# Meet the Teacher

Year 3

Teacher - Miss Davies
Support Staff-  Mrs Aulakh & Mrs Mbick

Miss Davies
Class Teacher

Ms Aulakh
Class Support Assistant

Ms Mbick
Class Support Assistant

# Our class timetable is...

| | 8.40 - 9.00 | 9.00 - 9.30 | 9:30-9:45 | 9.45 - 10.10 | 10.15-10.30 | 10.30 - 11.00 | 11-11:20 | 11.00 - 12.15 | 12.15 - 13.15 | 13.15 - 14.00 | 14.00 - 15.00 | 15.00 - 15.15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Monday | Morning work | Reading | GPS Input | Assembly | Break | GPS App | Multiplication tables and fluent in 5 | Maths | Lunch | Topic | Topic | Story Reading |
| Tuesday | Morning work | Reading | GPS Input | Church Assembly | | GPS App | Multiplication tables and fluent in 5 | Maths | | French | PE | Story Reading |
| Wednesday | Morning work | Reading | GPS Input | Singing Assembly | | GPS App | Multiplication tables and fluent in 5 | Maths | | Topic | Topic | Story Reading |
| Thursday | Morning work | Reading | GPS Input | Assembly | | GPS App | Multiplication tables and fluent in 5 | Maths | | Topic | Topic | Story Reading |
| Friday | Morning work | Golden Assembly (until 09.30) | GPS Finish/ Reflection time | Spelling test | | Shared reading with YN TT test | Reasoning input | Shared reasoning with Year 5 | | PSE/R.E | Music | Story Reading |

# Things to know

Homework is set on Friday in workbooks and at times online. Please return on a Monday.

Spelling and multiplication tables test is on Friday. Multiplication test will begin after Oct half term.

Maths reasoning homework will be sent home on Mondays. Please attempt with your child and return on Thursdays ready for our reasoning lesson on Friday.

Reading every night - children will have books changed weekly on Thursday.

PE day is Tuesday (but can be subject to change), please ensure children come into school wearing PE kit on this day.

# Standards - non negotiables

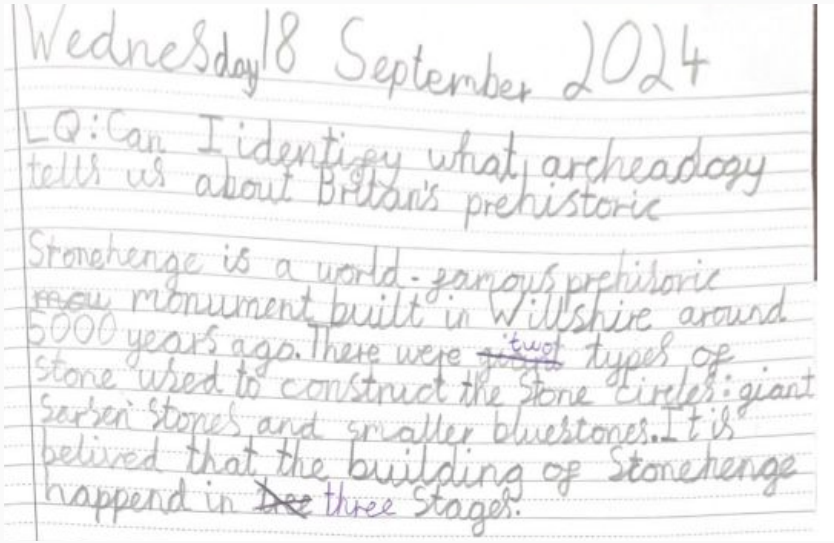
Handwriting- please ensure your child is practicing their cursive handwriting. This contributes to your child passing tests.

Presentation- e.g. using a ruler, dates LQs underlined and margins.

Times tables (2s, 3s, 4s, 5s, 8s, 10s)- They need this knowledge to access division, fractions etc.

Word lists- They need to know all of these words by the end of year 4.

