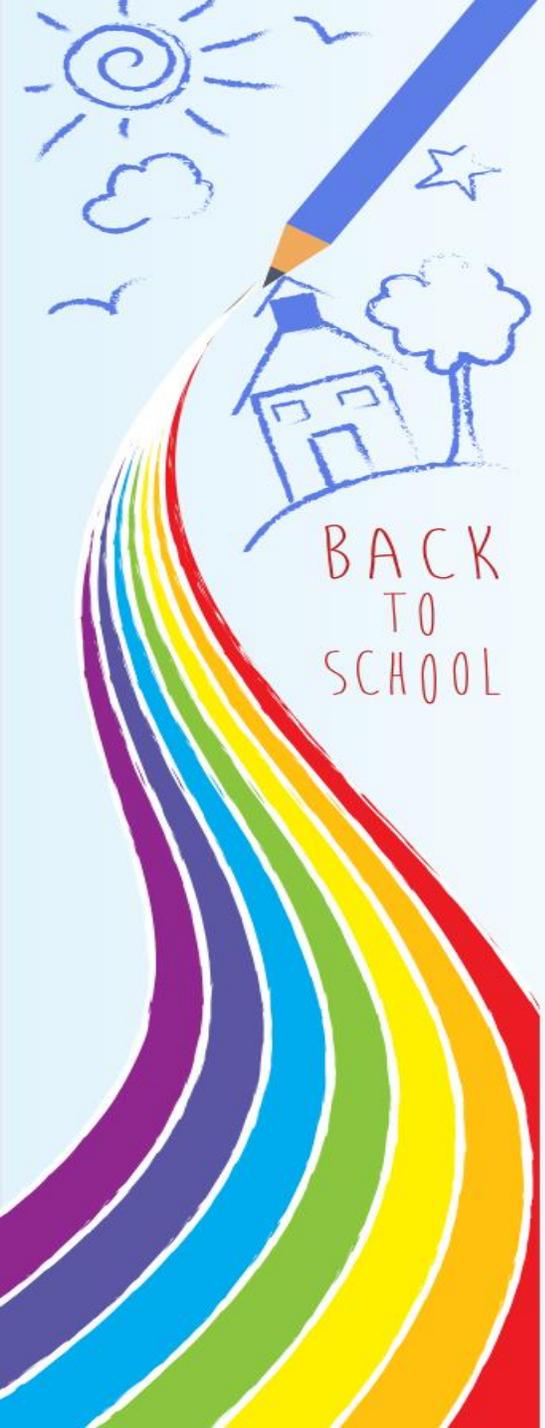
Our Timetable

The timetable varies slightly from class to class, this is dependent on French and Music lessons. The timetable may vary slightly from week to week.

Children need to have their PE kits in school all week, bringing them in on a Monday morning and taking them home on a Friday to wash.

They need to bring the following every day please:

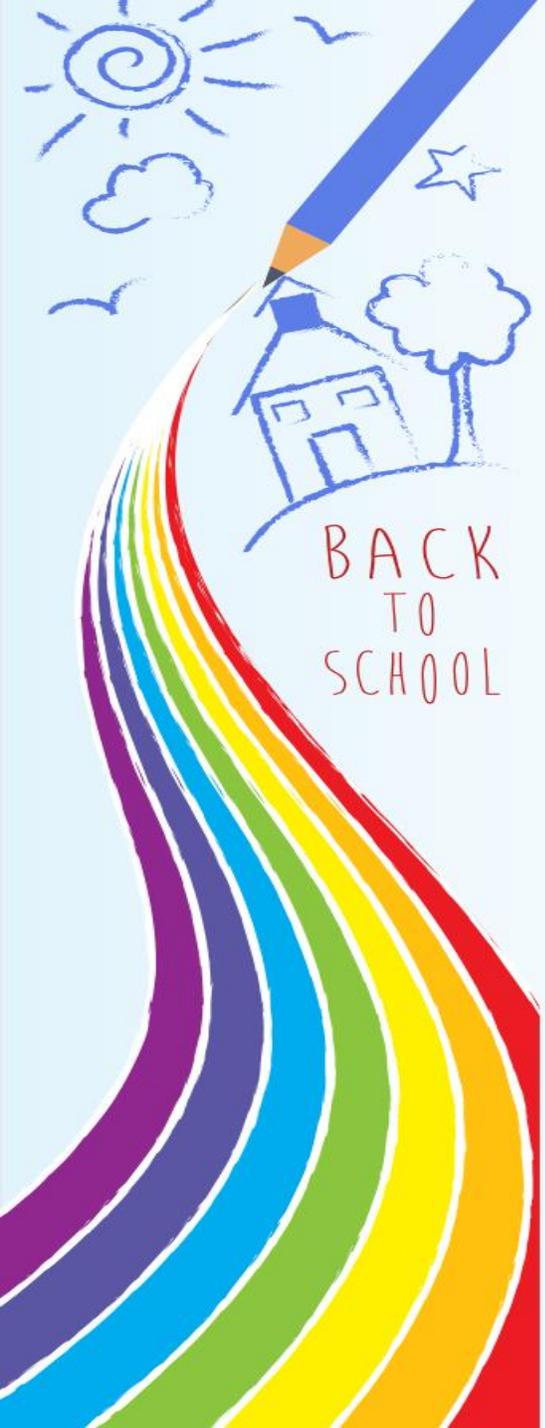
1. a named full water bottle
2. their planner
3. their school library book



Planners

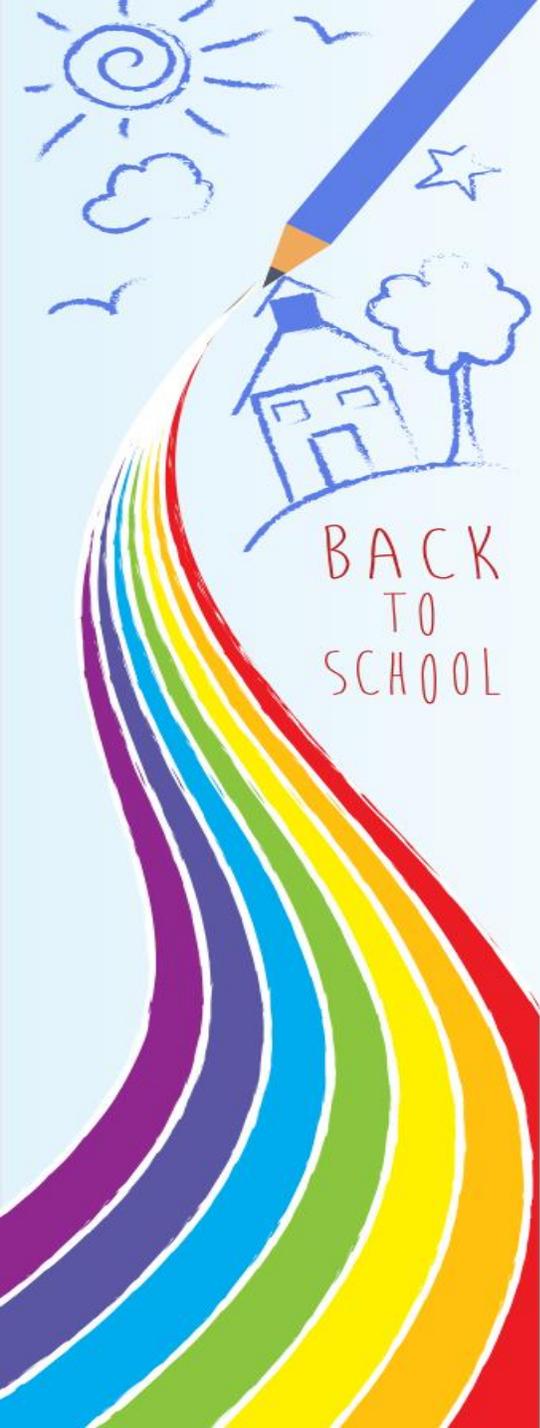
These have many uses:

1. They are used to record the children's reading, homework and times table progress.
2. They are a means of communicating between home and school.
3. They have lots of useful resources in them such as spelling lists, times tables and grammar for children to use in class and for homework.
4. School information such as phone numbers, home school agreement, uniform list, term dates.



