



# Welcome to Year 3 (Woodpeckers) Curriculum Meeting





# Staff



Mrs Kimberley Colegate – I will be teaching Woodpecker class everyday.

Mrs Smith, Mrs Adil and Mr Huseine will be our main support assistants.

Mr Lucas will support on Wednesday afternoons.

Mrs Dalglish will cover my PPA time on a Wednesday afternoon, alongside our Forest School leader Amelia.

Mrs Dalglish and Mrs Lucas will cover my management time for part of Friday morning.



Mrs Pascal (SENCO) – inclusion, providing wellbeing and behaviour support.



# Attendance

- The school gates open at 8.30am
- The school day starts at 8.40am
- If children arrive after 8.40am, they are marked as late
- Being late can cause children to feel anxious if they are coming into the classroom when everyone is settled and starting their work
- Being late or missing school regularly, can affect progress in learning, friendships and social interactions
- The school will be in touch if lateness or absence causes concern so that help and support can be put in place



# Attendance

- Research from the DfE found that pupils who performed better at the end of primary (Y6 SATs) and secondary school missed fewer days than those who didn't perform as well.
- When pupil attendance falls below 90% (equivalent of missing one day a week), the school will be in touch with families about support or referrals to improve the attendance.
- Holidays during term time are not authorised and penalty notice fines may be issued via the local authority.
- If your child is too unwell to attend school, please inform the office by 9.30am at the latest, providing details of illness.



# Uniform and PE Kit

- The full uniform list is on the [school website](#):

HOME → PARENTS →

## School Uniform

**SCHOOL UNIFORM**

The school uniform colours are bottle green and scarlet red. Most items are available from high street shops. Red and white check shirts and blouses, school sweatshirts, cardigans, fleeces and T-shirts are available to order via the School Shop on the Arbor Parent Portal / App and collected from the School Office.

The PTA hold a sale of nearly-new uniform regularly throughout the year.

SMART watches are not allowed to be worn at school and no jewellery (including stud earrings) should be worn to school.

- Black shoes on non-PE days
- No jewellery, **including stud earrings**
- Wrist watches only, no SMART watches

**Our PE days are Tuesdays and Thursdays**

## **PE Uniform:**

- Plain red t-shirt or school red t-shirt with school logo
- Black shorts (not branded)
- White socks
- Trainers
- Plain black jumper/hoodie



# School Rules

*Aim High, Achieve More*



- I am safe
- I use kind words and actions
- I try my best
- I look after my school and environment



# Learning – Whole School Focus

- Sense of belonging (Equity, Diversity, Inclusion) Rachel Macfarlane
- Positive behaviour for learning
- Maths – recall
- Spelling
- Quality First Teaching
  - For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons (dumping knowledge at the door)
- Maximising pupil progress – high expectations for all



# Behaviour & Learning Quality First Teaching

## What does **the child** need?

Equality



Equity



Justice



- For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons
  - ‘dumping knowledge at the door’

*Aim High, Achieve More*



# School Rules and Behaviour

- *Behaviour is learning and can impact learning*
- *We support children being able to understand positive/negative behaviour*
  - *Zones of Regulation*
  - *Making correct choices*
  - *Restorative approach*
  - *Recognising and celebrating*
  - *Removal of responsibilities*
- *Formal steps to support improvement*
- *Every child at different stages and every child needing different types of support*



Talk4Writing™

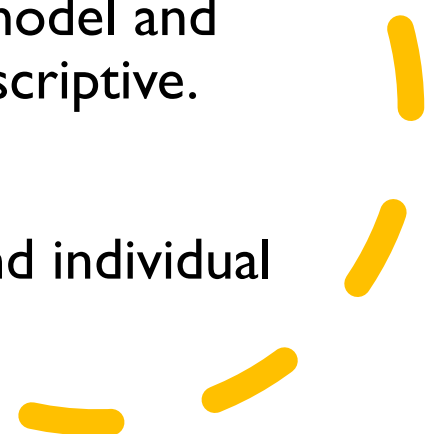
As in Year 2, we will be using a mixture of story and picture books to inspire our writing, following the Talk4Writing approach.

*"If you can't say it, you can't write it"*

Please support your children to speak in full sentences, model and praise them for expanding their vocabulary and being descriptive.