# Standards - Handwriting



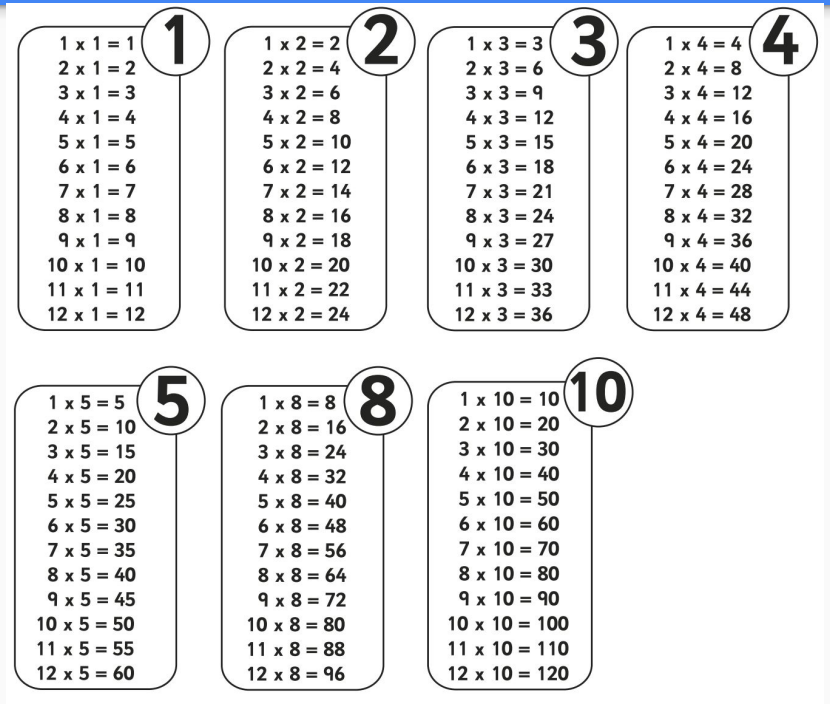
Wednesday 18 September 2024

LQ: Can I identify what archeadogy tells us about Britain's prehistoric

Stonehenge is a world-famous prehistoric ~~mou~~ monument built in Wiltshire around 5000 years ago. There were ~~two~~ three types of stone used to construct the Stone Circles: giant Sarsen Stones and smaller bluestones. It is belived that the building of Stonehenge happend in ~~Dee~~ three Stages.

https://www.twinkl.co.uk/parenting-wiki/free-cursive-handwriting-practice-sheets

# Standards - Times Tables



**1**

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

**2**

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

**3**

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

**4**

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

**5**

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

**8**

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

**10**

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

# Standards - Spelling

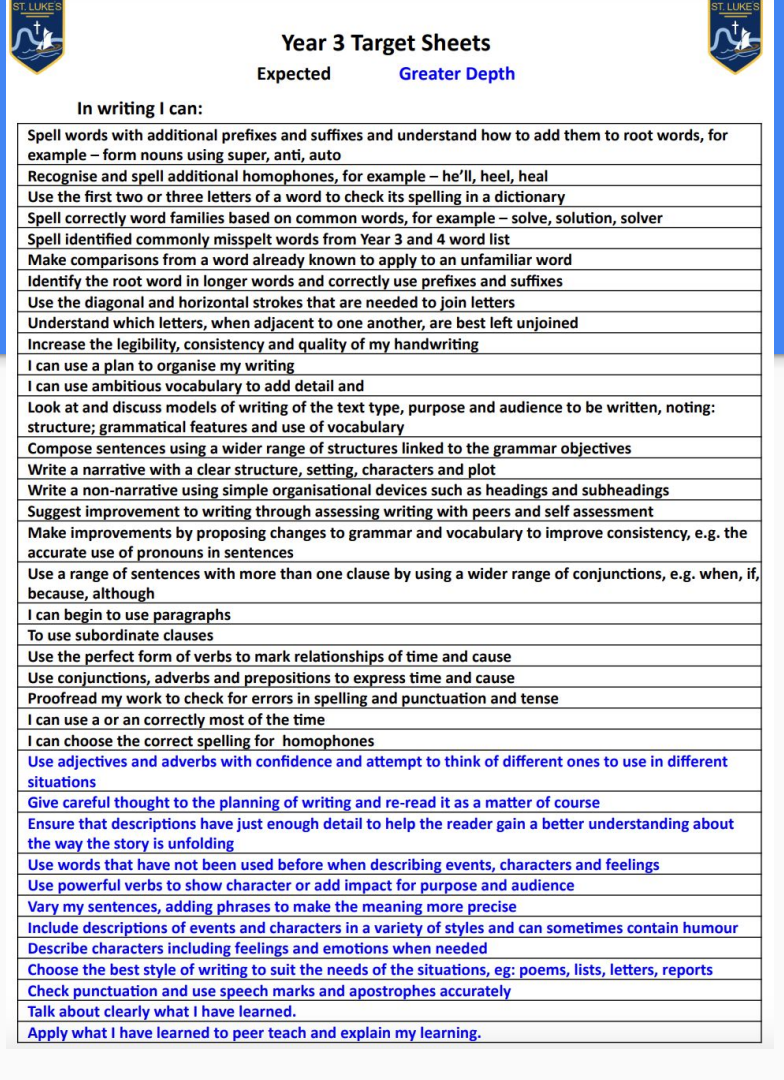
## New Curriculum Spelling List Years 3 and 4

| | | | | | |
|---|---|---|---|---|---|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

# Our year overview - English

The children will have handwriting and creative writing practice every morning.

Children will also have a GPS (Grammer, Punctuation and Spelling) lesson and opportunities to apply skills learnt in their topic work.



