



Stanburn Primary School

*Believe, Achieve, Succeed
Learning Without Limits*

Welcome

TO YEAR 3

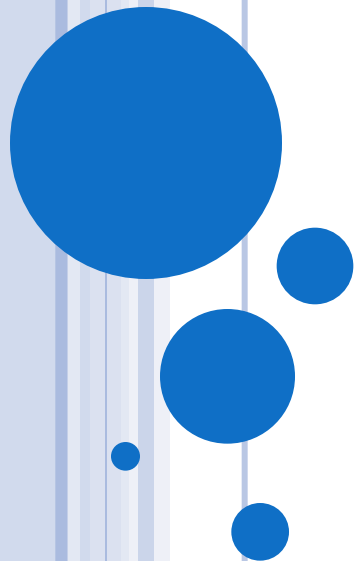
3 Canary

3Dijon

3Saffron

3Daffodil

We hope you had a relaxing summer!



YEAR 3 STAFF

3 Saffron: Miss McDonald (Year Leader)

3 Canary: Miss Roberts

3 Dijon: Mrs Nicholas

3 Daffodil: Miss Bertram

Teaching assistants:

Mrs Suba, Mrs Kehtani and Mrs Fothergill





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Teaching and Learning across the Curriculum

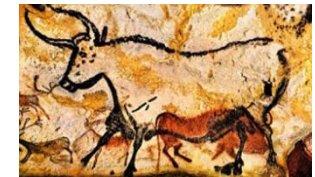
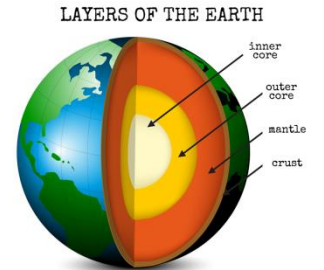
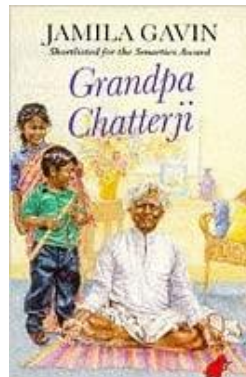
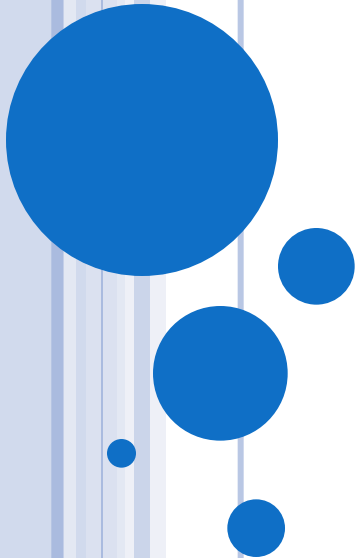
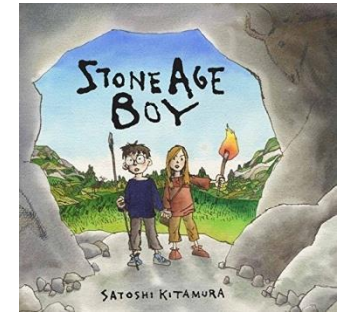
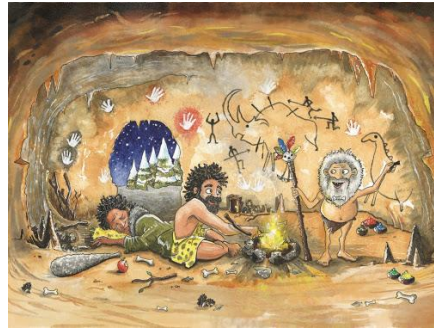
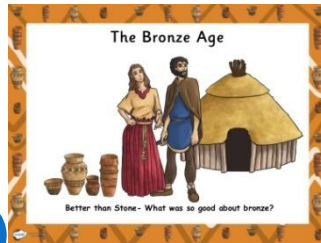
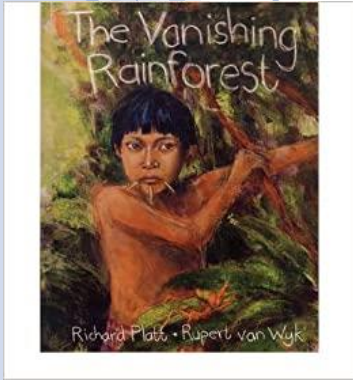
Each week children will take part in:

- Daily English lessons*
- Daily Maths lessons*
- Daily Reading sessions*
- PE twice a week*
- History/Geography*
- Science*
- PSHE*
- Art /DT*
- Spelling test once a week*
- Children carry out an Early Learning activity each day*



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Year 3 Curriculum



AUTUMN TOPICS

- Stone Age to Iron Age



- Rocks and Fossils

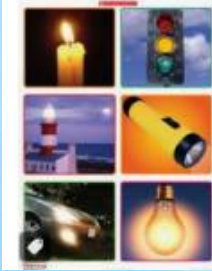


- Earthquakes and Volcanoes



SPRING TOPICS

- *Light*



- *Magnets*



- *George's Marvellous Medicine*



SUMMER TOPICS

- *Plants*



- *Rainforests*



- *The skeleton and muscles*



TRIPS

- Hobgoblin Theatre
- Chiltern Open Air Museum
- Roald Dahl Workshop
- Brent Guardwara
- Drama Workshop
- Kew Gardens





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Relationship and Health Education (RHE)

RHE is part of our curriculum and is tailored to meet the needs of our pupils at each stage in their development and maturity, focusing on relationships.

o RHE covers a variety of topics, with a particular emphasis on: relationships, privacy, consent, rights & responsibilities, communication skills and scientific knowledge of the human body.

o It contributes to safeguarding pupils, promoting their emotional wellbeing and a positive ethos and environment for learning.

In addition, at Stanburn Primary School, we base our PSHE lessons on Jigsaw: a PSHE Association Quality Assured scheme of work.



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Home Learning

Children will be set home learning on MS Teams every Friday.

Home learning is recorded in the Home Learning book each week. The children are responsible for bringing and handing in their homework on the following Wednesday. You do not need to print.

Spelling

The children will also receive Spelling homework each week on a Friday; their spelling test will take place the following Friday.

Home learning is checked every week. Any gaps in learning are addressed in class, group work or 1:1.



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Reading

All children need to read for at least 15 minutes per night.

They must write a comment in their Reading Diaries every night and this must be signed by parents weekly.

This will be checked every week on a Wednesday.



Our Focus on Reading

Your child has an exciting opportunity to be selected to visit our new school reading vending machine and choose a free book!

Children will be given a golden coin when their class teacher can see they are going above and beyond whilst reading at home. To support this, prompts for both you and your child can be found in the front page of their reading diaries.



Example prompts for parents to ask children:
 How do you think the character is feeling?
 What makes you think that?

| | |
|---|---|
| <p>Fig. Deceive means to purposefully mislead someone</p> <p>Vocabulary in Non-fiction Can you notice a pattern in words? Eg. All words that end with <i>ologist</i> are people who study a specific topic for example geologist, palaeontologist, psychologist</p> <p>Non-fiction What is an interesting fact you learnt? Can you find another fact about this topic?</p> | <ul style="list-style-type: none"> • Pick out 2 words on the page you do not know the meaning of, let's find out together. • What else was happening at that point in history? • Could this animal survive anywhere else in the world? • What is the climate like there? • How is this different to how we live today? • Why do you think this is significant? |
| <p>Summarising The chapter I read today was _____ because... Eg. The chapter I read today was <i>inspiring</i> because the author explained how the protagonist used his sporting abilities to stand up to the bullies in the story. He had been trying to ignore them but at lunch time on this day, he scored the winning goal and they called a truce to their bickering.</p> | <p>Poetry</p> <ul style="list-style-type: none"> • What does the title make you think the poem will be about? • Read this poem in a different voice, does it change its meaning? • Is the poet using a rhyming scheme? What words rhyme? Is there a pattern? • What techniques has the author used? |
| <p>Prediction My prediction is based on / I think that... Eg. I predict that the mum in the story will figure out that her daughter has been sneaking out to talk with the evil faunes because it says she started at her questioningly.</p> | <p>Fiction</p> <ul style="list-style-type: none"> • How do you think the character is feeling? What makes you think that? • If you were to write the next chapter, how would you continue the story? • What do you think it might look like there? • Why does the author use that word instead of just saying _____? • What expressions do you think the character used when they said this? • Can you summarise what happened in the chapter before this one? • Who are the key characters in the book? How are they different? |
| <p>Writing techniques In the chapter the author uses ... - Simile - Hyperbole - Metaphor - Alliteration - Personification - Onomatopoeia Eg. The author of this poem uses personification to describe the rubble by saying that it <i>screamed</i> and <i>squirmed</i> in agony making it sound as if it were a person.</p> | <p>Writing techniques How has the author helped you imagine the setting? Eg. The author helped me imagine the Goblins bank by saying it had "about one hundred more Goblins sitting on high stools behind a long counter, scribbling in large ledgers, weighing coins on brass scales, examining precious stones through spectacles" Challenge: Can you draw a picture of a scene in this chapter?</p> |
| <p>When you complete a book Eg. My favourite character was Ron because he brings a humorous element to even the most intense chapter. He is significant and easy to imagine throughout the book. My favourite quote from it is "HAVE YOU GONE MAD? ARE YOU A WITCH OR NOT?"</p> | <p>Challenges</p> <ul style="list-style-type: none"> • Can you read aloud with a different voice for each character in your book? • Can you read in a place you never have before? • Can you read to someone you have not read to before? • Can you tell an adult a new word they may not know? • Can you read when you're at the supermarket? For example, instructions or ingredients? • Can you record your own audiobook and listen to it back? • Can you make a den and read inside it? • Can you read in all different weathers? • Can you read while on a journey? • Can you write your own short story and then read it to someone? • Can you read over a phone call or facetime with a family member or friend? • Can you create illustrations for this book? |
| <p>Challenge Write a book review (under 100 words)</p> | |