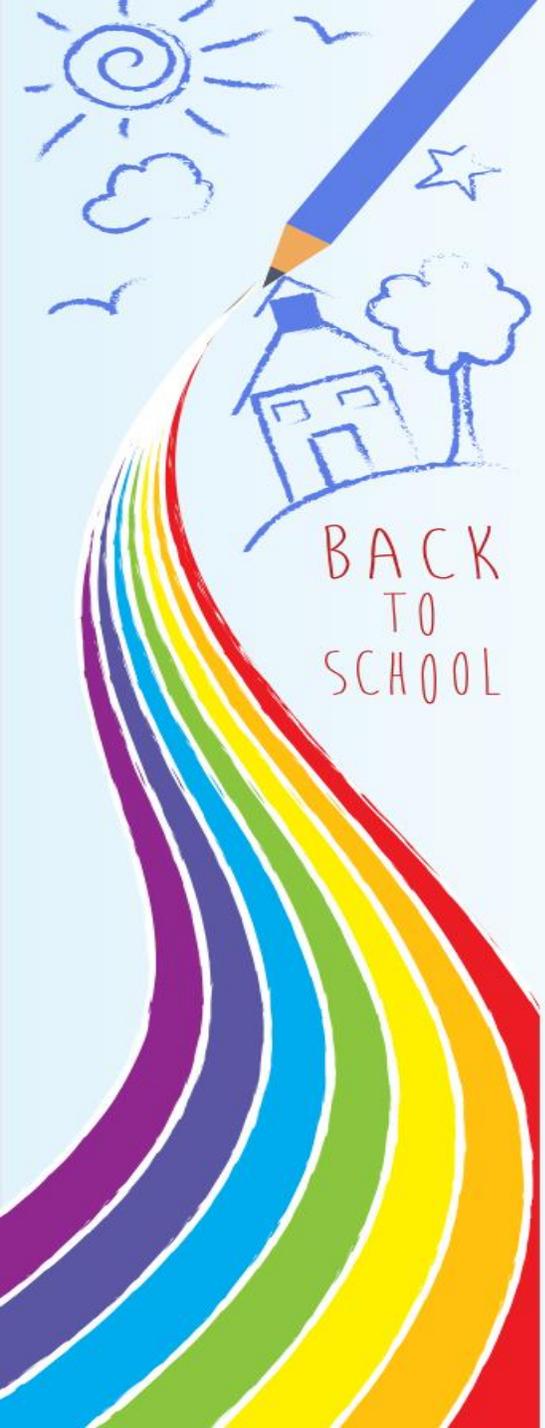
English

Teaching follows the objectives set in the National Curriculum, including spelling, grammar, reading and writing skills.



Spelling

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|---|---|--|--|
| <ol style="list-style-type: none"> 1. Revise Year 2 suffixes – ed, ing, er, est 2. Revise suffixes ment, ness, ful, less 3. Year 3/4 spelling list. 4. ‘i’ sound spelled as a y. 5. ‘u’ spelled as ou. 6. Using a dictionary. | <ol style="list-style-type: none"> 1. ‘ai’ spelled as ey, eigh, ei 2. Prefix un, mis, dis 3. Adding suffixes 4. Split digraphs 5. Year 3/4 spelling list. 6. Using a dictionary. | <ol style="list-style-type: none"> 1. Review of autumn spellings. 2. Year 3/4 spelling list. 3. Prefix re 4. Prefix super 5. Prefix auto and sub 6. Using a dictionary. | <ol style="list-style-type: none"> 1. Prefix auto 2. Prefix inter 3. Homophones and near homophones. 4. Year 3/4 spelling list 5. Using a dictionary. 6. Review spring terms spellings. | <ol style="list-style-type: none"> 1. Year 3/4 spelling list. 2. ly suffix 3. Suffix ally/ation 4. Suffix vowel letters. 5. Suffix sion/tion 6. Prefix in / il | <ol style="list-style-type: none"> 1. Prefix im/ir 2. Year 3/4 spelling list. 3. Using a dictionary. 4. Review all spellings |



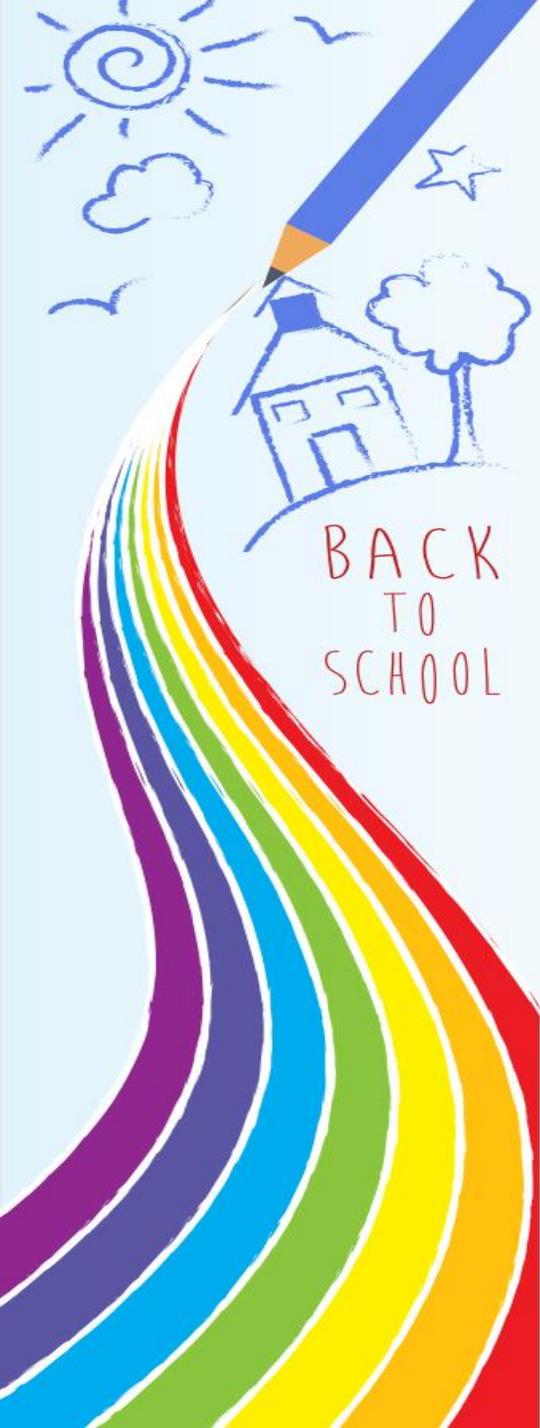
Reading

Overview of reading skills to hand out.

Whole class session focusing on reading comprehension skills such locating information in a text, using inference and deduction and discussing the structure and vocabulary of a range of texts. At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. As a rough guide, children should be able to read 90% of the words on a page without any problem, this allows them to focus on the comprehension and understanding of what they have read.

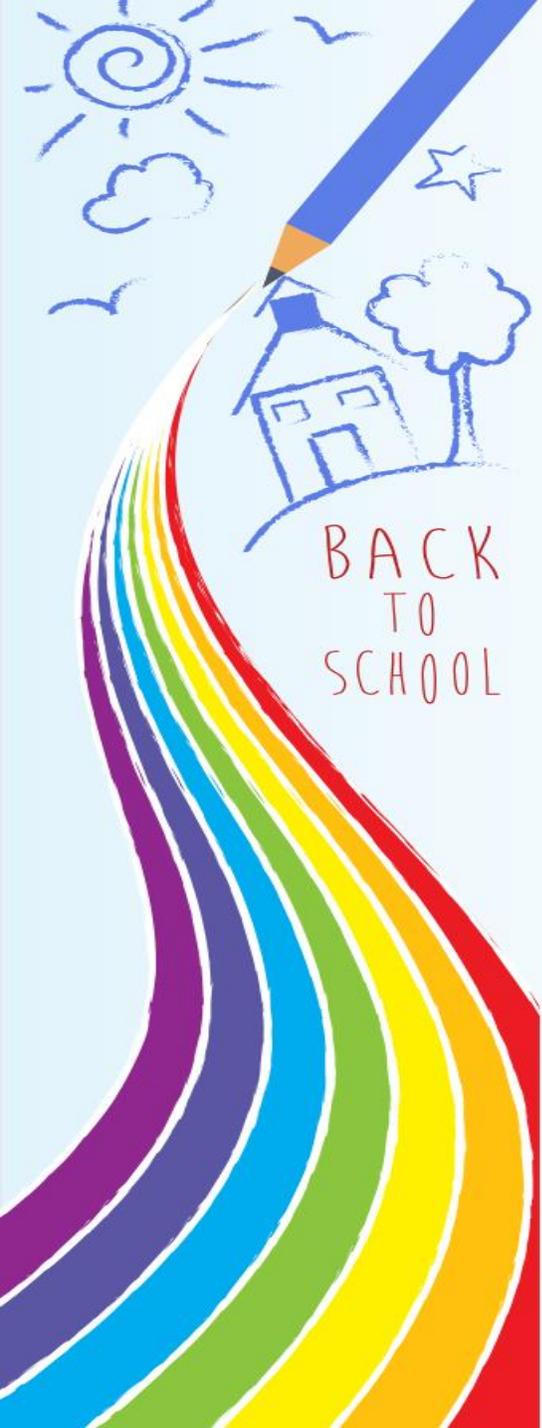
Word Reading – National Curriculum

1. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Comprehension – National Curriculum