## Year 3 Target Sheets

**Expected** **Greater Depth**

**In writing I can:**

| |
|---|
| Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto |
| Recognise and spell additional homophones, for example – he'll, heel, heal |
| Use the first two or three letters of a word to check its spelling in a dictionary |
| Spell correctly word families based on common words, for example – solve, solution, solver |
| Spell identified commonly misspelt words from Year 3 and 4 word list |
| Make comparisons from a word already known to apply to an unfamiliar word |
| Identify the root word in longer words and correctly use prefixes and suffixes |
| Use the diagonal and horizontal strokes that are needed to join letters |
| Understand which letters, when adjacent to one another, are best left unjoined |
| Increase the legibility, consistency and quality of my handwriting |
| I can use a plan to organise my writing |
| I can use ambitious vocabulary to add detail and |
| Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary |
| Compose sentences using a wider range of structures linked to the grammar objectives |
| Write a narrative with a clear structure, setting, characters and plot |
| Write a non-narrative using simple organisational devices such as headings and subheadings |
| Suggest improvement to writing through assessing writing with peers and self assessment |
| Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences |
| Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although |
| I can begin to use paragraphs |
| To use subordinate clauses |
| Use the perfect form of verbs to mark relationships of time and cause |
| Use conjunctions, adverbs and prepositions to express time and cause |
| Proofread my work to check for errors in spelling and punctuation and tense |
| I can use a or an correctly most of the time |
| I can choose the correct spelling for homophones |
| Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations |
| Give careful thought to the planning of writing and re-read it as a matter of course |
| Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding |
| Use words that have not been used before when describing events, characters and feelings |
| Use powerful verbs to show character or add impact for purpose and audience |
| Vary my sentences, adding phrases to make the meaning more precise |
| Include descriptions of events and characters in a variety of styles and can sometimes contain humour |
| Describe characters including feelings and emotions when needed |
| Choose the best style of writing to suit the needs of the situations, eg: poems, lists, letters, reports |
| Check punctuation and use speech marks and apostrophes accurately |
| Talk about clearly what I have learned. |
| Apply what I have learned to peer teach and explain my learning. |

# Reading

We will start off practicing our reading fluency by following the Little Wandle Scheme. We want children to become confident readers who can bring the text alive in their minds and voices and read with stamina.

We then move on to Reciprocal Reading, which is different from comprehension as it encourages children to use a range of skills when reading, e.g. inferring, predicting, summarising and identifying themes. It would be great if you could support your child when they are reading at home, by asking them a range of questions.

## Year 3 Target Sheets

**Expected** **Greater Depth**

**In reading I can:**

| |
|---|
| Apply knowledge of root words, prefixes( including , including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian) and suffixes ( in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- ) as listed in English Appendix 1*) |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| Attempt pronunciation of unfamiliar words drawing on prior knowledge of alternative spellings |
| Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| Know that non-fiction books are structured in different ways and be able to use them effectively |
| Begin to understand that story books are structured in different ways, for example, quest stories and stories with dilemmas |
| Ask questions to improve my understanding of a text and show what is puzzling |
| Predict what might happen from details stated |
| Draw inferences such as inferring characters' feelings, thoughts and motives from their actions |
| Use dictionaries to check the meaning of unfamiliar words |
| Identify the main idea of a text |
| Summarise a text or section of a text |
| Identify how structure, and presentation contribute to the meaning of texts |
| Retrieve and record information from non-fiction |
| Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions |
| Explain my understanding of books, poems and other material, both those read aloud and those read independently |
| Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| Skim materials and note down different views and arguments |
| Pause appropriately in response to punctuation and/or meaning |
| Justify predictions by referring to the story |
| Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language |
| Read ahead to determine direction and meaning in a story |
| Investigate what is known about the historical setting and events and their importance to the story |
| Deduce from the evidence in the text what characters are like |
| Explore figurative language and the way it conveys meaning succinctly |
| Identify the way a writer sets out to persuade |
| Explore the relationship between a poet and the subject of a poem |
| Can clearly talk about what I have learned. |
| Can apply what has been learned to peer teach and explain their learning. |

# Maths No Problem

## Parent Teaching Support Manual


# Our year overview maths

| |
|---|
| recognise, find and write fractions of a discrete set of objects |
| relate fractions to division |
| recognise angles as a description of a turn |
| recognise angles as a property of shape |
| identify right angles. |
| identify an acute angle as a smaller angle than a right angle and obtuse as greater than a right angle. |
| identify perpendicular lines. |
| identify parallel lines |
| identify horizontal and vertical lines |
| Draw and describe a 2-D shape using angle and side properties |
| describe 3-D shapes |
| measure the perimeter of 2-D shapes. |
| calculate the perimeter of 2-D shapes |
| Choose my own techniques to tackle and solve problems of greater complexity |
| Present my work in a clear and organised way, choosing appropriate methods of recording |
| Explain work clearly and accurately using mathematical language |
| Use reasoning to make predictions, conjectures(proving ideas) and generalisations |
| Ask my own questions and form ideas for their own investigations |
| Recognise how to use my maths skills in a variety of familiar and unfamiliar contexts |