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Working in Partnership

The year team would like to work in partnership with parents and guardians to ensure that we all have a productive year.

- Read regularly with your children,
- Have conversations about their learning,
- Read the newsletter every half term that discusses what the children are learning
- Complete homework each week



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Working in Partnership

At the end of the school day, it is very important to us all that every single child in our school goes home safely.

'Collection points' have been posted out on parent mail. Different year groups can be picked up in the places noted on this map and in the newsletter.

This is for the safety of all our students.

Please remember, if you are going to be late picking up please call the school office so class teachers can be informed.

Please remember, if collection arrangements are different, even for just a day or two, we need to know!

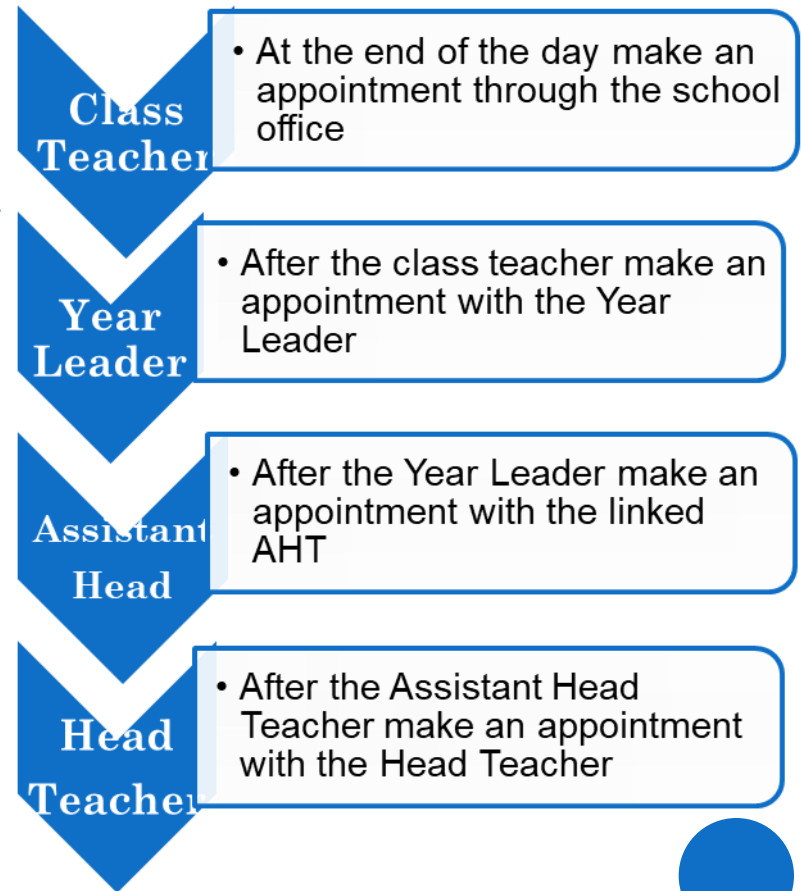


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If you have any further questions or concerns, please contact the school office and make an appointment in the first instance with your child's class teacher. We want to listen and help.