1. develop positive attitudes to reading, and an understanding of what they read
2. listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3. read books that are structured in different ways and read for a range of purposes
4. use dictionaries to check the meaning of words that they have read
5. increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
6. identify themes and conventions in a wide range of books
7. prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
8. discuss words and phrases that capture the reader's interest and imagination
9. recognise some different forms of poetry [for example, free verse, narrative poetry]
10. understand what they read, in books they can read independently
11. check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
12. ask questions to improve their understanding of a text
13. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
14. predict what might happen from details stated and implied
15. identify main ideas drawn from more than 1 paragraph and summarising these
16. identify how language, structure, and presentation contribute to meaning
17. retrieve and record information from non-fiction
18. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



Grammar (Grammar Glossary to hand out)

Grammar skills are introduced to children through individual whole class sessions and embedded using writing tasks. Assessed writing will look for grammatical features being used correctly and independently.

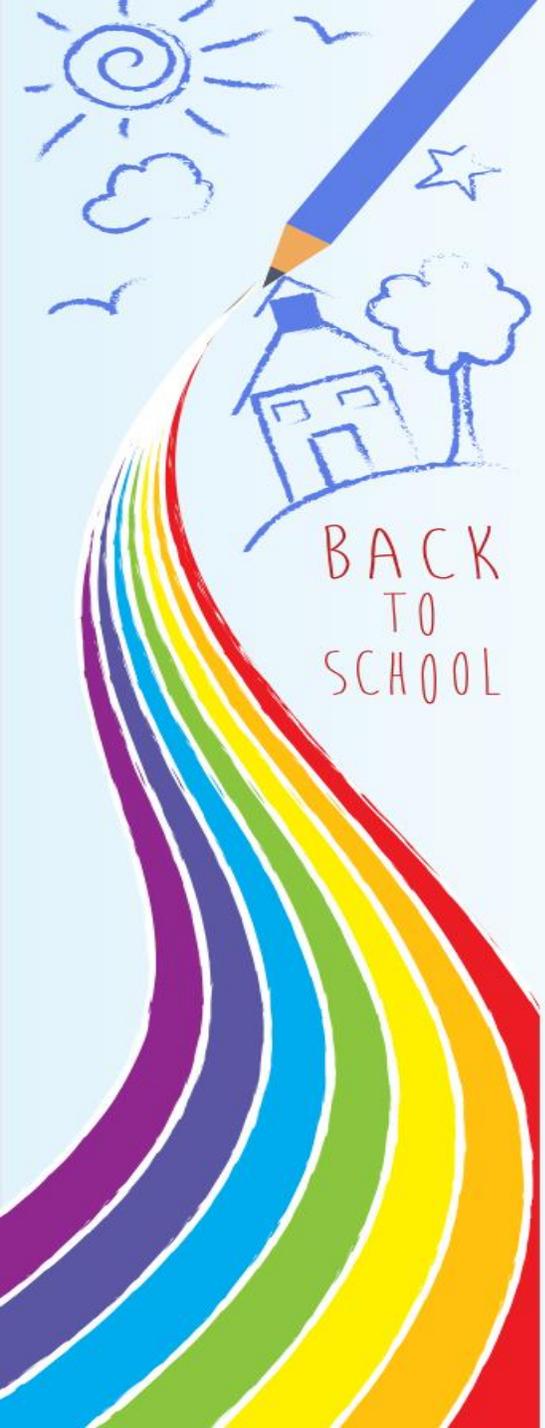
Children need to be secure with the correct terminology and be able to identify grammatical features in sentences.

E.g. The wise, old man slowly crossed the road.

Noun

Underlined – expanded noun phrase

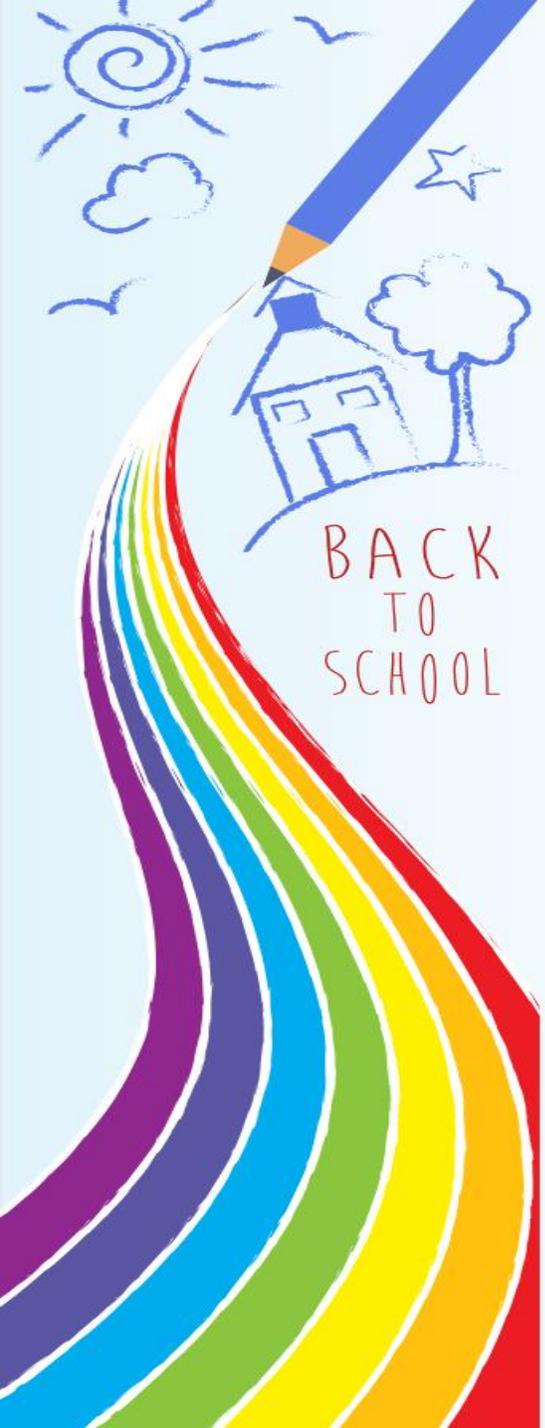
Adverb



Writing

Children will be exposed to and have opportunities to write in a variety of fiction and non-fiction styles. They will be encouraged to utilise grammar techniques appropriate to their year group.

Editing is also a key skill taught during writing sessions where children will learn to evaluate their own writing and make necessary improvements.