| |
|---|
| count in hundreds to 1000 |
| count in hundreds, tens and ones |
| recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) |
| compare and order numbers up to 1000. |
| count from 0 in multiples of 50 |
| find 10 or 100 more or less than a given number using number patterns |
| count in fours and eights. |
| understand the commutative law of addition and form a family of addition and subtraction facts |
| add a 3-digit number to ones without renaming |
| add a 3-digit number to ones with renaming |
| add two 3-digit numbers with renaming the ones and tens |
| subtract ones from a 2-digit number without renaming |
| subtract multiples of 10 from a 3-digit number without renaming |
| subtract from a 3-digit number with the regrouping of 1 ten into 10 ones. |
| subtract two 3-digit numbers with renaming |
| solve word problems using addition and subtraction |
| understand and learn the 3 times table and recall and use the 3 times table |
| understand and learn the 4 times table and recall and use the 4 times table |
| recognise the pattern in the 4 and 8 times tables. |
| understand and learn the 8 times table and recall and use the 8 times table |
| understand the relationship between multiplication and division |
| use the 3,4 and 8 times tables for division. |
| multiply a 2-digit number by a 1-digit number without regrouping |
| multiply a 2-digit number by a 1-digit number with regrouping, using the standard algorithm. |
| divide a 2-digit number by a 1-digit number without regrouping |
| divide a 2-digit number by a 1-digit number with regrouping |
| read and write length and height in metres and centimetres |
| read and write length in kilometres and metres |
| to compare lengths in mm, cm, M and Km. |
| read weighing scales to determine mass in grams or kilograms. |
| measure volume in millilitres and litres and read and write volume in litres and millilitres |
| measure capacity in millilitres and litres and read and write capacity in litres and millilitres |
| add different combinations of coins to make an amount |
| add pounds and pence without renaming |
| add pounds and pence with renaming |
| subtract pounds and pence without renaming. |
| subtract pounds and pence with renaming. |
| tell time using a.m./p.m. |
| tell time to the minute |
| tell time using both analogue and digital methods |
| tell the time on an analogue clock using Roman numerals |
| Measure time in minutes and hours |
| convert minutes into seconds and seconds into minutes |
| find the number of days in each month, year and leap year |
| present data using picture graphs. |
| interpret and present data using bar charts |
| count in tenths |
| add fractions with the same denominator within 1 whole |
| subtract fractions with the same denominator within 1 whole |
| recognise and show equivalent fractions |
| find the simplest form of a fraction |
| compare fractions with the same and different denominators. |

Our awesome curriculum for the year...

