



Year 3 "Meet The Teacher"

Purpose of this meeting



- To introduce you to the staff working in our team.
- To outline the main subjects and topics that will be covered during the year.
- To provide important information such as PE days and Forest School.
- To share key information about how you can support your child.

Key staff in Year 3



Miss Mason
Heron class
teacher



Miss Kmit and Mrs Makings
Honeybee class teacher



Mrs Darwell, Mrs Giles, Ms Kerr
Learning Support Assistants



Ms Thomas and Mrs Hayes
Hedgehog class teachers



Mrs Turvey
PPA cover



Miss Gosling
PPA cover



Mr Suanes
PPA cover



Miss Goodman
PPA cover

(Teaching Music/RE, Computing and Spellings on
Wednesday afternoons)

Key staff within the school



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MRS MOODY
Special Needs Coordinator and
Inclusion Lead



MRS MATHIAS
Family Liaison

Mr Smith
Phase Leader



MRS FLAECHER
School Business Manager



MRS STENNER
Kitchen Manager

Southville Primary School Values



The children across the school helped decide our whole school values. They are very important to the way we behave, learn and support each other on a daily basis.



FIND THE MEETING POINT
BE MINDFUL
UNDERSTAND YOUR STORY
BE A GLOBAL CITIZEN



DO THE RIGHT THING
EMBRACE YOUR EMOTIONS
LEAN INTO THE UNKNOWN
KNOW YOUR SUPERPOWERS



THINK FREELY
CREATE SOLUTIONS
BE PLAYFUL
KEEP SEARCHING FOR WONDERLAND



BE KIND
LOOK AFTER YOUR WORLD
AIM HIGH
EMPOWER OTHERS

Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

Be Kind, Aim High and **Behave Safely.**

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.

Relationships and Behaviour Policy



Attendance



- All school time is important for children, and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the Senior Leadership Team and the Family Liaison Officer and externally by our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Mathias, our Family Liaison Officer.
- Punctuality is also very important: 5 minutes late each morning is 25 minutes per week, 950 minutes per year. That's almost 16 lessons of lost learning time.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit

- On days when a child has PE, they can wear their PE kit to school for the day.
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)

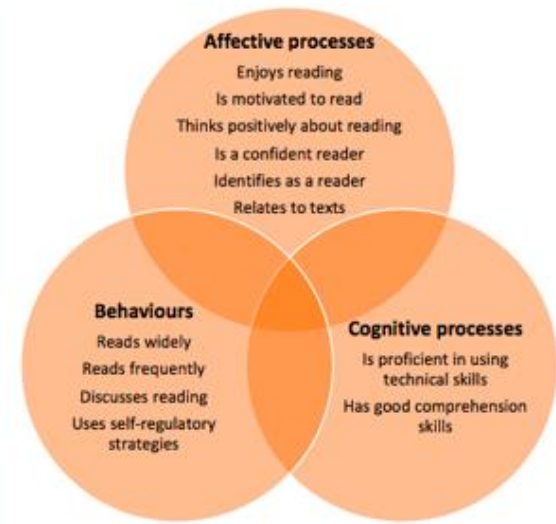
Reading - 3 different types



- **DEAR** 20 mins x1 - key focus is reading for enjoyment.
- **Whole Class Reading** 3 x 35 mins - key focus is on teaching the SKILLS and BEHAVIOURS of reading
- **Home reading** aim for 5 x 10 mins - a mix of practising the above and enjoyment

KS2 - Oxford Reading Tree

- All children in KS2 have an ORT or Little Wandle book to read at home
- The ORT stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy)
- When assigning a ORT stage, a conversion chart is used as a rough guide, along with the ORT Reading Criterion Scale, other benchmarking materials and the teacher’s own assessment. Fluency **and** comprehension form part of this assessment.
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time.
- Children take books home and are encouraged to read nightly for 20 minutes.
- All children have a reading record and are encouraged to write in it when they have read. Please bring in every day so we can record in there if we hear them read that day.
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- This is in addition to the children’s ‘whole class reading’ sessions.



