



Welcome to Year 3!

Sycamore class



Our staff

Teacher

- Mrs Riley

TA

- Mrs Jessop





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/ breadsticks etc) 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 via ParentPay.
- PE days – Wednesday and Thursday (Swimming)



What are your children learning?

- Information about what we are covering this half term and a yearly overview can be found on our class page on the Coppice Valley website. You can also find our Autumn 1 timetable here.
- <https://www.coppicevalley.com/classes/sycamore-ks2-year-3/>
- Please also follow Coppice Valley on Facebook / Instagram to see what we are getting up to in class!

Year 3 Yearly Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	Read as a reader: Charlie Changes into a Chicken Read as a reader: The Accidental Prime Minister		Read as a reader: Marcy and the riddle of the <u>Sphinx</u> Read as a reader: Stig of the dump		Read as a reader: The Iron Man Read as a reader: The Butterfly Lion	
English Writing Focus	Writing to inform: Recount - newspaper <u>article</u> Writing to entertain: Setting <u>description</u>	Writing to persuade: Leaflet - Visit North Yorkshire Writing to entertain - Story	Writing to inform: recount - diary Writing to entertain - characterising speech	Writing to inform: recount - postcard Writing to inform: Instructions	Writing to entertain: Character description Writing to entertain: Story	Poetry / creative writing
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 and suffixes and understand how to add them to root words. <u>-ly</u> <u>ly</u> <u>ation</u>	I can use the /j/ phoneme spelt <u>-y</u> I can use the /u/ phoneme spelt <u>-ou</u> I can use the prefix dis- <u>mis-</u>	I can use /k/ spelt <u>ch</u> (Greek origin) I can use /sk/ spelt <u>ch</u> (French origin)	I can use /s/ spelt <u>sc</u> (Latin origin) I can use /oy/ as <u>-ei</u> , <u>-eight</u> , or <u>-ex</u>	I can spell further homophones	Possessive apostrophe for plural nouns. I can write from memory simple sentences including words and punctuation taught so far
English Reading Focus	Read as a reader: Charlie Changes into a Chicken Read as a reader: The Accidental Prime Minister		Read as a reader: Marcy and the riddle of the Sphinx Read as a reader: Stig of the dump		Read as a reader: The Iron Man Read as a reader: The Butterfly Lion	
Maths	Place Value Addition and Subtraction 4x, 8x	Addition and Subtraction Multiplication and Division A 4x, 8x	Multiplication and Division B Length and Perimeter 3x, 6x, 9x	Fractions A Mass and Capacity 3x, 6x, 9x	Fractions B Money 7x, 8x	Time Shape Statistics
Science	Forces and magnets	Forces and magnets	Light	Rocks	Plants	Animals including humans
History/Geography	History: Stone Age and Iron Age	History: Stone Age and Iron Age	Geography: Fieldwork: Land Use, Economic Activity and Travel	History: Ancient Egypt	Geography: The United Kingdom	Geography: Fieldwork unit: Bee Conservation
Music	Ballads	Creating composition in response to an animation (Theme: Mountains)	Developing singing technique (Theme: Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation
Art/DT	Art: <u>Water colour</u> painting inspired by works of Georgia O'Keefe	DT: Christmas star ornaments	Art: Ancient Egyptian Figures	DT: Zaha Hadid - designing structures to withstand earthquakes.	Art: Frida Kahlo	DT: <u>Phunky</u> foods recipe
PSHE	Being Me in my world Brave, Kind, Curious - Values in school and society	Family and relationships	Health and wellbeing	Changing Body	Citizenship	Economic Wellbeing
E-Safety	Self-Image & Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing & Lifestyle	Privacy and security
PE	HGT Swimming	Swimming Gymnastics (Travel and rotation)	Dynamic Balance & Co-ordination HGT	Co-ordination and <u>counter balance</u> <u>Forest School</u>	Agility & static balance HGT	Agility and static balance Sports Day practice

RE School	Believing - <u>What</u> do different people <u>believe</u> about God? (Christians and Hindus)	Expressing - <u>Why</u> are festivals important to religious communities? How do people from non-religious communities celebrate key festivals? Focus on festivals Easter - Christians, Ramadan and Eid-Ul-Fitr - Muslim	Living - What does it mean to be Christian in <u>Britain</u> today?			
MFL	Phonics lesson 1 I am learning <u>Spanish</u>	Animals	Instruments	I know <u>how</u>	Fruits	Ice Creams