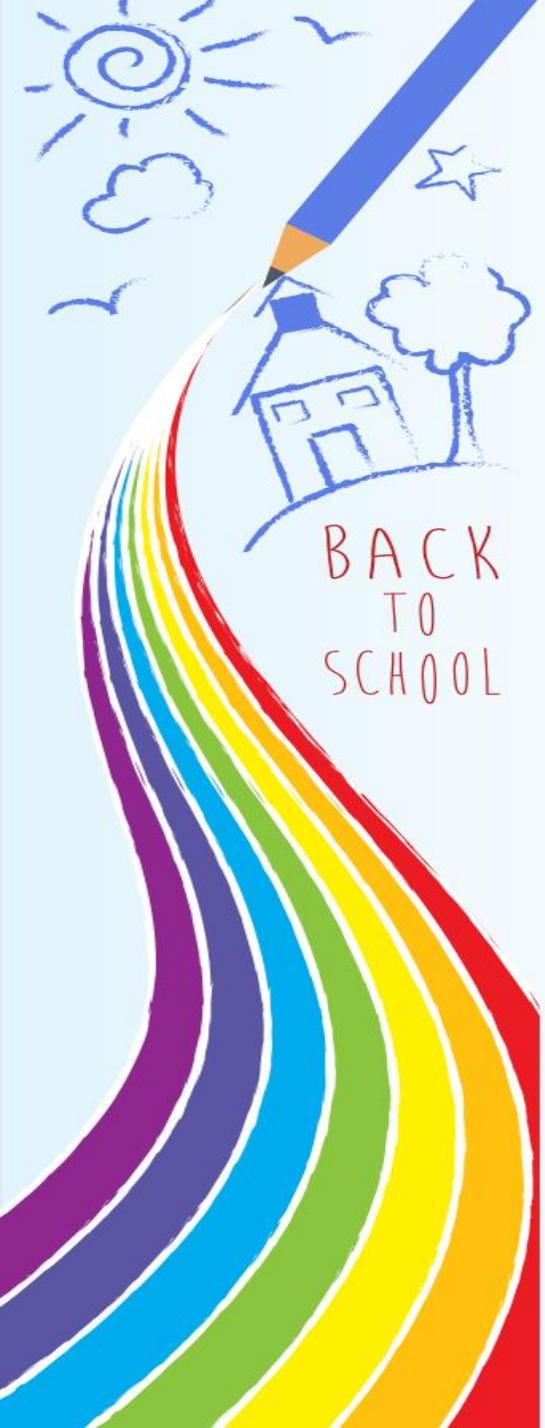


Mathematics

Teaching follows the objectives set in the National Curriculum and we use a mastery approach to teach maths.

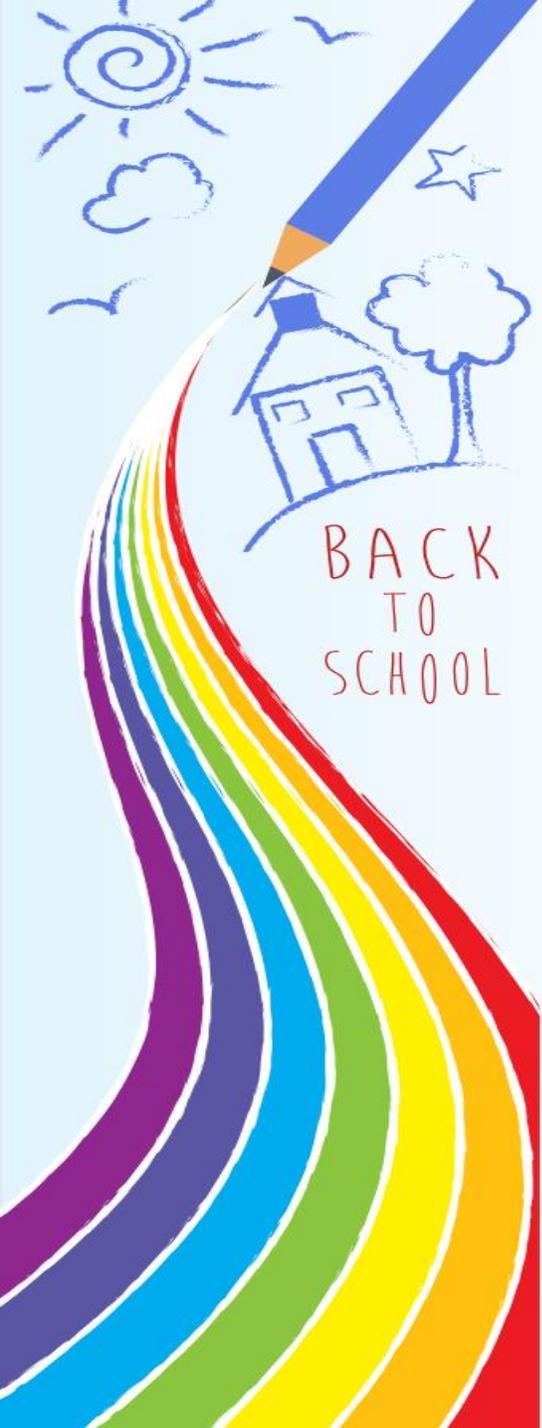
The current National curriculum document says:

‘The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’ (National curriculum page 3)



'The national curriculum for mathematics aims to ensure that all pupils:

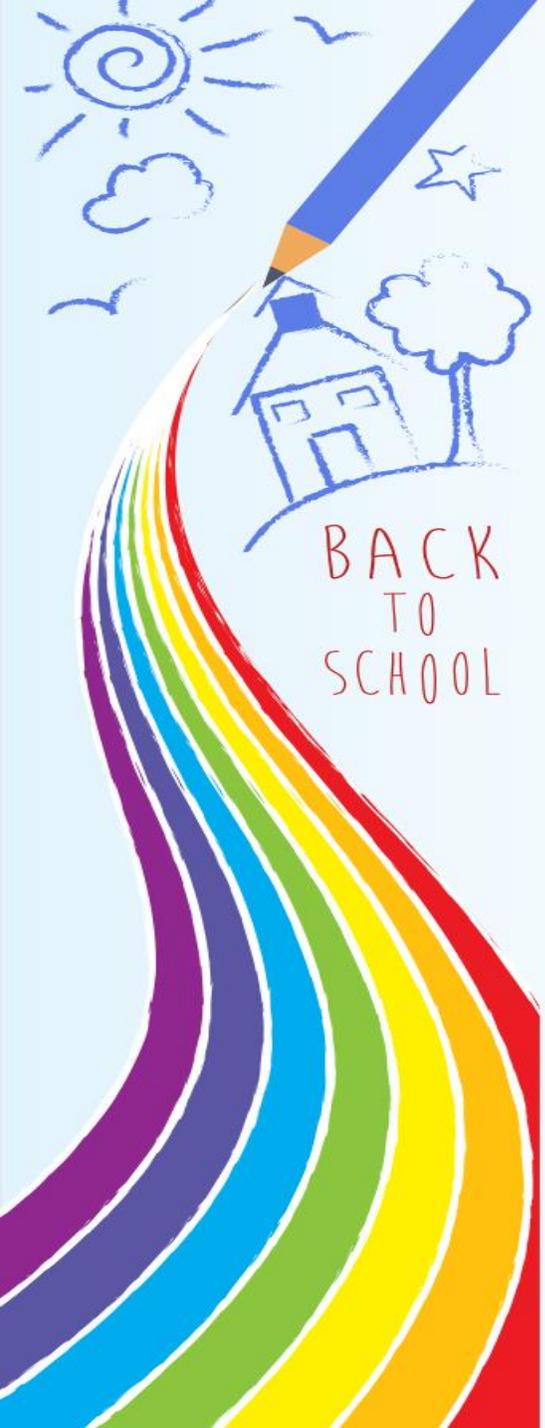
- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.'* (National curriculum page 3)



The idea of a mastery approach is to ensure **every** child can achieve excellence in maths. It provides pupils with a much deeper understanding of the subject through a concrete, pictorial and abstract approach.

Mastery of the curriculum requires that all pupils:

- use mathematical concepts, facts and procedures appropriately, flexibly and fluently;
- recall key number facts with speed and accuracy and use them to calculate and work out unknown facts;
- have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.



Science

Teaching follows the objectives set in the National Curriculum.