Year 1 / Primary 2	5-6 years old	4
		5
		6
Year 2 / Primary 3	6-7 years old	7
		8
		9
		10
		11
		12
Year 3 / Primary 4	7-8 years old	8
		9
		10
		11
		12
Year 4 / Primary 5	8-9 years old	13
		14
		15
Year 5 / Primary 6	9-10 years old	16
		17
Year 6 / Primary 7	10-11 years old	18
		19
		20

Each child is given a reading day when we review their diary and change their books.

Library



- Each class will have a library slot once a week.

Honeybees - Tuesday

Heron - Friday

Hedgehogs - Wednesday

- Children can take one book home at a time. They can get a new one once they have bought their old book back.
- They can borrow it for up to 3 weeks. If they need longer, bring it in on library day. We will scan it to renew it for another 3 weeks.
- Any lost or damaged books will need to be paid for via the office.

Writing



Children should be aiming to:

- Use joined up handwriting
- Sound out unknown spellings
- Spell high frequency and common exception words correctly
- Punctuate sentence correctly - full stops/capital letters, commas, exclamation marks, question marks
- Re-read their work to edit and up-level it
- 5 star sentences - capital letters, punctuation, spelling, handwriting, vocabulary
- Creative and adventurous in their vocabulary and sentence construction (we teach this through sharing of vocabulary and modelling)



Writing



Writing often links with our 'topic' / unit of study

5 star sentences

<p>1 Finger Spaces</p>  	<p>2 Capital Letters</p> <p>Aa</p> 	<p>3 Handwriting</p>  	<p>4 Punctuation</p>  	<p>5 Spelling</p> <p>sp x 3</p> 
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Handwriting



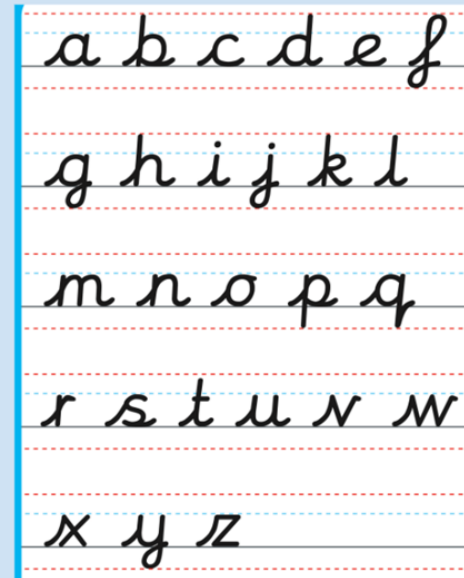
Southville Pen Licence



How to get a pen licence

Consistently follow these handwriting expectations:

- Letters are formed correctly
- Letters are joined
- Letters start on the line and sit on the line
- Letters are roughly the same height
- There are clear ascenders and descenders
- The overall presentation in the book is high (no scribbling out/doodling in the margins)



Ask your teacher if you would like to know what you need to focus on to get a handwriting pen.

Spelling



Pupils are given new spellings each week. These can be found on Google Classroom and each child had a copy of the termly spellings given to them last week. We won't be doing weekly spelling tests, just an end of term spelling quiz.

To support your child further, you may like to:

- Stick words they find tricky to spell around your house.
- Highlight the part of the word that is tricky for your child - This will improve your child's ability to spell the word correctly because the more times they see and hear the word, the more likely they are to remember it.
- For words with silent letters ('n' in government), write the letter bigger than the other letters to help your child remember it.
- Draw around the word to help remember how many tall, short letters and letters.
- Choose a root word from the weekly spelling list and create a word map by adding suffixes and prefixes. For example, root word 'sign' = design, signature, consign, signal...
- Say a sentence omitting a word. Ask your child to say and spell the missing word.
- Choose a rule to practice and play hangman with words that follow that rule.