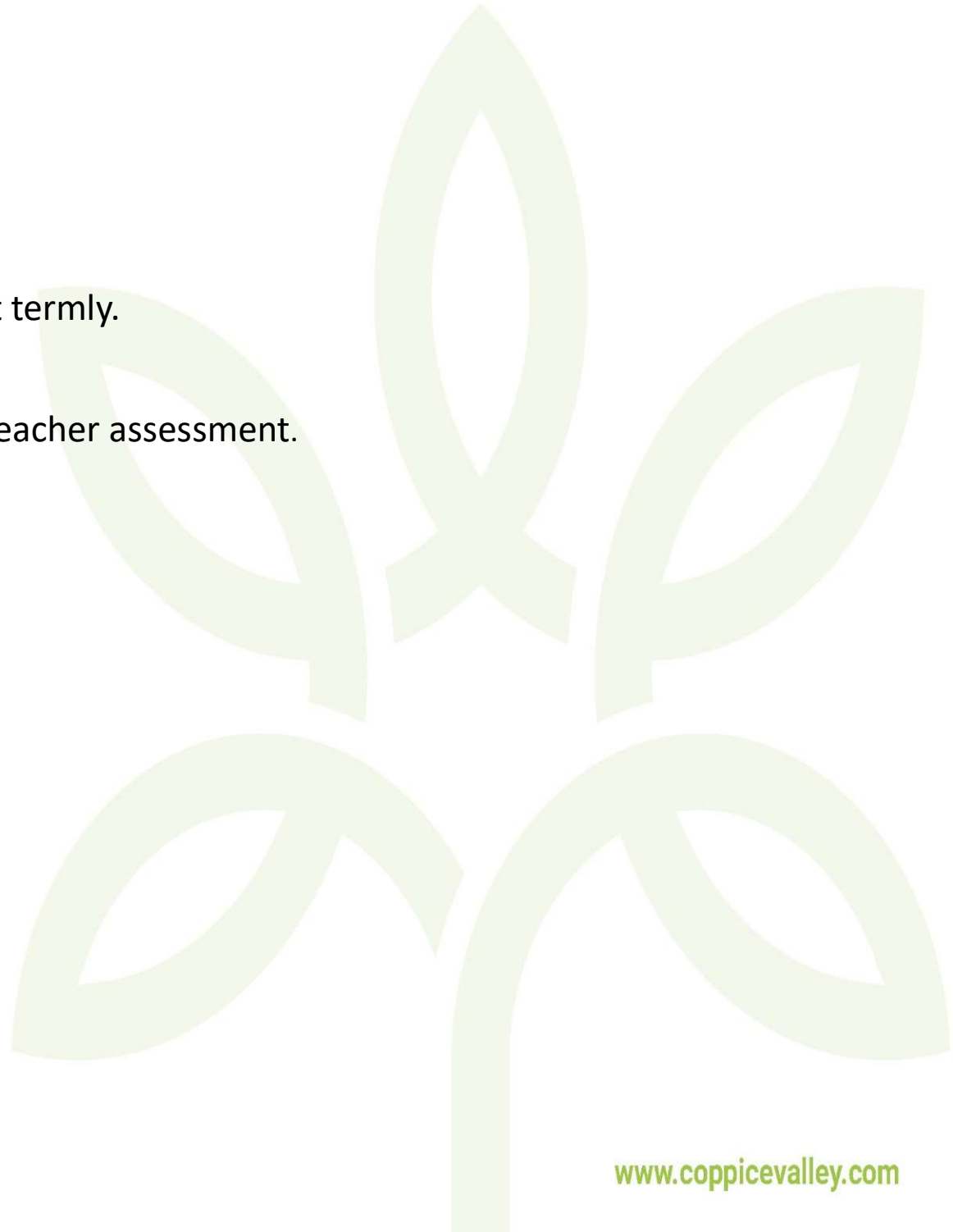
- We are introducing Spanish in KS2 this year.





Assessments

- Assessments are carried out termly.
- The scores go towards the teacher assessment.