Plants

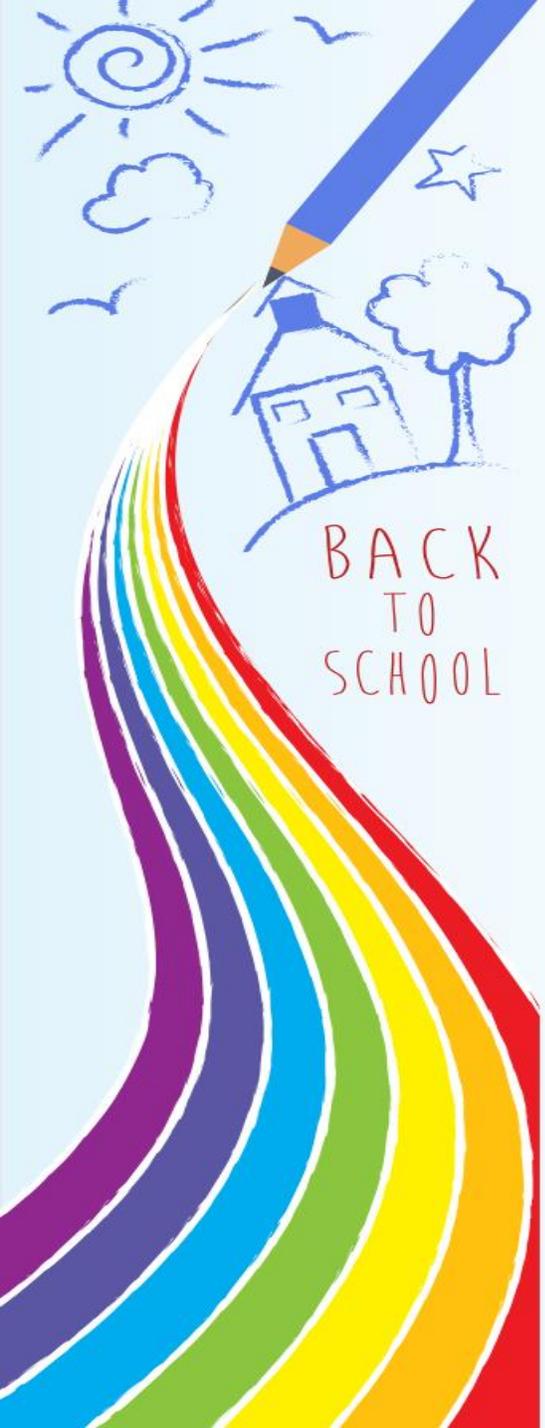
Animals including Humans

Rocks

Light and Shadows

Forces and Magnets.

The focus is scientific skills and child led exploration and enquiry. We believe that this will both inspire and engage the children, as well as teach the necessary skills and give them a greater sense of curiosity about the world around them. The skills taught in Year 3 are then built upon throughout Key Stage 2.



Our topics are:

