



Welcome to Year 3



Sycamore Class Team

Teachers



Mrs. Binney
M, T, W

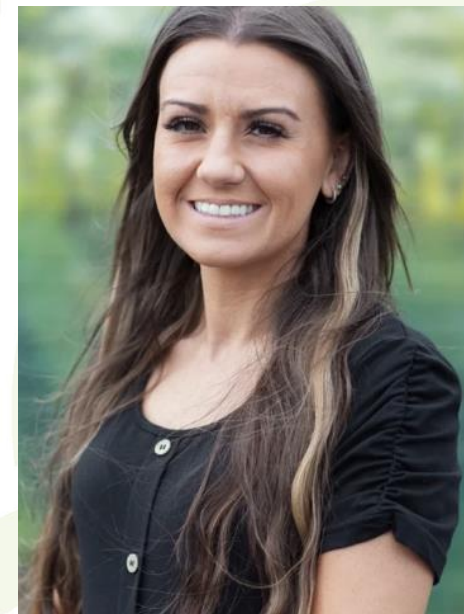


Mrs. Hawkins
W, T, F

Teaching Assistants



Mrs. Scarisbrick
Everyday



Mrs. Stephenson
M, T, W



Daily Routine

- Doors open at 8:45am- please don't leave children unattended before then.
- Doors close at 8:55am - after this time please go in through the office.
- Child protection - please do not come into cloakrooms.
- If there is any change regarding pick up (e.g. different adult collecting/going to a friend's house for tea,) please send an email to office@cvps.rklt.co.uk so that we have written confirmation of the arrangements.
- Pick up time is 3:30pm from the classroom.
- Children can bring healthy snacks from home (e.g. fruit) Snacks are taken outside at breaktime so please send a snack that is easy to eat outside.
- Water bottles from home
- Lunches – KS1 entitlement to free school meals has ended so payment needs to be made.
- PE days – Tuesdays and Fridays

Uniform



Our Uniform

Smart, practical and ready to learn

Brave • Kind • Curious

BASIC UNIFORM



- ✓ Grey or black smart trousers, skirt, culottes, pinafore or shorts. No leggings.
- ✓ Black, grey or white socks. Tights should be grey or black.
- ✓ Navy polo shirt (branded available). Shirts tucked in at all times.
- ✓ Navy cardigan or sweatshirt or jumper (branded available). No hoodies for non-PE days.
- ✓ Black, flat school shoes. Plain white/black/navy sandals in the summer if desired, worn with socks.

✗ No long or Ugg-style boots, Crocs, heeled shoes or flip flops. They are not practical at school all day and can be unsafe. Children need footwear they can run in and sit cross-legged on the floor in comfortably. Be wary of slip-on shoes that do not stay on well.

- ✓ Trainers must not be worn out of PE days.

FOREST SCHOOL



- ✓ Children's arms and legs should be covered for Forest School sessions.
- ✓ Plain navy joggers/leggings
- ✓ Long sleeved navy or black top
- ✓ Plain trainers
- ✓ Plain, zip-up navy hoodie (branded available)
- ✓ No jewellery
- ✓ No branded items (unless a school-branded item is chosen).

Depending on the weather, children may need:



PE KIT



- ✓ Plain navy shorts/joggers/leggings
- ✓ Plain white or navy t-shirt
- ✓ Plain trainers
- ✓ Plain, zip-up navy hoodie (branded available)
- ✓ No jewellery
- ✓ No branded items (unless a school-branded item is chosen).

✗ No jewellery



OUTDOOR CLOTHING



We do not specify any particular outdoor coat, hat, scarf, wellies or gloves.
Please ensure that all outdoor clothing is named.

HAIR



- Long hair should be tied back for hygiene and safety.
- Use simple hair bands or clips.
- No large bows or fashion accessories.
- Hair style and colour must be appropriate for school. Extreme styles and colours should be avoided.

JEWELLERY & VALUABLES



Jewellery should not be worn at school (including wristbands, bracelets and fitness trackers). This is because it can cause potential damage to both the wearer and other children, particularly during sporting activities.

If ears are pierced pupils may wear one set of plain, flat studs.



Thank you for supporting our uniform policy.

It helps us keep everyone safe, comfortable and ready to learn.





