

Tanners Wood JMI School

Be the Best You Can!



**Meet the Teacher
September 2020**

Welcome to Year 3

Introductions

Juniper Class

Miss Bennett

Teacher

Mrs Collins

Teaching Assistant

Mrs Packman

Interventions

Mrs Coe and Mr Roonan

PPA cover

Larch Class

Miss Reynolds

Teacher

Miss Penwright

Teaching Assistant

Mrs Packman

Interventions

Mrs Coe and Mr Roonan

PPA cover

What my Child Needs

- Small bottle of hand sanitiser
- Healthy snack for break time - fruit or vegetables only please
- Packed lunch if not having a school dinner – cleaned daily at home
- School water bottle provided - washed and kept at school - not to be taken home
- Small school bag as there is not much space in the cloakroom
- Full PE kit including plain black or white trainers to be worn into school on PE days - **Juniper have PE on Monday and Wednesday, Larch have PE on Wednesday and Friday**
- Uniform - named - **sensible black shoes - no trainers**
- Waterproof coat/jacket - we will still be going outside for breaks even when wet - doors and windows will be open throughout the day for ventilation
- Stationery - children must bring in the following: pen, pencil, rubber, pencil sharpener, ruler and coloured pencils - must be left in school in their tray and not taken home. No pencil cases in school please
- Children can wear a face mask in school if they wish, however they must be shown how to take it off and dispose of it safely

Expectations

- Children work to their full potential, taking pride in their learning
- Correct uniform worn at all times including black school shoes - full PE kit and trainers to be worn on PE days.
- Behaviour Policy remains the same; if a child reaches a level 4 or 5, they will complete a reflection sheet in the hall
- Children are expected to present work neatly in a cursive handwriting style
- Organisation - children are expected to come to school ready to learn with the correct equipment and in full school uniform
- Punctuality and attendance is extremely important - **Children in Juniper must arrive at 8.45am via Gate 2 (silver gate on the playground) and leave via this gate at 3.15pm. Children in Larch must arrive at 8.50 via Gate 7 (the hall door) and leave via this gate at 3.20pm.**
- Resilience – we expect all children to use the learning Bs and continue to develop a growth mindset to support their ability to become independent learners
- Expectations will be different in Year 3 as the children are now in Key Stage 2 - children will learn how to become more independent in both their learning and organisational skills.
- All home learning will be available online via Google Classroom - please support your child with their learning at home. All of the logins which children will need to access their home learning, will be inside their green reading diary.

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

We always encourage the children to make good choices

	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
Rewards		
	<ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn 	
Consequences		
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

Home Learning

- Reading each night – please sign and comment on your child's reading record at least once a week. **Children to write a daily comment about what they have read – this will be checked weekly.**
- Punctuation/grammar – set every other week on SPAG.com.
- The children will be given a set of spellings to learn each week. A weekly spelling test will take place on a Thursday.
- Each week a new reading extract will be uploaded to Google Classroom. This should be read by the children by Monday morning. Reading this extract can count as one of the children's nightly reading sessions.
- Maths – set every other week on MyMaths website. Children will also be asked to complete Times Tables Rock Stars regularly to increase their times tables fluency.
- All home learning **must be completed online and submitted via Google Classroom** in the same way as it was during school closure. If you do not have access to the internet, please make the school aware by sending an email to the school office. **Do not bring any home learning into school please**
- In the event of a child having to isolate due to COVID-19, learning will be posted onto Google Classroom for the child to access whilst they are unable to attend

How we Teach and Challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Differentiation
- 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 - it is a strong indicator of success
- Vary text types, authors and genres
- Be positive about reading - show interest and reward
- Discussion and talk about the text is key
- Children to read an age appropriate book from home every evening and write their comments in their green reading diary - if you do not have any suitable books, please inform the class teacher
- Diaries must be signed by a parent and a comment about what they have read should be written by the children.
- In Key Stage 2, spelling is taught every day through a structured programme
- Additionally, children need to practise common exception words which do not follow rules