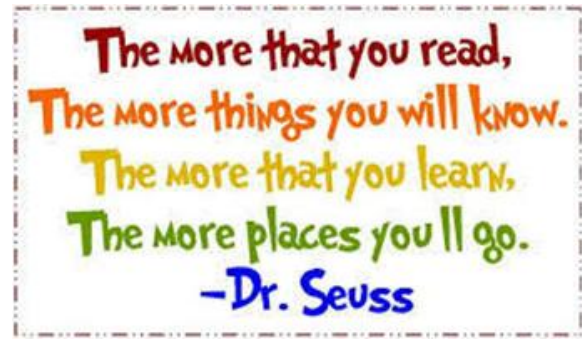
# English

Grammar will be taught through the writing approach, and individual grammar lessons.





# Reading



- Children will continue to read using our 'free choice' levelled library books and will change these independently from the library.
- Children working on Bug Club books will have their books changed for them, as their books are matched to the phonics level they are working at.
- We will aim to hear your child read once to twice a week. This may be 1:1, in a small group (guided) or in a whole class reading session.
- **Daily Reading: 10 minutes with a note in reading diary and discussion**
- Encourage a variety of genres and authors: <https://www.thereaderteacher.com/year3>



# Reading - by the end of Year 4...

(Split year group objectives)

- **Read all Y3/4 statutory words fluently**
- **Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books**
- **Use dictionaries to check the meaning of words** they have read
- **Identify themes and conventions** in a range of books (e.g., the triumph of good over evil)
- **Discuss words and phrases that capture the reader's interest and imagination**
- **Recognise different forms of poetry** (e.g., free verse, narrative poetry)
- **Retrieve and record information from non-fiction**
- **Summarise main ideas** from more than one paragraph
- **Draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **Predict what might happen from details stated and implied**
- **Participate in discussions about books**, taking turns and listening to what others say



# CUSP Spelling

- **Taught in 2-week blocks.** Each block includes the study of key spelling concepts. (We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule)
- The curriculum is **not built around the rote memorisation** of spelling ‘rules’; focus is building on what pupils have learnt through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words
- No weekly spelling tests, or word lists to learn
- Weekly tasks will be sent home - linked to the learning completed in class
- Spelling and dictation test at the end of each term





# Maths



powered by  3P Learning



- **Place value understanding** – 3 digit numbers, 1, 10 and 100 more and less, comparing and ordering numbers, using known number facts e.g. number bonds to 10 and 100
- **Addition and subtraction** – use mental strategies to add numbers up to 3 digits, use standard written methods with exchanging
- **Multiplication and division** – mental recall, solve problems, use standard written methods
- **Measuring** – length, mass, capacity, **time**
- **Fractions** – recognising fractions, fractions of amounts, equivalent fractions, add and subtract fractions
- **Shape** – 2D & 3D, angles, lines
- **Data handling** – bar charts, pictograms, tables

*Problem solving and reasoning across the different areas of focus*



# Times Tables

In school we are going to be working hard on our times tables (Tuesdays)

Please help your children at home with the times table that they are learning that week.

- Not all children will have the same x table so that all children are making progress.

Online games: Hit the Button, [timestables.co.uk](http://timestables.co.uk), mathsframe



# The Wider Curriculum

## Autumn

- Stone Age to Iron Age (History)
- Rocks and Fossils (Science)
- The Romans (History) including Roman Day
- Forces and Magnets (Science)
- Pop Up Books (DT)

## Spring

- Europe and France (Geography)
- Animals including Humans (Science) including nutrition and the human body
- Nutritional Pasta Salad (DT)

## Summer

- The Ancient Maya (history)
- Light (Science)
- Plants (Science) including trip to Wakehurst Place
- Photo Frames (DT)



# Keeping Parents Updated

- **Termly Open Mornings 8.30-8.45** (advertised in the newsletter and on Sneak Peeks) - please come in to see the children's books and classroom.
- **Class Learning Assemblies**
- **Parents' Evenings** (Autumn, Spring)
- **Sneak Peeks**
- **Emails**



# Homework

## **Maths and English:**

- Every Friday children will receive a small piece of English and Maths homework to support their learning in school.
- This should be returned on the following Wednesday.
- **READING, READING, READING!**

## **Projects:**

During the year the children will carry out an independent research project – more details to follow.