Assessments

Assessments in Maths, SPaG and Reading are carried out termly.

All the scores for these assessments are used to inform teacher assessment.

Year Overview



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	Charlie Changes <u>Into</u> a Chicken – Sam Copeland	The Accidental Prime Minister – Tom MacLaughlin	Marcy and the Riddle of the <u>Sphinx</u> – Joe Todd Stanton		The Land of Roar – Jenny McLachlan	The Butterfly Lion – Michael Morpurgo
English Writing Focus	Character description Information leaflet	Alternative story ending Poetry	Persuasive letter	Alternative Ending	Setting Description Poetry	Narrative
English Reading Skills Focus	Retrieval- Identify key words in a question and locate them in the text. Inference- Answer <u>2 mark</u> questions without stem sentences Sequencing and Summarising- Identify the sequence of events in a narrative or non-fiction text. Prediction- Predict what might happen next using character traits. Vocabulary- Explain the meaning of a word using clues from the sentence.		Retrieval- Use skimming to find general information (e.g., setting, character) Inference- Begin to support inference responses with evidence from the text. Use stem sentences to justify answers with “I know this because...” Sequencing and Summarising- Summarise paragraphs by identifying the main idea and supporting details. Prediction- Use events so far to predict future developments. Vocabulary- <u>Identify</u> the effect of a word choice.		Retrieval- Retrieve multiple pieces of information from a paragraph. Inference- Independently support inference responses with evidence from the text. Provide written <u>justification</u> for answers. “I know this because...” Sequencing and Summarising- Write a summary of a text using own words. Prediction- Begin to revise predictions as new information is revealed. Vocabulary- Begin to explore prefixes and suffixes to understand word meaning.	
English Spelling Focus	I can add suffixes (<u>ing</u> , <u>ed</u>) to words of more than one syllable. I can use further prefixes (dis, mis, in) and suffixes (<u>ly</u>) and understand how to add them to root words.	I can form nouns using a range of prefixes (anti-, super-, auto-) I can use the /i/ phoneme spelt-y I can use the /u/ phoneme <u>spelt-ou</u>	I can use /k/ spelt ch (Greek origin) I can use /sh/ spelt ch (French origin)	I can use /s/ spelt <u>ss</u> (Latin origin) I can use /ay/ as <u>-ei</u> , -eight, or <u>-ey</u>	I can spell further homophones	I can use the first two or three letters of a word to check in a thesaurus I can write from memory simple sentences including words and punctuation taught so far
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
Science	Forces and Magnets		Light	Rocks	Plants	Animals <u>inc</u> .humans
History/ Geography	History: How did daily life change in Britain from the Stone Age to the Iron Age?		Geography: What facilities are in the local area of Harrogate, and how do people travel there?	History: How did beliefs and achievements shape Ancient Egyptian civilization?	Geography: What are the key geographical features of the United Kingdom and my region?	Geography: How can we make our school environment more bee-friendly?

Year Overview



Music	Ballads	Creating compositions in response to an animation	Instrumental lesson – South Africa	Pentatonic melodies and composition (Theme: Chinese New Year)	Instrumental lesson-Caribbean	Traditional instruments and improvisation (Theme: India)
Art/DT	Art: Watercolour Artist Study: Georgia O'Keeffe	DT: Textiles Designer Study: Isaac R Johnson	DT: Structures Designer Study: Zaha Hadid	Art: Sculpture Artist Study: Jill Townsley	Art: Shading Artist Study: Frida Kahlo & Kehinde Wiley	DT: Food Technology Designer Study: James Hemings
PSHE & E-Safety	My healthy self	Connecting with others	The online world	Citizenship	Health protection	Citizenship
PE	Footwork Sending and receiving stance	Gymnastics – Travel and Rotation Ball skills reaction and response	Dynamic Balance and Coordination (Ball Skills) Swimming	Coordination (Sending and Receiving) and Counterbalance Swimming	Athletics – Sports Day Forest School	Agility (Ball chasing) and Static Balance Athletics – Sports Day
RE	What do different people believe about God? (Christians and Hindu Dharma)		Why are festivals important to religious communities? (Christianity, Hindu Dharma, Islam) How do people from religious and non-religious communities celebrate key festivals?		What does it mean to be a Christian in Britain today? What does it mean to be a Humanist in Britain today?	
Computing	Computing systems and networks – Connecting computers	Creating media- Stop-frame animation	Programming A- Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B- Events and actions in programs
MFL	Phonics & Pronunciation I am learning...	Animals	Instruments	Fruits/Vegetables / Ice Creams	I am able...	I know how...
Coppice 50	Cook outdoors	Learn a card game	Compose a piece of music using technology Go to a shop. buy something and	Try yoga	Climb a tree	Create a wildlife friendly environment in the school grounds



Topics – Highlights!