Maths

- Fluency of methods is essential
- Times tables should be all learnt by the end of Year 4
- Number bonds
- Mastery of arithmetic methods
- 50 Club half termly
- Times Tables Rockstars - children to log on at least weekly to improve fluency
- Daily real life maths skills - telling the time, cooking

Maths

Year 3 – Key Facts Number and Place Value National Curriculum

- Sums and differences between pairs of numbers which are multiples of 10 and 100.
- Doubles and halves of multiples of 10 or 100
- Compare, order numbers to 1000
- Add any two or more numbers up to 1000.
- Complements to 60 (time)
- Complements of tenths that make 1 ($0.1 + 0.9$)
- Complements of fractions with the same denominator that make 1 e.g. $\frac{3}{7} + \frac{4}{7}$
- $\times 3$, $\times 4$, $\times 8$ facts including division (Year Two $\times 2$, 5, 10)
- Number of seconds in a minute
- Number of days in a month and a year (including leap years)
- Bonds are always extremely important.

Communication

- Read newsletters - sent out weekly via ParentMail
- Open door policy - talk to teachers if your query can be answered quickly or send an email or call the school office. If you need to speak to the class teacher urgently, please adhere to social distancing and do not enter the classroom
- Class teacher is the first point of contact
- ParentMail - please contact the office if you are not connected
- Reading records/planners
- Write a note in the green reading diary
- Make an appointment via an email to:
admin@tannerswood.herts.sch.uk
- The Head Teacher/Deputy Head are usually available on the playground at the start and end of the day

Other information

- Class trips - not being arranged for the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Swimming - not being arranged for the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Clubs - no internal or external clubs will run during the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Parent consultations - these will take place via a phone call during the autumn term - further information to follow via ParentMail
- Class assembly - no face to face assemblies will take place during the autumn term. Children will have daily assemblies in their classes
- Support school with Friends of Tanners Wood events when they resume

The Curriculum

Science Forces and Magnets

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.

Working scientifically

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, labelled diagrams, keys, bar charts, and tables.

French L'école des singes

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.

Music

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.

AUTUMN 1 Year 3



English

Kennings

Children will write a kenning focussing on powerful adjective choices.

Traditional Tales - Fairy tales

Children will explore the genre of Fairy Tales before writing their own version.

Explanation Texts

Children will learn about the features of an explanation text before writing their own, linking to their Topic learning.

Computing – Keeping Informed

Children will save and organise their work in folders on the network; use appropriate file names
They should understand the difference between data and information
Use ~~dataloggers~~ data loggers in investigations; make general statements about their findings.
They should construct questions for a database
Use various tools within the software to organise and present their information
Contribute to the design of a class database to answer their questions
Use a database to store, organise and retrieve data
Use sort and/or search appropriately to answer simple questions,
Create appropriate graphs charts
Understand selection ~~is used~~ is used in a branching database to identify objects
Check data for accuracy
Review, check and evaluate their work, modifying in light of comments from others
They should regularly use technology safely and responsibly
Discuss how databases are used in and beyond school

PSHE & Citizenship Feelings and Relationships

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 telling effectively.
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~~ 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.

Religious Education Christianity and Islam

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~~ 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.

Physical Education Tennis

Children will use running, jumping, throwing and hitting in isolation and in combination. They will also help to choreograph and learn a dance.

Maths

Exploring, understanding and applying the number system

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.

History Stone Age

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~~ is interpreted from a range of sources.

Art Pointillism

Children will learn about the history of George Seurat. They will create ~~sketch~~ sketch, ~~books~~ books to record their observations and use them to review and revisit ideas.
Children will improve their mastery of art and design techniques, including drawing, and painting with a range of materials.

Finally

- We are excited to be back at school and are looking forward to the coming year!
- If you have any questions or queries, we are here to help
- We always aim to work in partnership with parents
- Please be patient with us! The current pandemic means that we are having to adjust many of our normal procedures. There are many systems we are having to adapt
- Thank you for your ongoing support