# Year Three Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

| AUTUMN 1 - Our stone age adventure | | AUTUMN 2 - A Guide to Our Town | | SPRING 1 - Our Egyptian Museum | |
|---|---|---|---|---|---|
| **Shadows/Light** | • Be able to use language like transparent/ translucent and opaque to describe objects.<br>• To be able to describe a shadow as an opaque object blocking the light.<br>• To notice light is reflected off of objects and that is how we see it.<br>• Work scientifically by asking relevant questions and using different types of scientific enquiries to answer them<br>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• **Working scientifically:** Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions and use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?<br>• Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? | **Animals inc humans – diverse habitats, classifications -** | • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat<br>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br>• **Working scientifically** : Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?<br>• Can pupil set up simple practical enquiries, comparative and fair tests?<br>• Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions? | **Plants** | • Identify basic parts of plants and the jobs they fulfil<br>• Explore the requirements of plants to grow.<br>• Investigate how water is transported in plants.<br>• Investigate human farming methods and how they can be more sustainable.<br>• **Working scientifically**: Can pupil gather, record, classify and present data in a variety of ways to help in answering questions relating plant growth?<br>• Can pupil identify differences, similarities or changes related to simple scientific ideas and processes?<br>• Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?<br>• Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?<br>• |
| **Computing systems and networks – Connecting computers** | • -To explain how digital devices function<br>• -To identify input and output devices<br>• -To recognise how digital devices can change the way we work<br>• -To explain how a computer network can be used to share information<br>• -To explore how digital devices can be connected<br>• -To recognise the physical components of a network | **Data and information – Branching databases** | • -To create questions with yes/no answers<br>• -To identify the attributes needed to collect data about an object<br>• -To create a branching database<br>• -To explain why it is helpful for a database to be well structured<br>• -To plan the structure of a branching database<br>• -To independently create an identification tool | **Programming A – Sequence in music** | • -To explore a new programming environment<br>• -To identify that commands have an outcome<br>• -To explain that a program has a start<br>• -To recognise that a sequence of commands can have an order<br>• -To change the appearance of my project<br>• -To create a project from a task description |
| **Neolithic hunter gatherers to the iron age and Bronze age** | • Locate Stone, bronze and iron age on timeline and compare to other periods studied.<br>• Identify how life changed for people during the Stone Age.<br>• Explore how we know about life in the Stone Age<br>• Describe some ways in which life changed from the Stone Age to the Bronze Age.<br>• Explore what archaeology has told us about Britain's prehistoric tombs and monuments.<br>• Learn about the lives of the Celtic tribes in Iron Age Britain.<br>• Discover why people built hill forts in Iron Age Britain and what we know about them. | **The History of Canning Town** | • Compare and contrast Canning Town across the years using digi maps (1890s, 1950s and now)<br>• Interview local resident as a primary source of information | **Ancient Egypt - land of the Nile and Gods** | • Place Egyptians on class time line and compare to other periods studied.<br>• Identify who the ancient Egyptians were and key parts within Egyptian history<br>• Investigate life in ancient Egypt for different members of society<br>• Children use sources to identify key characters within the Egyptian civilisation and share the impact they had on society.<br>• Use sources to identify Egyptian beliefs and gods.<br>• Consider how things like the flooding of the Nile impacted the people living in its vicinity. |
| **Skara Brae case study** | • To use maps, atlases and digital/computer mapping to locate Skara Brae in the U.K. and describe features studied.<br>• To use the eight points of a compass, four figure grid references, symbols and key to locate Skara brae and describe the human and physical features around the settlement.<br>• Explore settlement/housing at the time using Skara Brae as a case study.<br>• To create a sketch map of the settlement noting important features. | **Mapping Our local area – diverse population, buildings, weather, beliefs Fieldwork** | • Locate the UK within Europe, Identify London and other capital cities/flags of selected European countries.<br>• Use digital/computer mapping (Digimaps) to locate Canning Town, East London and important local buildings.<br>• To use digimaps to plan a route for their fieldwork investigation.<br>• Use fieldwork in the local area to observe, record and map the human and physical features using a range of methods, including land use mapping.<br>• Present information about the local area in a report. | **What is Egypt like today – case study on physical features, climate and geography.** | • Use maps to identify the location and climate of Egypt in relation to longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.<br>• Locate the countries Africa using maps.<br>• Describe and understand key aspects of Egypt's Physical geography, including: climate zones, biomes and vegetation belts.<br>• Case study of a locality in Egypt. |
| **Food: A healthy and varied diet** | • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.<br>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.<br>• Know how to use appropriate equipment and utensils to prepare and combine food.<br>• Create a dish inspired by a "stone age stew"<br>• Know about a range of fresh and processed ingredients appropriate to their product and whether they are grown, reared or caught. | **Landscape paintings looking at Lowry** | • Study famous landscape artists e.g. LS Lowry and take ideas from their style of drawing.<br>• Develop sketches using a range of artists techniques to add shade and tones.<br>• Create colour wheel and understand how artists make different tones<br>• explore tone and shading using different media.<br>• Sketch over landscape in the style of LS Lowry using tone/shading and evaluate against criteria. | **Shell structures Egyptian pyramid boxes / Hieroglyphic writing** | • Develop and use knowledge of how to construct strong, stiff shell structures.<br>• Select and use appropriate tools to measure, mark out, score, shape and assemble with some accuracy.<br>• Explain their choice of materials according to functional properties and aesthetic qualities. |
| **What kind of a world did Jesus want?** | • Understanding Christianity unit<br>• https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a4_Gospel_WEB.pdf | **What is the Trinity?** | • Understanding Christianity unit<br>• https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a3_Incarnation_WEB.pdf | **How do Jews celebrate their beliefs?** | • Understanding other faiths - Newham 2022 unit<br>• https://drive.google.com/drive/folders/1rTspzsFesY7oCOk5i_J7vebA2HG7uAog?usp=share_link |
| **Families and the parents who care for me & Caring** | • Pupils can explain why it is important to recognise and give respect that there are different types of family structure, (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).<br>• Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there | **Respectful relationships & Online relationships** | • Pupils can show understanding about the different types of bullying that people can encounter.<br>• Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying (see online relationships)<br>• Pupils can explain what stereotyping is and how bullying can be damaging for someone. | **Mental wellbeing & Internet Safety and harm** | • Pupils can talk about how people can express their emotions such as anger and fear.<br>• Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.<br>• Pupils can explain how to make wise choices online and why limiting |
| **Friendships** | for each other in times of difficulty etc).<br>• Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.<br>• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.<br>• Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not | | • Pupils can explain how people can keep themselves safe and ask for help when bullied.<br>• Pupils can describe how not to be a bystander when someone else is bullied.<br>• Pupils should understand that they should keep personal details away from strangers.<br>• Pupils should know not to meet people that they know online unless they are with a trusted adult.<br>• Pupils should know not to click any links that they are unsure about and that they should ask a trusted adult. | | screen time is a good idea. |

Our curriculum for the year...