The Stone Age

Ancient Egypt

Geographical Features of the UK

Land Use in the Local Area (Fieldwork)

Sewing: Christmas Decorations

Forest School (Summer 1)

Stop-Frame Animations

Sculptures – Egyptian Shabti Dolls





Trips and Special Days



Stone Age Day – Monday 5th October

- Full day immersive outdoor learning linked to The Stone Age.

- Starting a fire
- Cooking outdoors – bread and fruit crumble
- Tracking animals
- Making tools from natural materials
- Creating art from natural materials
- Building shelters



Arrive to school in Forest School kit. Bring a set of spare clothes to change into at the end of the day.



Mercer Gallery Trip

Trip to the Mercer gallery in the summer term.
Teamed with some observational drawing and picnic in Valley Gardens.





Bushcraft On-site Residential





Panto!

Wednesday 25th November





Homework

- Reading – we would ask that children read at home daily. Each child has a reading record. Please sign the reading record and write down which pages have been read by your child. There is no requirement for you to write any notes about their reading.
- TT Rockstars – Times tables is a classroom focus too - please stick with the times tables that we have set on TTRS.
- Reading scrapbook – this will go home with a different child each week for them to create a book review on their favourite book or most recent read.
- Spellings will be set weekly – go home on a Monday. Quizzed on spellings the following Monday.



Why read for 20 mins a day?

Supports progress and attainment

Reading 20 minutes a day exposes children to 1.8 millions words per school year and supports children's attainment across the curriculum.

Supports wellbeing

- Reading stimulates the development of imagination
- Reading fiction stimulates creativity
- Support development of empathy
- Supports relaxation at bedtime.



Reading – how you can support at home

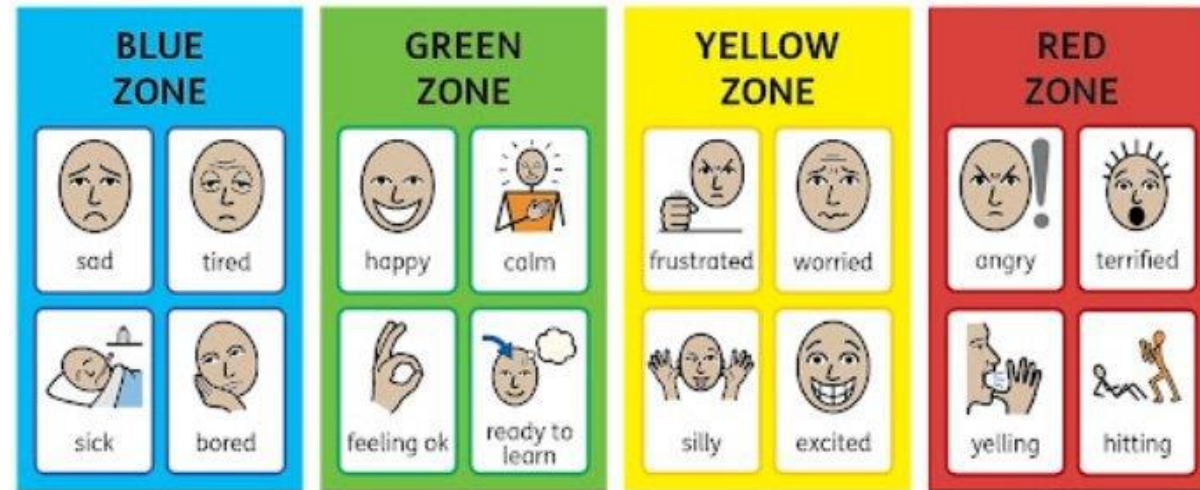
- Children have a reading book matched to their current reading level and a library book/ reading for pleasure book which they will bring home
- Please support your child to read at home daily – aim for 20 mins
- Record when your child has read at home in their reading record
- Children should bring their reading record and reading book(s) to school with them each day

Handwriting

As a school we follow the Letterjoin handwriting scheme.