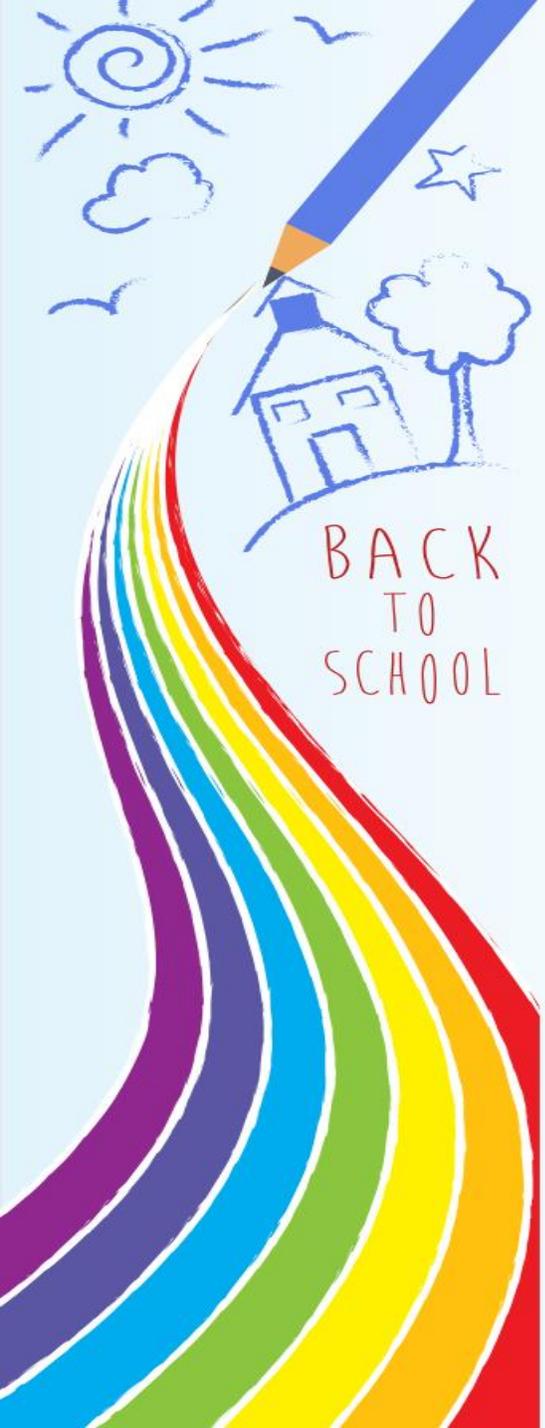
History and Geography

Places and Locations focusing
on the United Kingdom

Rivers

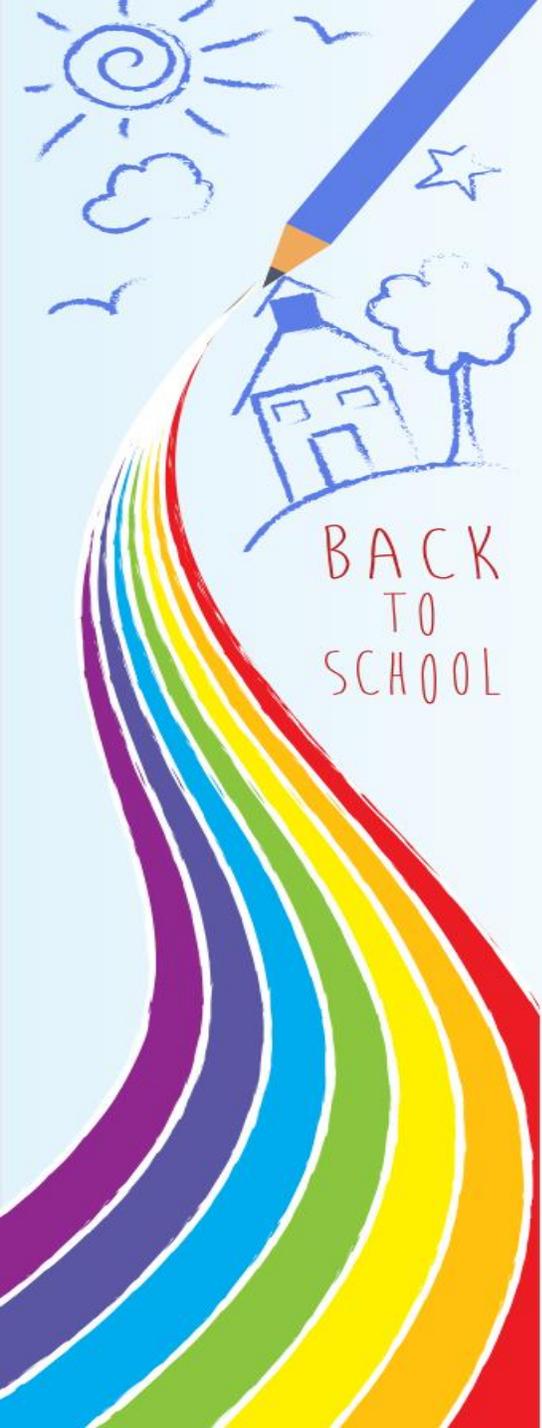
Ancient Greece

Ancient Egypt

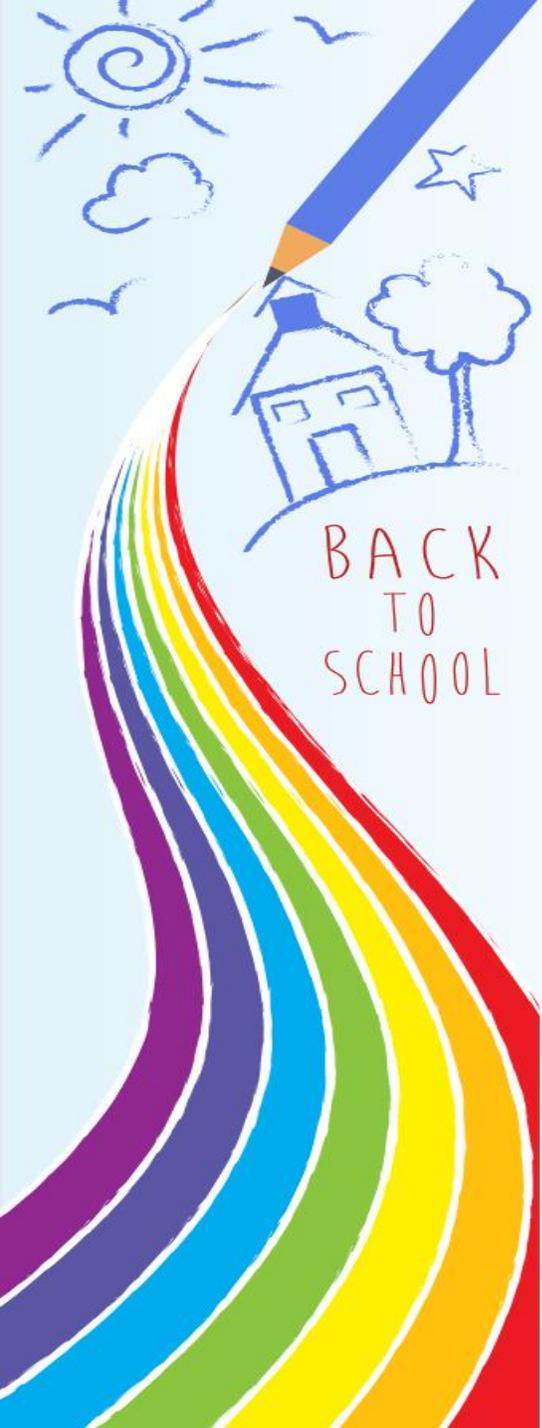


Other Subjects:

- PE – Taught by the Planet Soccer team. Our sessions will be on a Tuesday and on a Friday. However, PE kits need to be in school all week. (Sessions can sometimes be swapped to a different day when needed e.g. to accommodate a trip)
- French and Music – Taught by Mrs Hardcastle, the children have 3 weeks of French followed by 3 weeks of Music.
- Computing – E-safety, programming, digital literacy



- PSHE – Personal, Social, Health and Emotional education:
 - Being Me in My World
 - Celebrating Differences
 - Dreams and Goals
 - Healthy Me
 - Relationships – friendships, families, being a good citizen
- Art – Using a range of mediums, exploring different artists and their techniques.
- Design Technology – Designing and making a product and evaluating how it turns out and suggesting improvements.
- RE – Religious Education – focusing mostly on Christianity and Judaism.



Possible events throughout the year:

Autumn

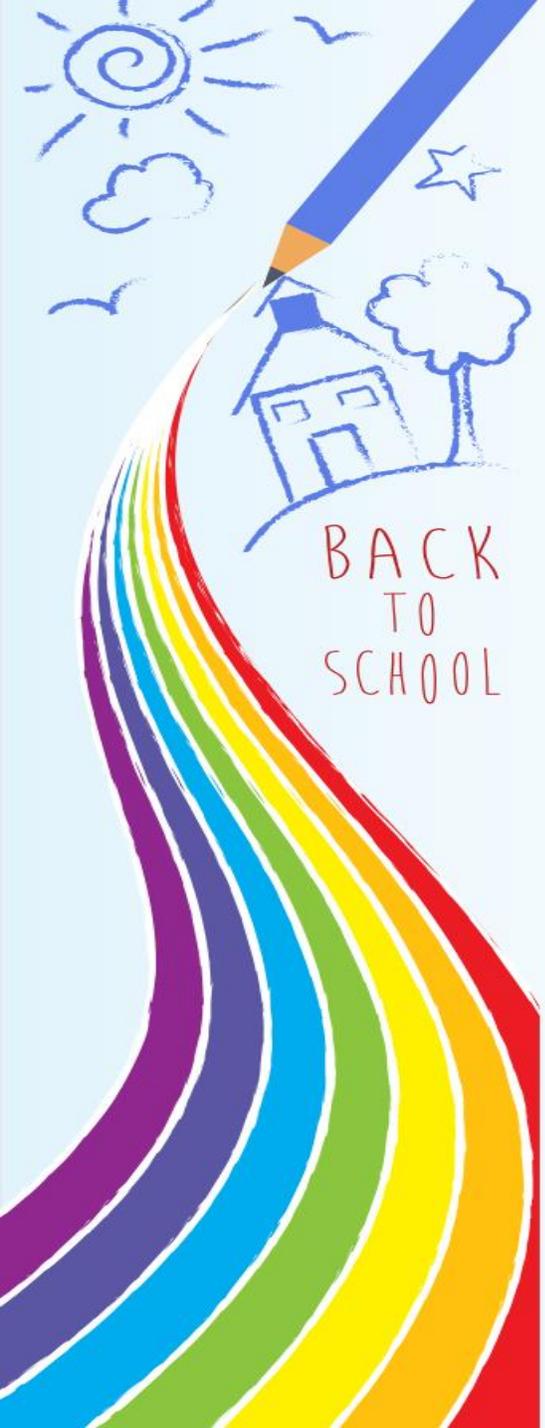
- Christmas activities – approximately £2

Spring

- Possible trip – estimated cost £20. Details to be confirmed.

Summer

- Egyptian Day and DT activities – approx. £14
- Swimming lessons – approx. £65 (to be confirmed)



Supporting your child at home:

We would really appreciate your support with the following:

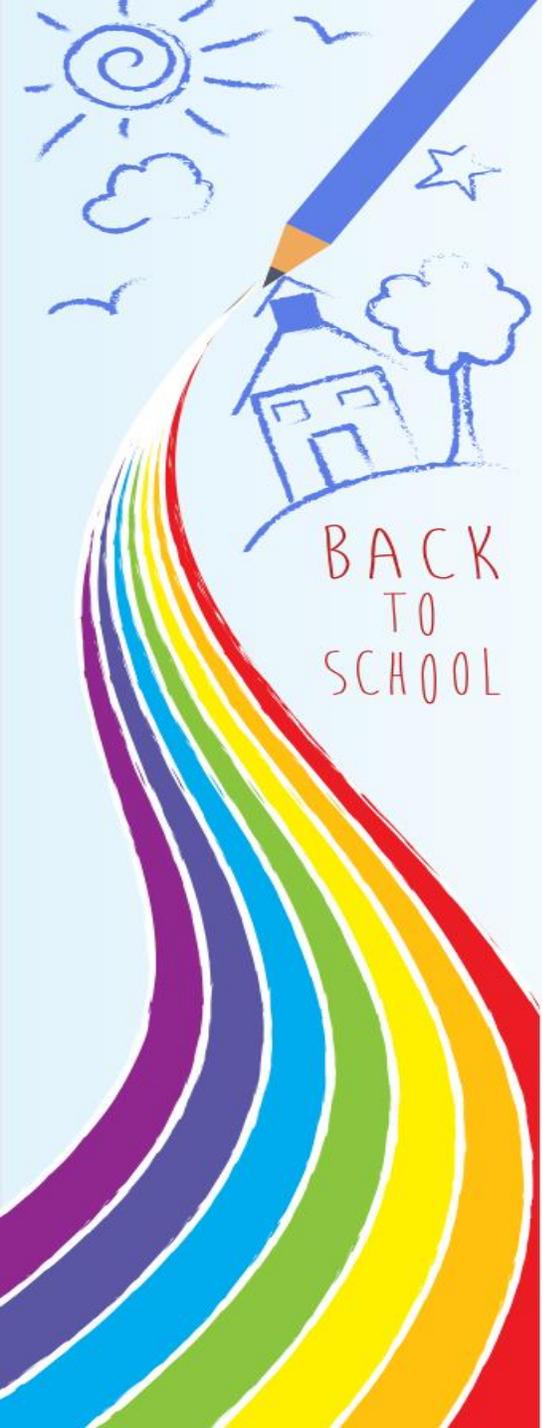
Reading – please listen to your child read out loud every day for about ten minutes daily then write a comment in their planner to let us know how they got on, where they got up to and if they finished the book.

Homework – this will be given out on a Wednesday and needs to be handed in on a Monday morning. Each week there will be:

- spelling and handwriting homework
- another homework task usually maths, English, science or topic work.

Maths homework will sometimes be on My Maths. The children should have their login details for this.