# Year Three Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

| SPRING 2 - Forces - Seen and Unseen | | SUMMER 1 - Our Adventure Back in Time | | SUMMER 2 - Our Escape from the Volcano | |
|---|---|---|---|---|---|
| **Forces** | • Compare how things move on different surfaces<br>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>• Observe how magnets attract or repel<br>• Observe how magnets attract some materials but not others<br>• Compare and group variety of everyday materials (magnetic or non-magnetic)<br>• Understand how magnets work to attract/repel labelling poles.<br>• **Working scientifically**: Can pupil set up simple practical enquiries, comparative and fair tests?<br>• Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?<br>• Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? | **More Magnets** | • Describe materials that are attracted to magnets and those that repel, spotting patterns.<br>• Be able to make predictions about magnetic materials.<br>• To be able to describe the magnets as having poles, identify them and describe the different reactions to one another.<br>• **Working Scientifically** : Can pupil compare how things move on different surfaces?<br>• Can pupil set up simple practical enquiries, comparative and fair tests?<br>• Can pupil use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?<br>• Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? | **Rocks** | • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>• Recognise that soils are made from rocks and organic matter.<br>• **Working scientifically**: Can pupil set up simple practical enquiries, gather, record, classify and present data in a variety of ways to help in answering questions?<br>• Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?<br>• Can pupil use straightforward scientific evidence to answer questions or to support their findings?<br>• Can pupils identify differences, similarities or changes related to simple scientific ideas and processes? |
| **Creating media – Animation** | • To explain that animation is a sequence of drawings or photographs<br>• To relate animated movement with a sequence of images<br>• To plan an animation<br>• To identify the need to work consistently and carefully<br>• To review and improve an animation<br>• To evaluate the impact of adding other media to an animation | **Creating media – Desktop publishing** | • To recognise how text and images convey information<br>• To recognise that text and layout can be edited<br>• To choose appropriate page settings<br>• To add content to a desktop publishing publication<br>• To consider how different layouts can suit different purposes<br>• To consider the benefits of desktop publishing | **Programming B – Events and actions** | • To explain how a sprite moves in an existing project<br>• To create a program to move a sprite in four directions<br>• To adapt a program to a new context<br>• To develop my program by adding features<br>• To identify and fix bugs in a program<br>• To design and create a maze-based challenge |
| **Famous Scientists in History** | • **Study the life of Isaac Newton or other famous forces Scientist**<br>• **Add life events to the class timeline.** | **Greeks** | • Create class timeline and order previous periods studied and add Ancient Greek period to this.<br>• Using sources Identify key inventions and discoveries during Greek times that impact us today.<br>• Investigate the organisation and government of Ancient Greece and what this meant for modern democracy.<br>• Show an awareness of the similarities and differences between the Ancient Greek city states<br>• Explore the belief system of the Ancient Greeks and compare this to other periods studied.<br>• Investigate the Trojan War and the Ancient Greek Olympic games and how we know so much about Ancient Greece. | **Famous Scientists in History** | • Study Mary Anning , write bio and visit Natural History Museum. |
| **Earthquakes - Nepal case study** | • Use digital/computer mapping to locate Nepal.<br>• .Compare and contrast Nepal and England (physical and human features and differences)<br>• Identify environmental regions, key human characteristics, and major cities of Nepal.<br>• Describe and understand key aspects of the physical geography of Nepal including mountains and earthquakes.<br>• To understand the structure of the Earth and how this causes earthquakes<br>• To explain why earthquakes may occur and understand the geographic hazards that may be caused by earthquakes. | **Greece in Europe** | • Locate Greece in Europe, locate the capital city and investigate country data.<br>• Locate capital cities and flags of Greece and other countries in Europe. | **Volcanoes** | • Identify the countries and capital cities of European countries<br>• Locate and identify the mountainous regions in Europe e.g. the Alps/Apennines<br>• Locate volcanic regions in Europe and map. (Etna or Vesuvius volcanoes in Italy and the Eyjafjallajökull volcano in Iceland)<br>• Identify their environmental regions, key physical and human characteristics, countries, and major cities.<br>• Describe and understand key aspects of: physical geography: mountains, volcanoes and earthquakes.<br>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| **photographing forces** | • To becomes aware of photography as an art form<br>• Investigate the landscape photos of Anne Leibovitz<br>• Collect photographs on the theme of forces<br>• Develops an understanding of scale and perspective in photography<br>• Create, edit and evaluate own collection of photographs around the theme of forces.<br>• Create a frame for the photograph collage using printing and pattern. | **Stories of the Greeks** | • Complete design criteria for greek myth tablet<br>• Make sketches of ancient greek scenes and stories based on ancient greek pottery.<br>• Create, develop and refine own design inspired by Ancient Greek art.<br>• using clay roll out to form a tile and then score the image onto clay. | **Pop art volcanoes** | • Look at the style of Roy Lichtenstein.<br>• Innovate a volcano piece of artwork based on the pop art style.<br>• Develop use of colour and brush technique to include, dotting, scratching and splashing<br>• Critique own work and work of peers.<br>• Use printing and pattern to create work. |
| **Mechanical Systems: levers and linkages** | • Distinguish between fixed and loose pivot.<br>• Understand and use lever and linkage mechanisms to create movement.<br>• Design and make - select from appropriate tools with some accuracy to cut, shape and join paper and card.<br>• Evaluate finishing techniques suitable for the products they are creating | | | | |