Purposeful marking

- Live feedback is given during lessons and verbally
- We focus on next steps and misconceptions
- Support for understanding is given in a timely manner
- Moving away from unnecessary 'ticking'



Behaviour steps



BEHAVIOUR STEPS

1

Reminder about Expectations
My Class, My Rules (Script 1)

2

Warning with a consequences reminder
(Script 2)

3

Move seats &/or miss some playtime to finish
work/reflect
Consequence reminder
Follow up conversation after lesson
(Script 3 &4)

Parents
informed
by
phone
call or
chat at
end of
the day*.

4

Move out of classroom &/or miss
playtime to finish work/reflect
Consequence reminder
Follow up conversation after lesson
(Script 3 &4)

5

Deputy Head or Headteacher
conversation and consequences
(Script 5)

*Some pupils may have behaviour logbooks. Staff will use their professional judgement in *some* circumstances, as to whether a call/chat is required.



Homework

- Reading – we would ask that children read at home daily. This year we are introducing reading records. 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.
- Spellings will be sent home this year. We will give you more information about this when we start to send them home.
- 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.





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. Studies show that children who read 20 mins a day are more likely to score in the 90th percentile in standardised tests. Children who read 5 minutes a day are more likely to score in the 50th percentile.

Reading supports development of improved writing skills. It supports development of a wide vocabulary, exposes children to ways of conveying meaning, using figurative language, persuading, informing and engaging readers' emotions

Strong reading skills support children across all areas of the curriculum



Why read for 20 mins a day?

Supports wellbeing

Reading stimulates the development of imagination -

- Recent research indicates creative imaging can 'rewrite' certain memories to be less traumatic, and can even enhance certain physical connections within the body.
- So, imagining playing the piano can support developing neural pathways and improve outcomes. By reading children can develop a strong imagination.

Reading fiction stimulates creativity -

- Getting lost in a fictional world helps children to expand their own creativity, as they'll experience situations, worlds, characters, thoughts, and feeling that they may not have come across in their own lives just yet.

Support development of empathy -

- Studies show that reading can help children to develop empathy, by challenging them to consider how other people (the characters) may think or feel.

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Supports relaxation at bedtime





Handwriting

- As a school we follow the Letterjoin handwriting scheme.
- This scheme allows children have access to handwriting resources at home if they want to practise.
- See letter for log in details.

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



Pupil Premium

- **What is Pupil Premium?**

- The 'pupil premium' is extra money for schools to help disadvantaged pupils of all abilities achieve their full potential.
- The amount of funding schools receive is decided by how many disadvantaged pupils they have.
- So...the more families who are identified as pupil premium, the more funding we will get.

- **Benefits to you...**

- Pupil premium pupils receive free school meals in KS2, as well as KS1
- Although all pupils in KS1 receive free school meals, the additional money to school enable extra resources.

- **Do I qualify?**

- **The office will send out more information and we are pleased to help you complete an application form.**

- Families who receive certain benefits may be eligible for free school meals. Your child is eligible for free school meals if you're in receipt of one of the following benefits:
 - - Universal Credit (with an annual net earned income of no more than £7,400)
 - - Income Support
 - - Income-based Jobseeker's Allowance
 - - Income-related Employment and Support Allowance
 - - Support under Part 6 of the Immigration and Asylum Act 1999
 - - The guarantee element of Pension Credit
 - - Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
 - - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190



Coppice Valley PTFA

(Parents, Teachers and Friends Association)

The Coppice Valley PTFA are a group of parents, teachers and friends of the school who come together once or twice a month to discuss ideas for events to help fundraise for the school.

2023-24 Events: Bake Sales, Christmas Fair, Olympics Summer Fair, Sponsored Bounce, Dress Down Days and Healthy Snack Stalls.

So far we have raised money to pay for: Year 6 end of year gift, coach for the residential, book bags for new starters and the ice cream van.

The PTFA AGM will be held at 6pm Wednesday 9th October in Forest classroom. Due to stipulation of the constitution, all 5 main roles have to be up for election this year. If you are interested in running for a role, please write a personal statement of up to 200 words and send to

office@cvps.rklt.co.uk

The roles are Chair, Vice Chair, Secretary, Treasurer and Social Media Administrator. Please submit interest by Wednesday 2nd October. Any further matters arising or any other business to be discussed at the AGM, please confirm in writing by Wednesday 2nd October. Many thanks, as always new members welcome.

The PTFA



- 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.