Topics



- **Term 1** - Savage Stone Age
- **Term 2** - What the Romans did for us
- **Term 3** - Brilliant Light
- **Term 4** - To the Ends of the Earth
- **Term 5** - Healthy Me!
- **Term 6** - Oh grow up!

Have a look on the website for more information:

<https://www.southville.bristol.sch.uk/our-school/learning/curriculum-guide/year-groups/year-3/>

Times tables



- Children will be completing mini 2 minute times tables tests 3 times a week.
- After the test, we chant the answers together and mark them as a class.
- This will be timetabled during school days, however extra practice at home would be beneficial.
- Read the big number first so less facts have to be committed to memory. Eg. 4×6 say 'six 4s are 24'
- Related division facts: $18 \div 3$ say 'There are um 3s in 18... There are six 3s in 18'.



2 times tables	3 times tables	4 times tables	5 times tables	6 times tables	7 times tables	8 times tables	9 times tables
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$

My Times Table
Practice Booklet
6 Times Tables

Name: _____

Class: _____

New facts in this booklet:

$6 \times 6 = 36$
 $7 \times 6 = 42$
 $8 \times 6 = 48$
 $9 \times 6 = 54$

1		2	
$6 \times 5 = \underline{\quad}$	$6 \times 6 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$
$36 \div 6 = \underline{\quad}$	$24 \div 6 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$30 \div 6 = \underline{\quad}$
$4 \times 6 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$12 \div 6 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$36 \div 6 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$
$6 \times 3 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$
$5 \times 6 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$
$4 \times 6 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$6 \times 6 = \underline{\quad}$
$3 \times 6 = \underline{\quad}$	$6 \times 6 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$18 \div 3 = \underline{\quad}$
$18 \div 3 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
$30 \div 6 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$24 \div 6 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$12 \div 2 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$	$6 \times 6 = \underline{\quad}$
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$6 \times 6 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$

First part of 6 times table

Homework



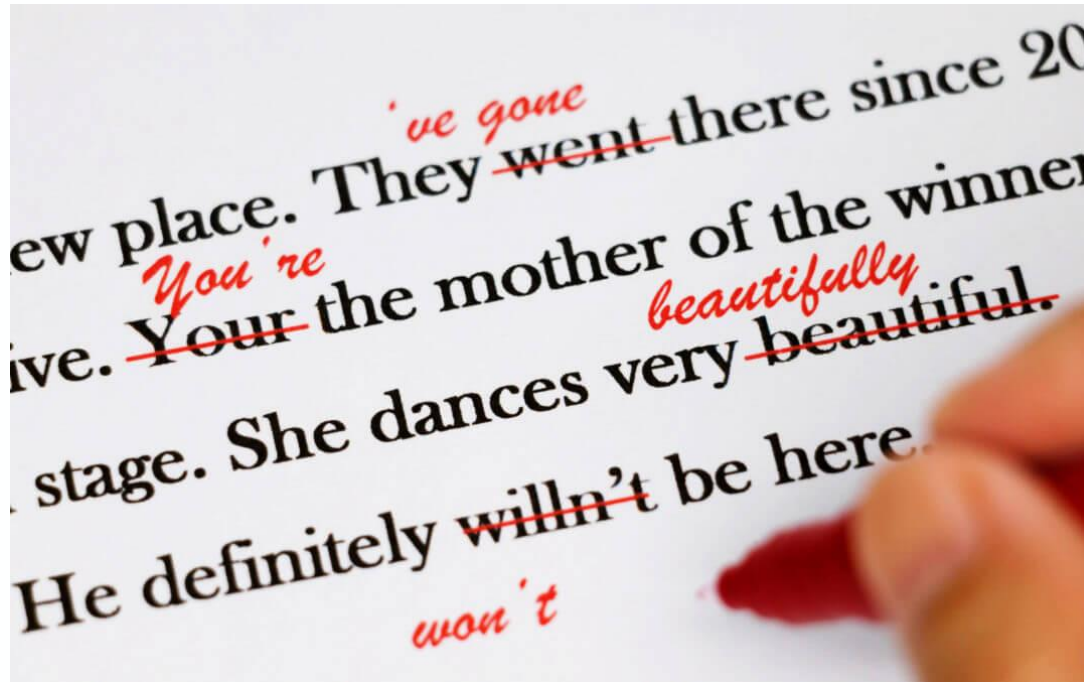
- A homework overview will be added to **Google Classroom** at the start of each term.
- If you need a paper copy of the homework, please collect from your class teacher.

