

# **Tanners Wood JMI School**

**Be the Best You Can!**



**Meet the Teacher  
September 2018**

**Welcome to Year 3**

# Introductions

## Larch Class

Mrs Smith/Mrs Creasey- Teachers  
Miss Penwright – Teaching Assistant

## Juniper Class

Miss Bennett - Teacher  
Mrs Collins – Teaching Assistant  
  
Mrs Craggs – Key Stage Leader

# What my child needs



- Healthy breakfast
- Water bottle provided- washed at school
- PE kit is essential- at school all the time
- Uniform- named
- Waterproof coat/jacket
- Stationery (pencil case not a necessity)
- Break time snack – fruit or vegetables
- Art – apron / old larger top

# Expectations

- Children work to full potential/taking pride
- Uniform
- Behaviour policy
- Present work neatly- Marking/Presentation policy  
Cursive handwriting style
- Organisation
- Develop independence and personal responsibility
- Resilience – Learning B's and growth mind set
- Team working/cooperation skills
- Year group expectations will be different/raised
- Support your child with home learning
- Attendance and punctuality 80% = 1 day a week off school

# Our Behaviour System

Our Behaviour Policy is based on our school rules:

**Everyone has the right to be respected**  
**Everyone has the right to be safe**  
**Everyone has the right to learn**

	Class time	Lunchtime
Level 5	Head /Deputy Teacher Award-sticker and message home	Head /Deputy Teacher Award-sticker and message home
Level 4	Celebration - child shares their good news/learning with the Key Stage Leader	Celebration - child shares their good news/learning with the Key Stage Leader
Level 3	Merit	Positive behaviour slip – teacher to decide if a merit is awarded
Level 2	Verbal praise - name on happy face	Verbal praise - shared with teacher
Level 1	Verbal praise	Verbal praise
<b>Rewards</b>		
<ul style="list-style-type: none"> <li>• Everyone has the right to be respected</li> <li>• Everyone has the right to be safe</li> <li>• Everyone has the right to learn</li> </ul>		
<b>Consequences</b>		
Level 1	Verbal reminder	Verbal reminder
Level 2	Verbal and written warning - name displayed on sad face	Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher
Level 3	Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time)	Time out - in the playground Teacher will inform parents
Level 4	Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed	Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed
Level 5	Sent to the Head / Deputy Head Teacher Parents informed	Sent to the Head / Deputy Head Teacher Parents informed

We always encourage the children to make good choices.

# Home learning



- Reading each night. Please sign and comment on your child's reading record.
- Punctuation/Grammar – computer based
- English/Maths alternated weekly. This maybe in their home – learning books or it may be computer based. My Maths/English punctuation/grammar
- Topic – week

# How we teach and challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Different groupings
- Flexible grouping
- Differentiation
- Active learning
- Assessment for learning
- Questioning- develop deep thinking
- Mastery of methods
- Marking- direct verbal feedback, written feedback, children to edit and improve

# Reading and Spelling

- Daily reading is important –strong indicator of success
- Vary text types, authors and genres
- Be positive about reading- show interest and reward
- Discussion and talk about the reading is key
- Books changed regularly
- Planners must be signed
- In Key Stage 1 or 2 spelling is taught daily. Spelling will be tested weekly. This will be on a Tuesday.



# Communication



- Read newsletters- sent out weekly
- Open door policy- talk to teachers. Pop in at the end of the day or morning
- Class teacher is the first point of contact
- Parent Mail
- Reading record/planners
- Write a note
- Make an appointment via the office
- SLT usually out every morning
- Working in partnership


# Maths

- Fluency of methods
- Times tables
- Number bonds
- Mastery of arithmetic methods
- 50/100 Club weekly
- Daily real life maths skills- telling the time, cooking

## Other information

- Class trips TBC
- Clubs- see newsletter/ letters for information
- Parent consultations in October
- Class assembly
- Volunteer – trips etc.
- Support school Friends of Tanners Wood events