If you need further assistance, then you will need to book an appointment with the Year Leader.

Any further assistance required, please make an appointment to speak to the Assistant Head for the Year Group.





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Assessment

Teachers focus on what the children have demonstrated they can do and understand, and what they need more teaching and learning in.

We will continue to assess whether the children in our care are working towards, working within, or working securely against the learning objectives and standards set for each year group (the National Expectations).



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Putting your best foot forward...

Children need to learn to be organised and bring letters, home learning, musical instruments on the right days. PE kits must be worn to school on PE days- Tuesday and Wednesday



● *Children need to come to school ready to learn and looking smart in the correct school uniform.*



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Behaviour

We continue to expect the highest standards of behaviour from our children. We promote positive behaviour by rewarding pupils

Dojo points

Merit awards

Value of the term

Model pupil awards





STEPS

Reminder

- Eye contact
- Verbal warning

Step 1

- 2nd reminder
- Brief discussion

Step 2

- Time out in class
- Lose break time

Step 3

- Go to another class
- Lose lunchtime

Step 4

- Reflection Form
- Teacher to talk to parents

Step 5

- Removal from class
- Internal suspension
- Suspension

Behaviour

*Our 5 step
behaviour plan
supports pupils
making positive
choices.*



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ClassDojo

We will be adding parents to Class Dojo. Parents will be able to see their child's dojo points and also have access to their child's Class Story and the School Story. The Class Story can only be seen by parents of the class. The School Story can be seen by all parents. People outside of Stanburn cannot access our account. Class/School Story might include pictures of the children working, children celebrating success, information for parents. Parents can like the post and can comment. All negative comments will be deleted.

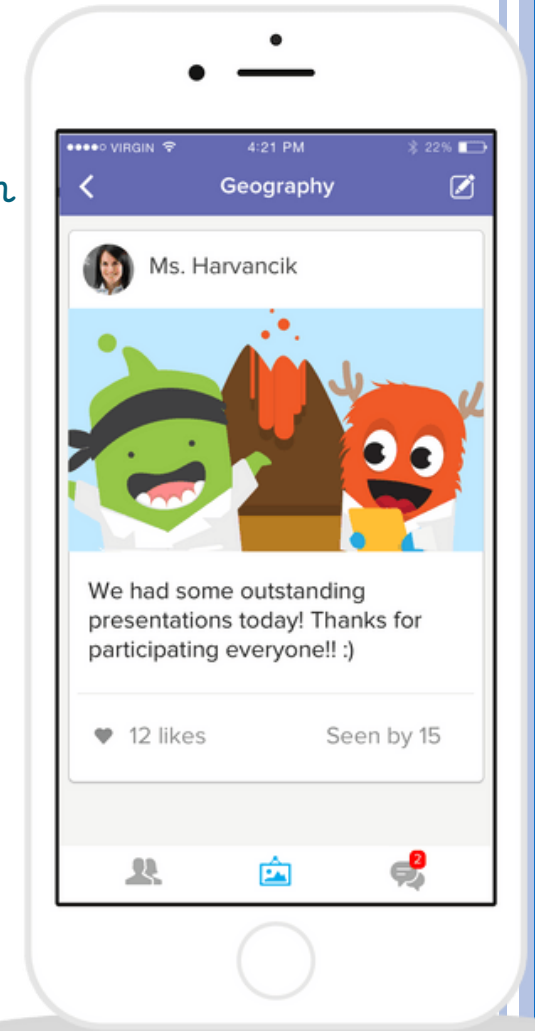
Parents will also be able to message the teacher.

Messages should be:

- short questions*
- informing the teacher of something*

They should not be

- complaints*
- requests for performance updates*





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Start and end of the day...

Attendance and Punctuality

It is incredibly important that children are in school everyday, on time. Children should arrive between 8:35-8:45am. We begin our learning shortly after this time so it is imperative children are in school promptly.

Missing even 5 minutes of school a day impacts on your child's learning.

End of the day collection is at 3:15



DID YOU KNOW? If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?



THANK YOU FOR LISTENING!

Any questions?

