

# WELCOME TO YEAR 3



# Introduction to the Year 3 Team

We would like to welcome you and your child to Year 3. In Year 3, our teachers are:

**Mrs Ram** - Year 3 Year Leader and 3R class teacher

**Mrs Williams** – 3W Class teacher

**Miss Mohammed** – 3M Class teacher

**Ms Saqlain and Mrs Bocsak** – 3S Class teachers



# Introduction to the Year 3 Team

Some of the other adults who support us in Year 3 include:

**Mrs Brook - TA**

**Miss Lavery – Inclusion TA**

**Mrs Gilani – Inclusion TA**



# Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn; Respectful of themselves and others; Safe in school We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.***



# At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**

In our year group we have class charters in our classrooms that we have all signed. We have all agreed on the rules of our classroom and follow these daily. All our rules help us to be Ready, Respectful, Safe.



# Ready Respectful Safe

## **Children will:**

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners • Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

## **Parents will:**

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



# Rewards

**In Year 3, we reward children for their attitudes, behaviours and achievements in a variety of ways, including:**

- ▶ **Recognition boards.** We have 3 targets set for the week. 1 for learning, 1 for behaviour and 1 for our classroom. We have a cookie monster theme where children can earn cookies to put in their jars. They earn cookies for meeting any of the 3 targets and can earn them more than once.
- ▶ Children are **positively praised** in class for following the rules and completing work to a high standard. Children can also be sent to the Year Leader to show any outstanding work as well as the deputy and head teacher.
- ▶ **Certificates** – Once a week 1 child is chosen for the headteachers award. This is for showing that they were either ready, respectful or safe.
- ▶ **Post cards, phone calls & text messages home**
- ▶ **House points**



# House Teams

## BRAY LAKE



## DORNEY LAKE



## JUBILEE RIVER



## RIVER THAMES



Please ask your child's class teacher if you are unsure of what house team your child is in.



# School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
  - ▶ School tie
  - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
  - ▶ Black or grey skirt/trousers
  - ▶ White or grey socks or grey tights
  - ▶ Flat black school shoes must be worn
- NOT TRAINERS**



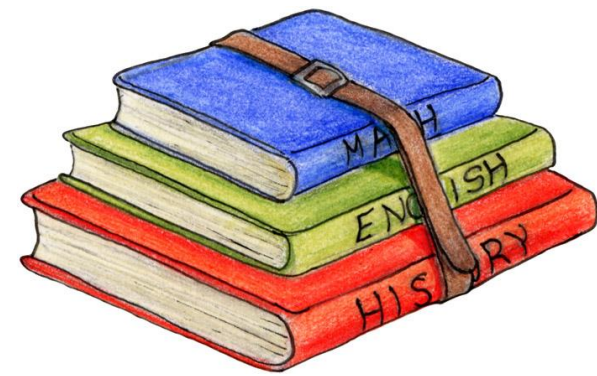
# P.E. Kit

P.E. lessons for Year 3 are on Monday afternoons. Children should come to school in P.E. kit on this day. They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms (especially during the colder months)
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers



# What does the curriculum look like?



Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Natural World	Early Britons	The Romans	Cultures of the World	Animals	Chocolate
Text	The Tunnel	Stone Age Boy	Tertius and the horrible hunt.	The Rainbow Crow	The Jungle Book	Charlie and the Chocolate Factory
Cultural Capital: trips, visits and experiences	Burnham Park	Stone Age Workshop (Creative Partner)	Roman Workshop	Lookout (shelter building)	Zoo/Safari Park <del>Marwell?</del>	
Science	Forces and magnets (Pattern Seeking)	Rocks and Soils (Identifying & Classifying)  Scientist Study – Mary Anning	Scientist Study – Ptolemy	Plants – parts of a plant/ what do plants need to grow/ life cycle of plants (Observing over time)	Humans and Animals -Skeletons and muscles for support, protection and movement (Research)	Light and Shadows Reflection (Fair testing)
Geography	Mountains and Natural Disasters			Locate the world's countries, using maps to focus on North America. Human and Physical Geography		Chocolate Farming/ Fairtrade Where does chocolate come from?
History	Black History Month: Mary Seacole	Early Britons and settlers: Stone age, Bronze age & Iron Age	The Roman Empire and its impact on Britain			
Design Technology	Creating a volcano (design, make, evaluate)			Shelter building – <del>teepees</del> (design, make, evaluate)		Cooking focus – savoury dishes using chocolate
Art & Design		Clay coin making	Class Mosaic using tiles		Animal sketches (pencil work)	