# Curriculum Overview

<p><b>Science</b> <b>Forces and Magnets</b></p> <p>Children will compare how things move on different surfaces. They will notice that some forces need contact between two objects, but magnetic forces can act at a distance. Children will observe how magnets attract or repel each other and attract some materials and not others. They will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Children will describe magnets as having two poles. They will predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Working scientifically</b></p> <p>Children will ask relevant questions and using different types of scientific enquiries to answer them. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables.</p>	<p><b>AUTUMN 1 - 2017</b> <b>Year 3</b></p> 	<p><b>PSHE &amp; Citizenship</b> <b>Feelings and Relationships</b></p> <p>Children will talk about and demonstrate ways in which they care for themselves and others. They will recognise and express positive things about themselves and others. Children will name their special people and describe what they do to make each other happy, sad, cross etc. They will understand that friendship patterns change and have developed some strategies for making a sustained friendship. Children will understand what bullying is, and be able to recognise examples of bullying behaviour. They will have developed some strategies for dealing with bullies, including feeling assertively. They will have developed confidence and assertiveness skills in dealing with their peers. Children will be able to recognise and express a range of feelings and examples of what makes them feel like that. They will understand about anger and what makes them feel angry, develop some coping strategies to deal with it. Children will describe what they are good at and how it can help a group to perform a task. They will know the range of jobs and work roles carried out by people they know, and discuss. Children will record information about current interests and choices they will have to make in the future.</p>	<p><b>Physical Education</b> <b>Games</b> <b>Net, Court and Wall Unit</b></p> <p>Children will use running, jumping, throwing and catching in isolation and in combination.</p>
<p><b>French</b> <b>Les mots des chiffres</b></p> <p>Children will understand and pronounce numbers 1-10 and classroom commands. They will respond to commands. Children will recognise simple questions and know how to respond. They will be aware of the spelling of numbers 1-10 and other familiar words. Children will recognise how some sounds are represented in written form. Children will join in with whole class responses. They will begin to write simple words or phrases.</p>	<p><b>English</b></p> <p><b> kennings</b></p> <p>Children will write a kenning focussing on powerful adjective choices. <b>Traditional Tales - Fairy Tales</b></p> <p>Children will explore the genre of Fairy Tales before writing their own version. <b>Explanation Texts</b></p> <p>Children will learn about the features of an explanation text before writing their own, linking to their Topic learning.</p>	<p><b>Religious Education</b> <b>Christianity and Islam</b></p> <p>Children will investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities. Children will describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations. Children will discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is fair and just.</p>	<p><b>Maths</b> <b>Exploring, understanding and applying the number system</b></p> <p>Children will count from 0 in multiples of 4, 8, 50 and 100. Children will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Children will recognise the place value of each digit in a three-digit number. Children will solve number problems and practical problems.</p>
<p><b>Music</b></p> <p>Children will listen and appraise a song and learn and/or build on knowledge and understanding about the interrelated dimensions. Children will perform the song to others and share their learning. Children will use instruments to find the beat and pulse of different songs, and then perform to other using their instruments.</p>	<p><b>History</b> <b>Stone Age</b></p> <p>Children will understand and recognise changes in Britain from the Stone Age to the Iron Age. They will develop a chronologically secure knowledge and understanding of British History. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children will understand change, cause, similarity, difference and significance of historical events by answering and asking questions. Children will understand how knowledge of the past is interpreted from a range of sources.</p>	<p><b>Bringing Learning to life</b></p> <p><b>History</b></p> <p>Year 3 children will visit Celtic Harmony in Hartford. Children will experience a range of exciting activities including an introduction to the Stone Age encampment, fiction, fire lighting, ggg building in the woods and hunting and gathering. This will give the children an opportunity to explore and immerse themselves in their learning.</p>	<p><b>Computing - Coding</b> <b>Information Technology and Digital Literacy</b></p> <p>Children will use search technologies effectively. Children will select, use and combine a variety of software (including spreadsheets, databases) on a range of digital devices to design and create a range of systems and content that accomplish given goals, including analysing, evaluating and presenting data and information. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
			<p><b>Design and Technology</b> <b>Textiles - Stone Age Photo frame</b></p> <p>Children will investigate and analyse a range of existing products. They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>

# Finally

Thank you



We are looking forward to an exciting,  
hard working year.