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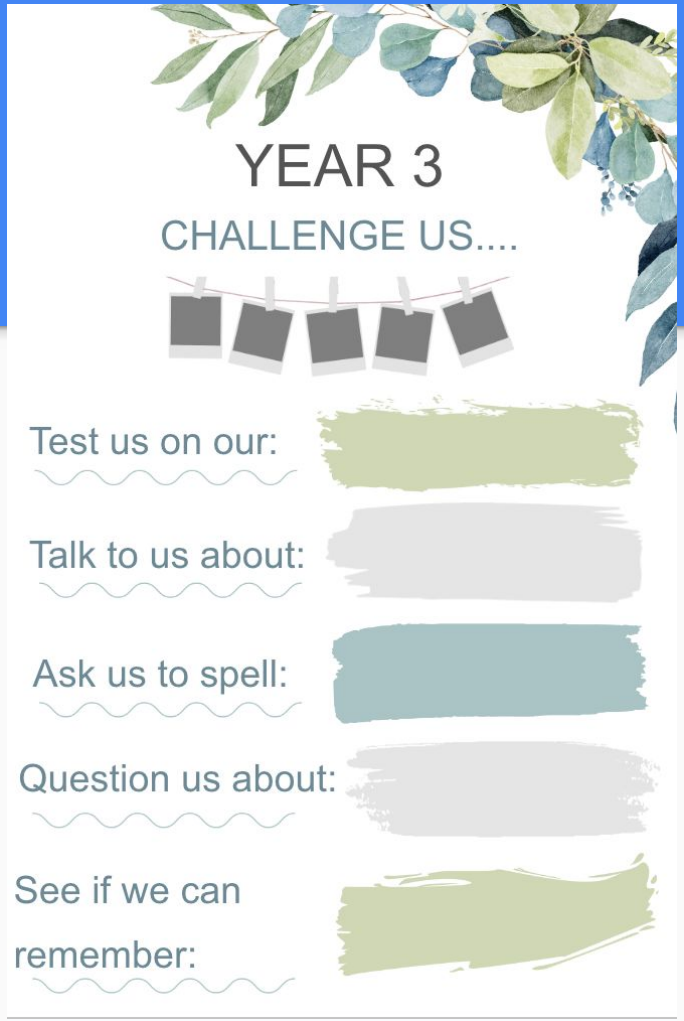
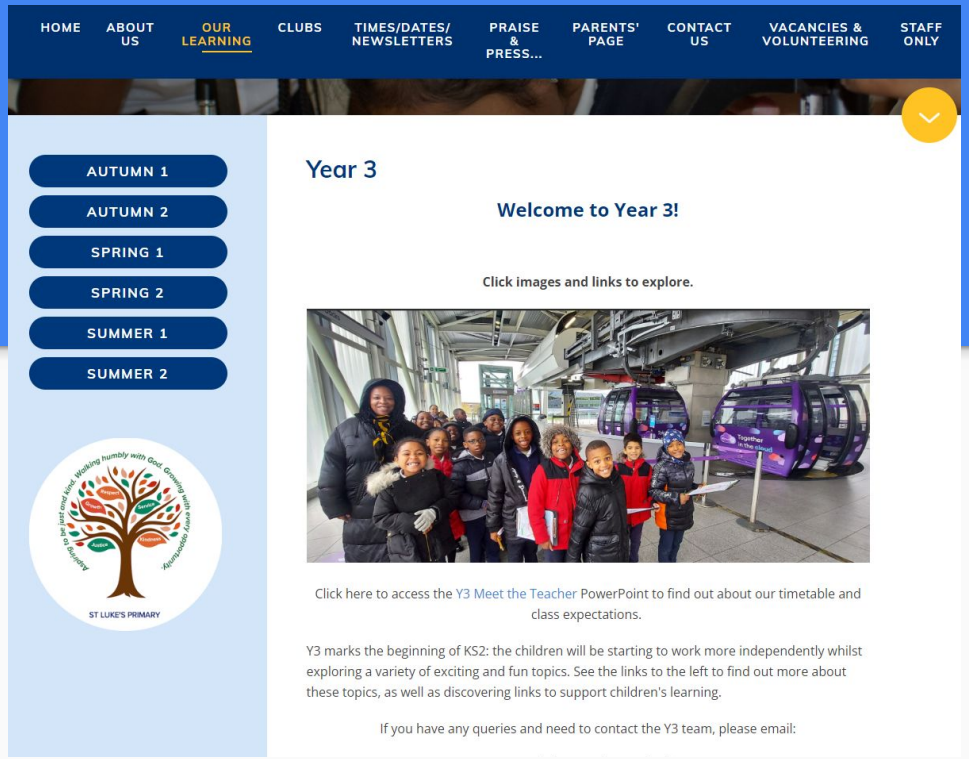
| **Why do Christians call it 'good' Friday?** | • Understanding Christianity unit<br>• https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a5_Salvation_WEB.pdf | **What can we learn about Signs and symbols in Religions?** | • Understanding other faiths - Newham 2022 unit<br>• **https://drive.google.com/drive/folders/1Bpay6YWXGISQRA3NC13x-PifuporYeUS?usp=share_link** | **What do Sikh sayings tell us about beliefs?** | • Understanding other faiths - Newham 2022 unit<br>• https://drive.google.com/drive/folders/1jDcbAtWmTGMij4WMI6_4ktMA5VW9Hmx3?usp=share_link |
| **Health & Prevention Basic First Aid** | • Pupils can explain why it is important to look after themselves.<br>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.<br>•<br>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one.<br>• Pupils can identify which is their favourite type of calming reflection time and engage positively in others<br>• Pupils learn about giving first aid and the work of the Red Cross.<br>• Pupils discuss how to spot the danger, how and when to help and learn some key factors related to the decision making process.<br>• Pupils focus on bleeding and head injuries. | **Drugs, Alcohol & Tobacco Communities & Shared responsibilities** | • Pupils learn about the safe use of medicines and household products<br>• Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health | **Economic Well Being Changing Me & being safe** | • Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams.<br>• Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. |

Weekly learning…



# Website




On the school website, there are supporting resources for our school learning.