# Forest School

Year 3 children take part in Forest School across the year in 2 groups. For this term Group 1 will take part before October Half Term, and Group 2 after.

For Forest Schools children should wear a change of clothes.

Please make sure they are items that you don't mind getting dirty.

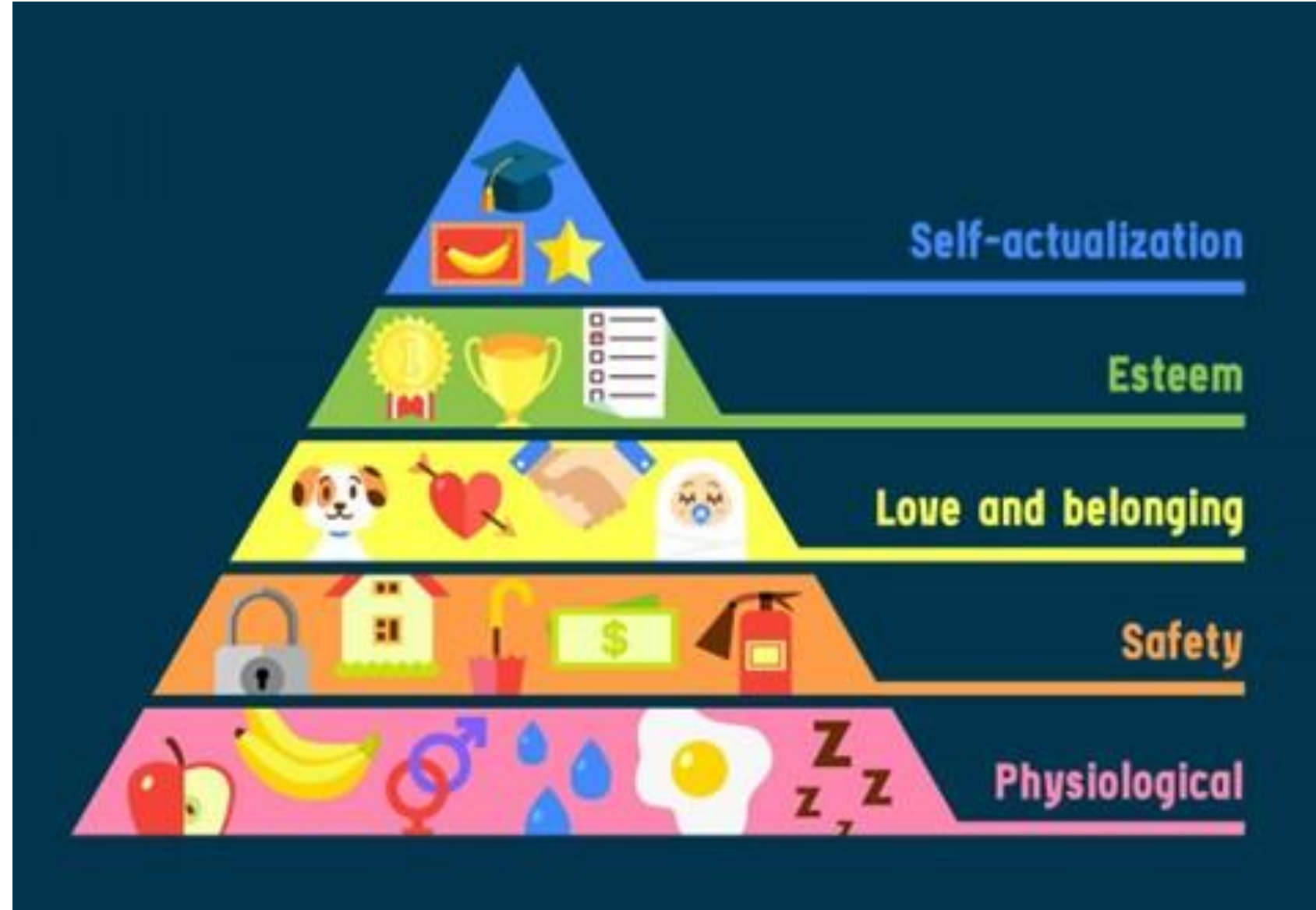
- Change of shoes and socks (wellies)
- Change of clothes (long trousers please!!)
- Waterproof jacket
- Something to keep them warm



# Maslow's Hierarchy of Needs

We start from the bottom and work our way up. The physiological needs must be met first. This includes everyone's favourite – sleep!