<b>Computing</b>	Internet safety and uses – classroom based	Understanding computer networks How computers are linked?	Scratch programme making animations	Scratch programme making animations	Digital piece of work Making a ppt and researching animals and their habitats.  Letter typing to the zoo.	Free choice Wanted Poster Filming adverts for a new chocolate bar using iPad Newspaper Article
<b>Religious Education</b>	<b>Theme:</b> The Amrit Ceremony and the Khalsa <b>Key Question:</b> Does joining the Khalsa make a person a better Sikh? <b>Religion:</b> Sikhism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Has Christmas lost its true meaning? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus' Miracles <b>Concept:</b> Incarnation <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity	<b>Theme:</b> Easter - Forgiveness <b>Concept:</b> Salvation <b>Key Question:</b> What is 'good' about Good Friday? <b>Religion:</b> Christianity	<b>Theme:</b> Sharing and Community <b>Key Question:</b> Do Sikhs think it is important to share? <b>Religion:</b> Sikhism	<b>Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Sikh to show commitment to God? <b>Religion:</b> Sikhism
<b>PSHE &amp; RHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Environment	Poetry	Time	Building	Human Body	Food and drink
<b>Spanish</b>	Greetings, numbers up to 20, colours, parts of the body, class objects.		Family, clothes, transport, common places, days of the week and months of the year.		Food, animals and topic chosen by the children	

# What does a Year 3 day look like?

	8:35 – 9:00	9:00 – 9:30	9:30 – 10:30	10:30 – 10:45	10:45 – 11:45	11:45 – 12:30	<u>12:30</u> <u>13:00</u>	13:00 13:30	<u>13:30</u> <u>14:00</u>	14:00 – 15:00	15:00 – 15:15	
Monday	Phonics morning work	Assembly / Guided reading	Literacy	BREAK	Maths	LUNCH	Phonics	Shared reading	PE		Class book	
Tuesday		Spanish 8:35 – 9:30 3M	Spanish 9:30 – 10:10 3W		Spanish 10:10 – 11:05 3S		Spanish 11:05 – 11:45 3R	Phonics	Hand writing	RE 3M / 3W	Science - 3M / 3W	Class book
		Guided reading	Literacy		Maths		ICT 3S / 3R	Creative Curriculum 3S / 3R				
Wednesday		Year group assembly / Guided reading	Literacy		Maths		Phonics	Shared reading	RE 3S / 3R	Science – 3S / 3R	Class book	
									ICT 3M / 3W	Creative Curriculum 3M / 3W		
Thursday	Guided reading	Literacy	Maths	Phonics	Music	PSHE / RHE	Creative Curriculum	Class book				
					Hand writing							
Friday	Guided reading	Literacy	Maths	Phonics	Times table / spellings	Creative Curriculum		Class book				

# Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even in Year 3, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have read in their homework diary.



# Homework

Homework will be given out each **half term**, it will be due in on the **last day of the term**. All homework given will be recorded in the children's homework books on a grid. This outlines all the activities that you need to complete throughout the half term. There will also be homework set on Mathematics weekly as well as the expectation for children to read on Bug club.

- ▶ It will include:
- ▶ Literacy activities
- ▶ Maths activities
- ▶ Spellings to learn
- ▶ Reading/Library books to read daily
- ▶ They should also be practicing their times tables every week

**Presentation expectation – we expect homework to be presented to the same standard as school work**



# Year Group reminders

## Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks. We encourage children to make healthy lifestyle choices.**



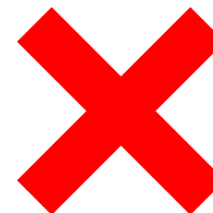


# Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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# If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



# A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
<b>Fever</b>	Mild if present	Often	Often
<b>Fatigue, Tiredness</b>	Occasional, mild	Common	Occasional
<b>Sneezing</b>	Common	Infrequent	Infrequent
<b>Body Aches</b>	Common	Common	Occasional
<b>Headache</b>	Very infrequent	Common	Occasional
<b>Sore Throat</b>	Common	Occasional	Occasional
<b>Stuffy or Runny Nose</b>	Common	Occasional	Infrequent
<b>Diarrhoea</b>	No	Occasional	Infrequent
<b>Watery eyes</b>	Common	Common	Infrequent
<b>Cough</b>	Mild	Dry cough	A dry cough, often severe
<b>Shortness of Breath</b>	No	Rare	With mild/moderate infection
<b>Difficulty Breathing*</b> (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

# Working Together ...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher:

1. Class Teacher
2. Year Leader-Mrs Ram