EYFS	Year 1	Year 2
a b c d e	a b c d e	a b c d e
f g h i j k	f g h i j k	f g h i j k
l m n o p	l m n o p	l m n o p
q r s t u	q r s t u	q r s t u
v w x y z	v w x y z	v w x y z

Zones of Regulation



The Zones of Regulation is an approach designed to teach self-regulation and emotional control.

It sorts feelings and states of alertness into four coloured zones.

All feelings and zones are okay, but we want to teach children the tools to be able to recognise how they are feeling, and regulate themselves back to the green zone, so that they are happy, calm and ready to learn.

Zones of Regulation

Each morning, the children will have a choice of different mindful and calming activities when they arrive at school.

For example, writing in their journal, colouring, reading a book or chatting with a friend.

This will give everybody time to regulate themselves and hopefully feel calm and ready for the day ahead.



I can try again if I make a mistake

Ready to Reflect
Journaling

Write about a time that you have felt calm.



Ready to be Mindful
Mindfulness activity

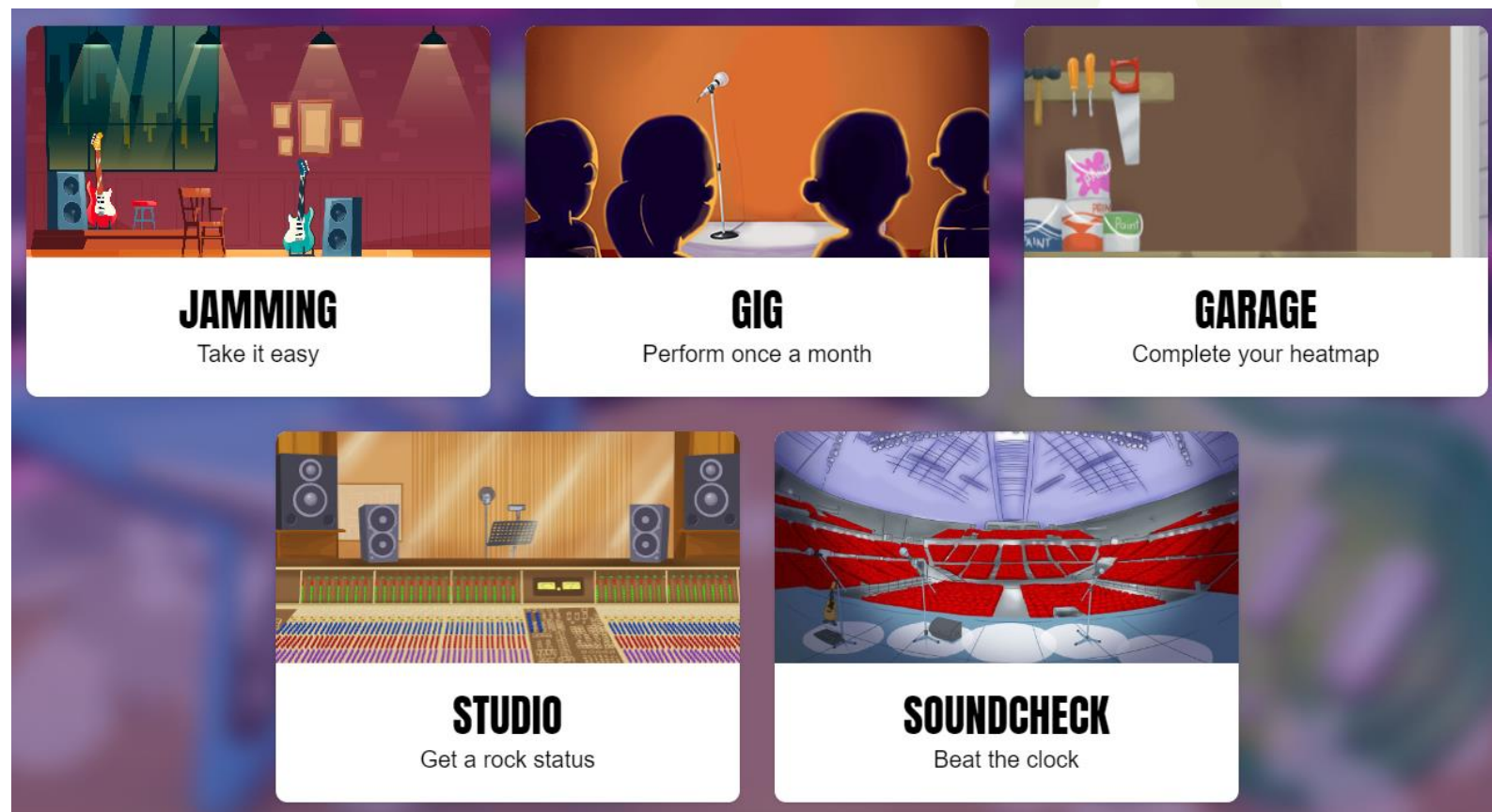
Choose a mindfulness activity to stick into your journal and begin or continue one that you're already working on.