If there are problems here – please let me know – we can help!





# Pastoral Support

Class based staff all work together for the wellbeing of the children.

Please keep me informed of anything you think may affect your child/ren.

I will make contact with home. Let's work together!

Mrs Pascal – SENCo

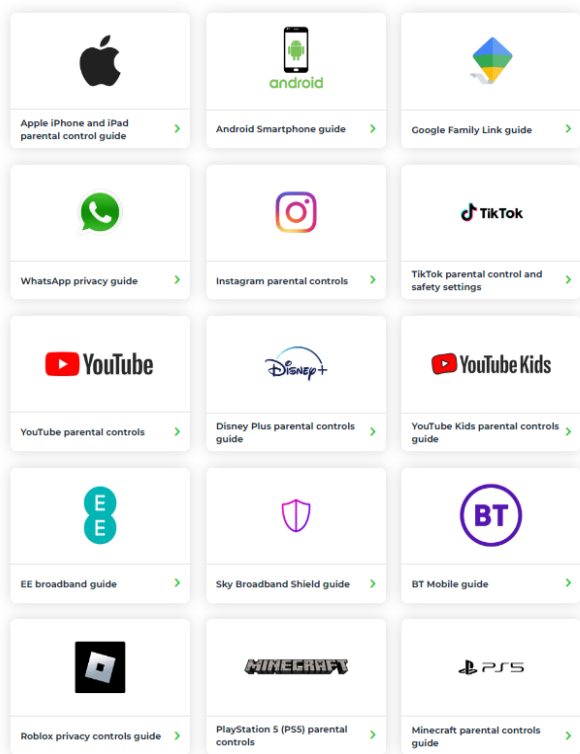
Therapists, wellbeing support



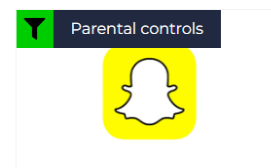


# Online Safety

- Acceptable Use Agreements – follow these rules
- Links with Behaviour Policy (online/in real life) - consequences
- Age restrictions and parental controls



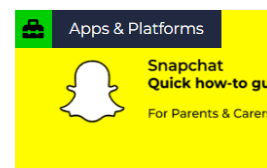
[Parent Control Guides](#)



## Parental controls

Internet Matters. Snapchat tips and advice to keep children safe while using the platform. Social media.

[READ MORE](#)



## Apps & Platforms

How to stay safe on Snapchat: Parent guide | Internet Matters. Learn more about the platform, how it works, and more to help keeps teens safe on Snapchat.

[READ MORE](#)

[Snapchat guide for parents \(13+\)](#)

**WhatsApp safety guide for parents**

internet matters.org

**13+** WhatsApp's minimum age in the UK

**58%** Kids aged 3-17 who use WhatsApp

**37%** Kids under 13 who use WhatsApp

**5 tips to keep kids safe on WhatsApp**

- 1 Review privacy settings** WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.
- 2 Customise contacts** Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.
- 3 Talk about personal information** Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.
- 4 Show them where to get support** If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.
- 5 Check in regularly** Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

internet matters.org

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@InternetMatters  
@InternetMatters.org  
Internet.Matters.Ltd

[WhatsApp Guide for parents 13+](#)



# Woodpecker Information

## **Trips**

Roman Day

Wakehurst Place

## **Independence**

As the children move up the school we aim to build their independence and ownership of their own learning. Adults will always be there to help them through this.



# Keep in touch!

**Safeguarding** – get in touch with any changes of pick up/important family Updates

Try the website for information first (if what you're looking for is not on the website, let us know. Other people may be looking for it too)

My email address: [Year3@tatsfieldtlt.co.uk](mailto:Year3@tatsfieldtlt.co.uk)

Office email address: [school@tatsfieldtlt.co.uk](mailto:school@tatsfieldtlt.co.uk)

If you have any worries or queries, please do come and see me, or if easier send an email – I know lots of issues tend to come up at bedtime, so please do message then, I may not respond straight away but I will do my best to read and note any problems ready to deal with the next day.