Unit Heading – Term X <small>Southville Primary School</small>		Home Learning		Year X
Expected Ongoing Tasks	Optional Task: Complete an activity a week from the list below. It can be loaded onto Google Classrooms or handed in to the teacher.			
Maths Practice the times tables you are learning every day. Here is a link to what we are learning and when, along with the booklets. Take home your school practice booklet too and focus on the times tables you are getting incorrect.	Share your vision of the world you want Create your vision of the world you want and everything on it. Express yourself through poetry, art, film or in any way you choose.	Where does your food come from? Have a look at where your food in your house comes from. Can you find those countries on a map? Challenge: Can you make a meal or your packed lunch from ingredients grown locally?	What are your top ten tips on how to save the planet? Share your knowledge with others, and help them to become eco-heroes too!	
Spellings A little and often is best! Even though there aren't weekly tests, it's still important to practice them. Try to find out what the words mean and have a go at putting the words into sentences. Complete the Spelling Shed activities.	How do you recycle? What ways do you already do this? Can you think of any new ways you could do this at home? Maybe you could swap books with a friend or buy pre-loved clothes or wrap presents in newspapers?	Eco-Friendly Recipe Find or create a recipe that uses locally sourced, seasonal ingredients. Make the dish with your family and bring photos or samples to share.	Recycled Art Project Create a piece of art or a model using only recycled materials. Bring it to school and share how each item was reused.	
Reading Read with someone at home daily for around 20-30 minutes. Bring your book and reading record in on your DEAR day. <ul style="list-style-type: none"> - Peters has book lists covering key themes and popular topics - School Reading List has regularly edited lists of recommended reading books for children aged 3-11. - Use your local library. Search for book titles here. Here are some examples of the type of questions we ask at school during KS2 reading lessons.	Environmental Poster Design a poster to raise awareness about a climate issue (e.g., plastic pollution, deforestation) and suggest ways people can help.	Documentary Viewing Watch an age-appropriate documentary (e.g. David Attenborough) about climate change or environmental conservation. Share three new things you have learnt with the class.	Upcycled Clothing Upcycle an old piece of clothing into something new and useful. Share before and after photos with your class.	
	Useful sources of information <ol style="list-style-type: none"> 1. Climate Kids 2. National Geographic Kids 3. BBC Bitesize – Climate Change 4. SciShow Kids – Climate Change 5. WWE 	Additional unit reading books (Non-Fiction) <ul style="list-style-type: none"> - "The Tantrum That Saved the World" by Megan Herbert and Michael E. Mann - "Old Enough to Save the Planet" by Loll Kirby - "Climate Change (OK Eyewitness)" by John Woodward 	Additional unit reading books (Fiction) <ul style="list-style-type: none"> - "Hool" by Carl Hiaasen - "The Last Wild" by Piers Torday 	

Feedback and Marking



We support the children in taking accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following teacher feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

Feedback and Marking



Our approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

- We place great importance on creating a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work
We feel this is better done verbally.
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)

The ZONES of Regulation

<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

The IEP Cycle



An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written.

This IEP will be shared with the parents in a meeting during **terms 1, 3 and 5.**

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Feel free to take handouts on:

- Letter formation
- Reading discussion tips

Thank you!



Thank you for listening.

Do you have any questions?