How do you feel today?

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
sad	tired	happy	calm	annoyed	worried	angry	frustrated
sick	bored	feeling ok	ready to learn	nervous	excited	yelling	hitting

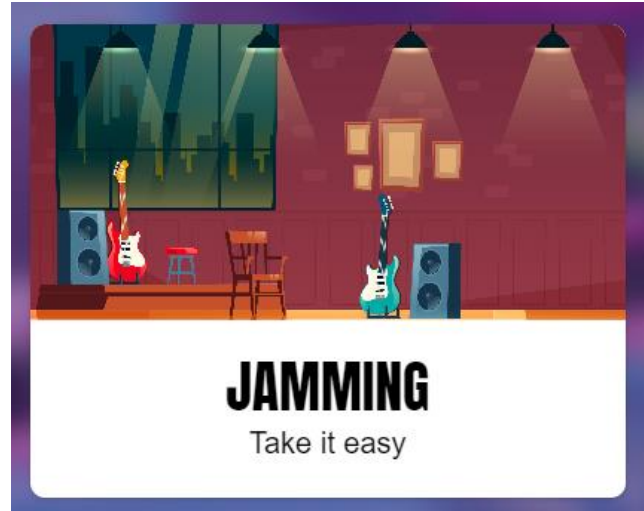
Times Tables Rockstars



Great app/website to use to practice times tables. For Year 3, we would recommend playing Garage and Jamming as we are currently in the process of teaching all of the times tables and these games offer a great platform to practice.

www.coppicevalley.com

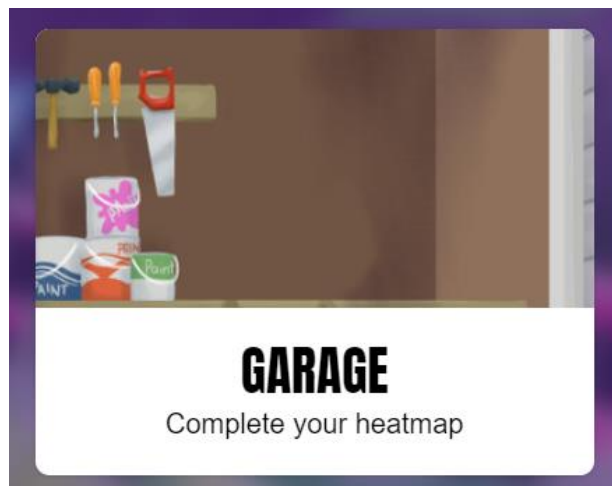
Times Tables Rockstars



Great way to practice
chosen times tables.

Be wary of children
playing just for points in
the tournaments and
selecting a times table
that they find easy just to
gain points.

Times Tables Rockstars



Playing on Garage means they are practicing the times tables that I have set them along with times tables that the game thinks they're ready for.

TTRS uses an algorithm where when they feel the child is confident with a multiplication, that one will become less frequent and trickier ones will be introduced.

Garage also produces a heatmap which gives you an idea of which times tables they need further support with.





Keep in touch...

- Please keep us informed on anything that may have an influence on your child.
- If we can help with anything, just ask! - sleep difficulties, routine suggestions, bereavement, mental health, etc.
- Catch us at the door in the morning or at pick-up or email us: sycamore@cvps.rklt.co.uk