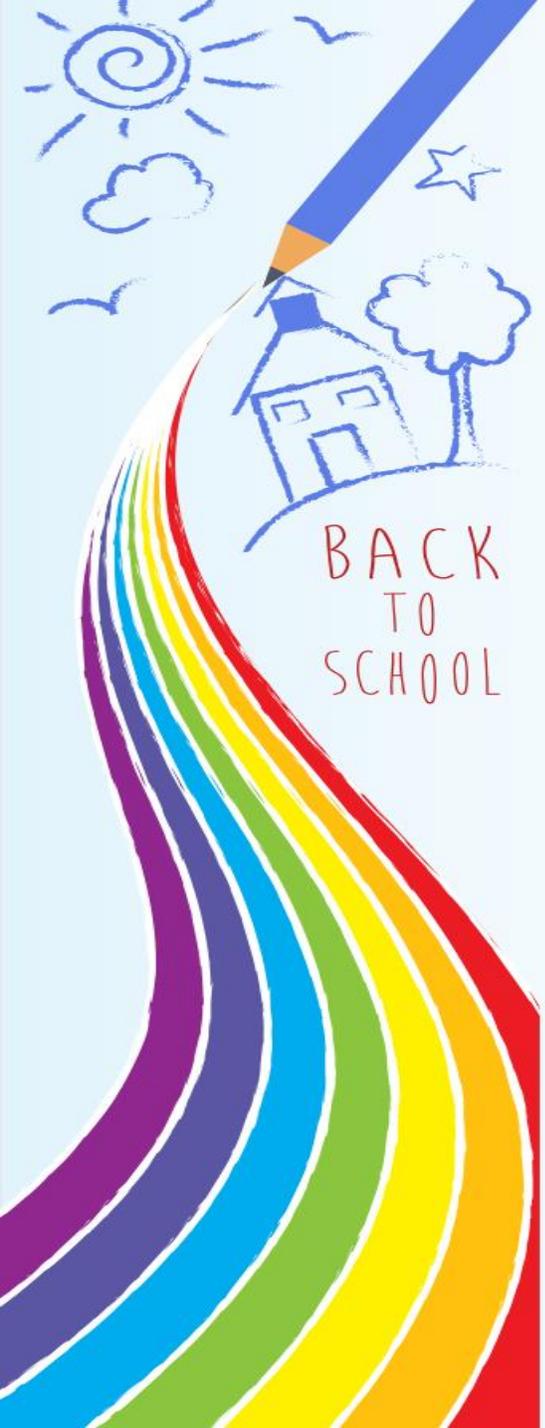
The best way to support your child with their homework is to read through the task with them, encourage them to try to complete it on their own with your help where needed. Please write a note in their planner if a lot of support is required for a particular task.



Equipment List for Homework Tasks:

Homework should be completed in pencil, unless children have received their pen license in which case they should use a handwriting pen.

- Writing pencil.
- Colouring pencils
- 30 cm ruler
- Rubber

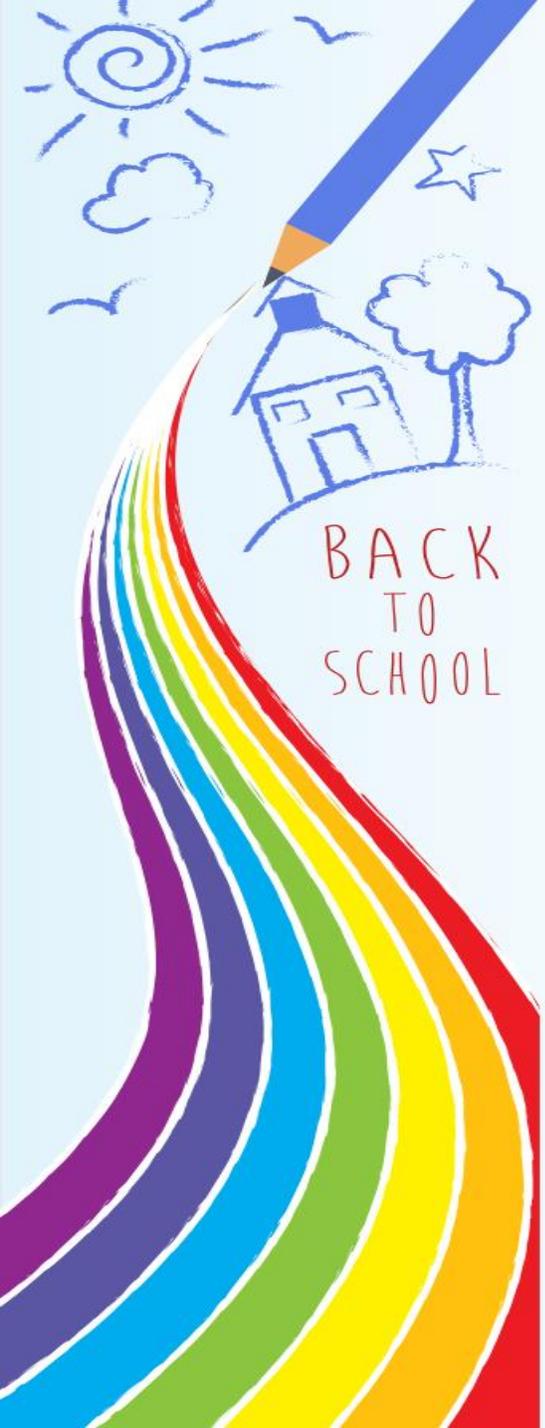


Times Table Tests

Times tables – we will give the children a times table test twice a week. Please help your child to practise them in preparation for the test.

They move on to the next times table once they have achieved 24 out of 24 on more than one occasion.

The order is: 2, 5, 10, 3, 4, 8.

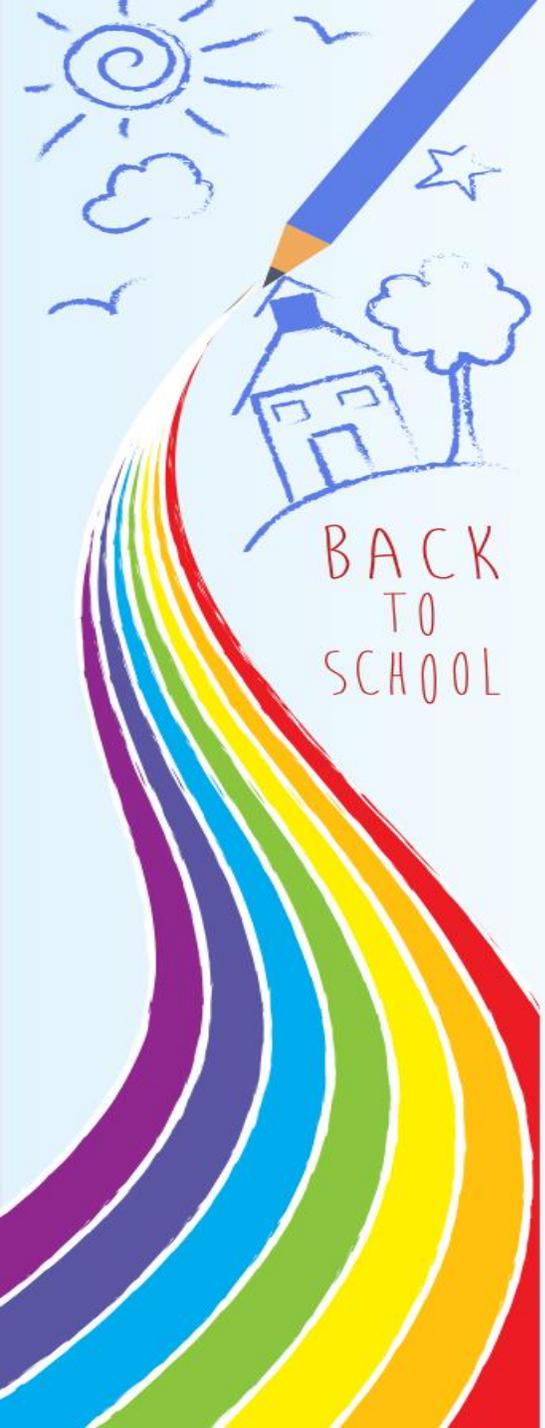


The Den – After School Club
Daily 3.10 – 6.00pm.

The Den – Breakfast Club
Daily 7.40 – 8.30am.