Have a look here for any additional guidance or support:
https://www.st-lukes.newham.sch.uk/page/?title=Year+3&pid=55

# Interventions

Every pupil progresses at their own pace, so we will plan to challenge and support to ensure that we meet the needs of them all. Classroom structures and practices will be established to enable participation for all and interventions will be targeted towards Literacy and Numeracy.

# Positive Behaviour Management

## Structure, understanding and encouragement

**P**ause - take a deep breath

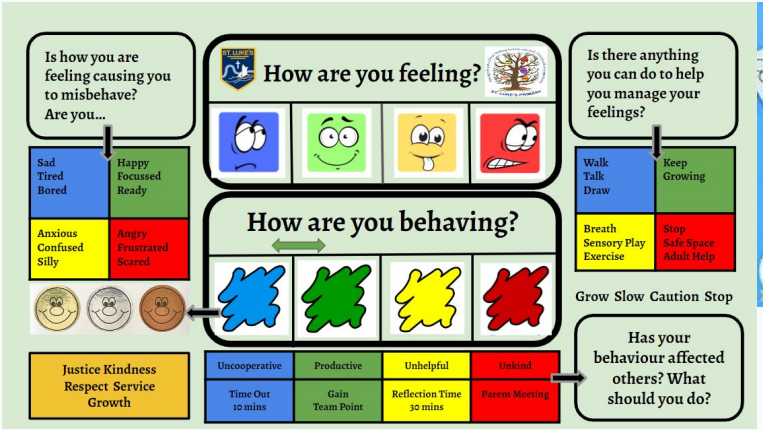
**A**ttune - what is going on

**L**abel - discuss calmly and quietly

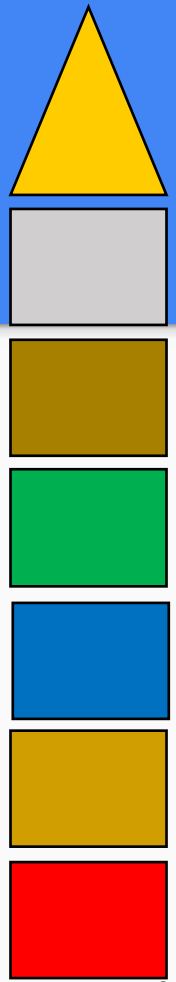
**M**odel - give them strategies

## Calm structured rooms

### Ground Rules







Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

**Where possible each day begins afresh**

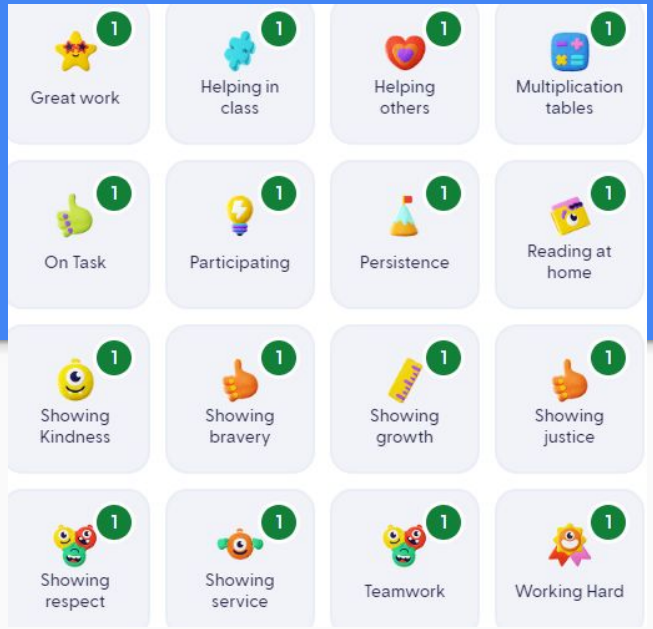
Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**

## Behaviour Chart

# Class Dojo




We will be using Class Dojo as our positive reward system for children and they can get dojos for many things including -

Please join our Year 3 class

https://www.classdojo.com/ul/p/addKid?target=class&class=CXSVFEC

# Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

# Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow http://www.thinkuknow.co.uk
National Online Safety https://nationalonlinesafety.com/resources/platform-guides/
NSPCC http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
Childnet http://www.childnet.com/parents-and-carers
CEOP http://ceop.police.uk/safety-centre/
BBC https://www.bbc.com/ownit
SafetoNet https://safetonet.com/

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

# Safeguarding at St. Luke's - if you have any concerns see one of our team below

**Safeguarding Team & who to report to if you have concerns:-**

Designated Safeguarding Lead - Matt Hipperson HT - & Primary rep on the Newham Safeguarding Children's Board (NSCB)

Deputy Safeguarding Officer – Helen Tarbuck Assistant/Head

Family Support Officer – Debbie Phillip – Attendance & Missing in Education

Learning Mentor & Pastoral Lead – Sarah Martin

CHILD & ADOLESCENT MENTAL HEALTH SERVICES

Plus our CAMHs Nurse Veronica Riviera-Gould

# Message from Matt Hipperson HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can  whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

# Thank you!

All children have received logins for google drive and TTRS- in the front page of their workbooks. Any additional learning tasks will be posted on Gdrive. It is so important that you encourage your child to work on these every week!

Any questions?

Class email is - Y4@st-lukes.newham.sch.uk