Clubs

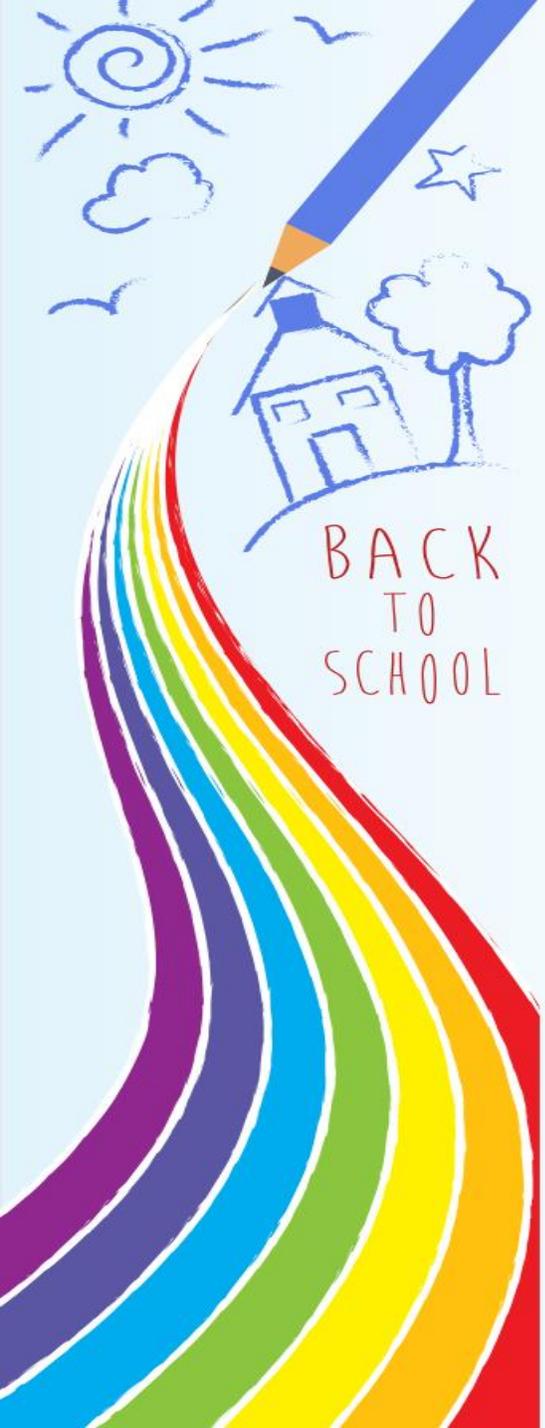
| DAY | TIME | CLUB | WHO RUNS IT? | WHERE DOES IT TAKE PLACE? | START DATE |
|------------------|-------------------------------------|--------------------------|----------------------------------|---|---------------------------------------|
| MONDAY | 3.10-4.20pm | FOOTBALL | PLANET SOCCER | SCHOOL FIELD Boys change in 5W Girls change in 5R | 11.09.18 until 10.12.18 (last one) |
| TUESDAY | BEFORE SCHOOL 8.00-8.45am | LITTLE GOLFERS | ANDY LITTLE | SCHOOL HALL | 18.09.18 for 10 weeks |
| | 3.10-4.10pm | TENNIS | PLANET SOCCER | PLAYGROUND Boys change in 5W Girls change in 5R | 11.09.18 until 11.12.18 (last one) |
| WEDNESDAY | BEFORE SCHOOL 7.45-8.45am | BASKETBALL | LOVE THIS LIFE BASKETBALL | SCHOOL HALL | 26.09.18 for 10 weeks |
| | 3.10-4.10pm | REDZ DANCE | NOVA (REDZ) | SCHOOL HALL Boys change in Hall Girls change in The Nest | 12.09.18 for 6 weeks |
| THURSDAY | BEFORE SCHOOL 8.10-8.40am | DODGEBALL | PLANET SOCCER | SCHOOL HALL | 13.09.18 until 13.12.18 (last one) |
| | 3.10-4.15pm | CHESS | Emma Jane Billington Phillips | 4G Classroom | 20.09.18 for 10 weeks |
| | 3.10-4.15pm | NETBALL | INITIAL NETBALL | PLAYGROUND Girls change in 4C Boys change in 4WP | 13.09.18 until 13.12.18 (last one) |
| FRIDAY | BEFORE SCHOOL 8.10-8.40am | CROSS COUNTRY | PLANET SOCCER | SCHOOL FIELD | 14.09.18 until 07.12.18 (last one) |
| | 3.10-4.20pm | FUN & FITNESS | PLANET SOCCER | SCHOOL FIELD Girls change in 4C Boys change in 4WP | 14.09.18 until 07.12.18 (last one) |



Parent Helpers

If you are able to come in to help on a regular basis, we would really appreciate your time.

You will need a DBS check and forms are available from the school office.



Please note:

If you need to contact your child's teacher, please write a note in the planner and we will be able to answer your query, arrange a meeting after school either in person or by phone.

We will not be able to meet with parents before school.



PLEASE JOIN OUR TEAM!

**Our PTA - REALLY
NEEDS YOUR HELP!
Please support us!**

We need your help to make St Ann's Heath School the best it can be!
We are inviting ALL parents to get involved in our PTA ('Friends of St Ann's
Heath' - FOSAH) any way that you can!

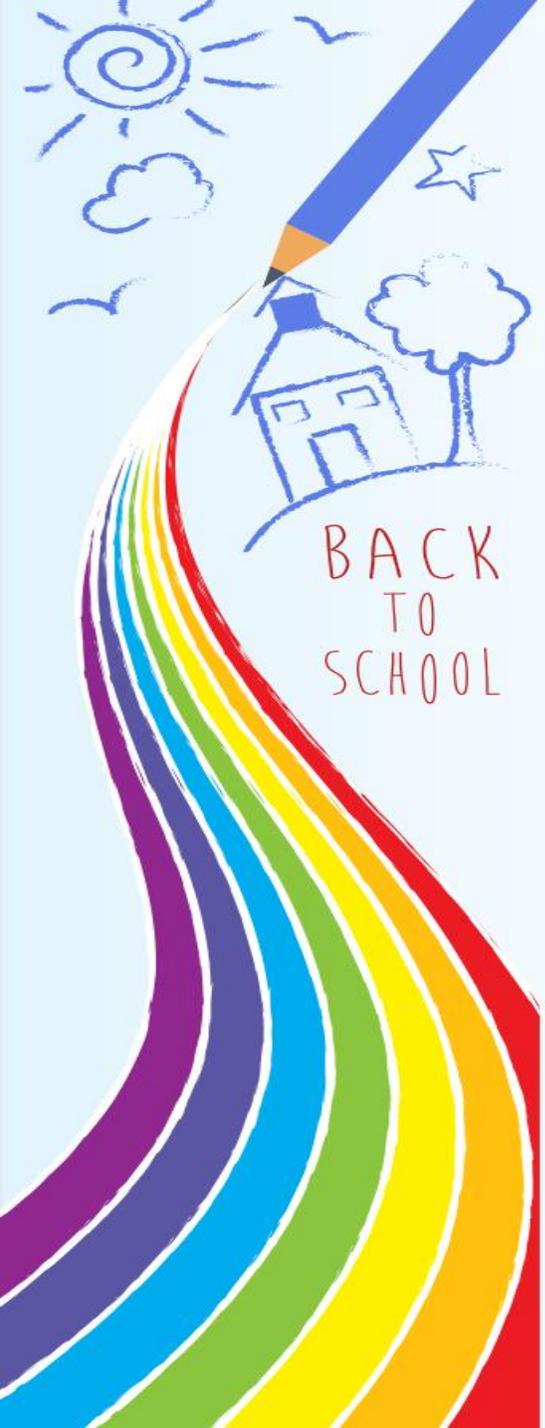
We really need your support!

Signing up to our PTA does not mean that you are going to be sucked into a
black hole of volunteering, just that you are willing to give whatever time
you can.

**We will be unable to run fundraising events like the Summer Fair,
Discos, Pamper Evenings and Christmas events if we do not have
volunteers!**

If you are willing to help in any capacity - big or small - please leave your
name and email address on our sign in sheet and we will be in touch -

THANK YOU.



Thank you for coming!