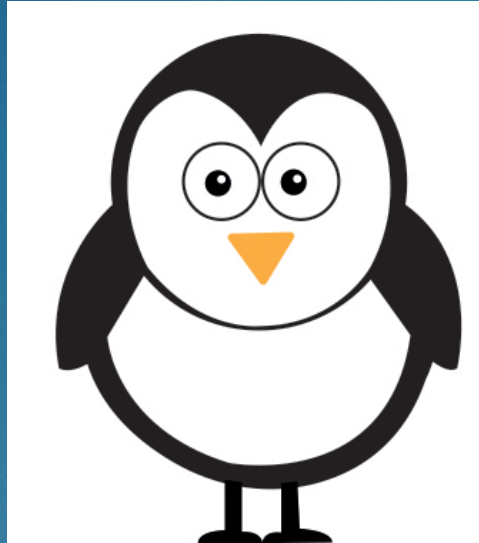




WELCOME TO YEAR 3!

Staff Team



Penguins: Miss Frances

Mrs France and Mrs Goodyear
will teach Penguins on
Tuesday afternoons



Badgers: Miss Watts

Mrs France and Mrs Goodyear
will teach Badgers on Tuesday
mornings

We are always available at the start and end of school day if you would like to speak with us 😊

► **Classroom Support:** Mrs Temple-Hill / Mrs Paul / Mrs Patterson

Changes in KS2



Select and change their own reading books



Children read with an adult once every two weeks



Reflect on and edit their own work with increasing independence

Curriculum (new in KS2)



Usual subjects still taught in KS2



Guided reading - VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)



Spelling (spelling rules)



Handwriting (cursive)



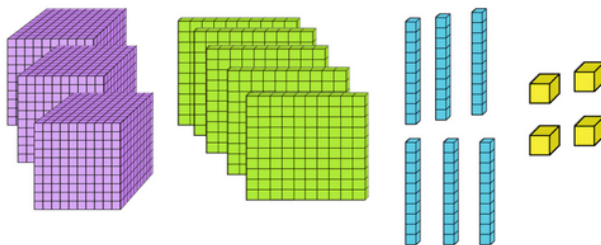
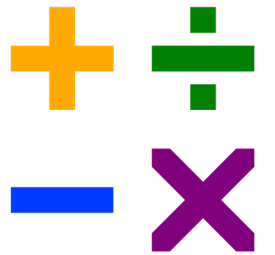
French

	Year 3 Curriculum Map					
	Autumn		Spring		Summer	
 English	Traditional Tales – Fables Playscripts Recounts Instructions Poetry- Vocab building & Limericks		Traditional Tales – Fairy Tales Explanations Reports Poetry- Vocab building/Haiku/Tanka/Kennings		Adventure Stories Persuasion Poetry- Vocab Building & 'Take one Poet'	
 Maths	Place value: Regrouping, counting on and back in tens and hundreds; Estimation, magnitude and rounding Addition and subtraction: Mental fluency- addition and subtraction; Fact families and the inverse; Written addition and subtraction methods; Problem solving Statistics: Interpreting bar charts and tables Geometry: Angles, right angles and estimations; Perpendicular, parallel lines, vertical and horizontal lines; 2-D shapes properties and drawing Perimeter using written and mental methods		Multiplication and division: 3-, 4- and 8-times tables; Dividing 1, 2, 3, 5, 4 and 8 times tables; Associative and distributive laws; Worded problems Statistics: Pictograms and scaled bar charts Fractions: Ordering and comparing fractions; Adding and subtracting fractions with the same denominator; Solving problems with unit and non-unit fractions Multiplication: Multiplying multiples of ten Formal written multiplication		Multiplication and division: Sharing and grouping; Dividing 2-digit and 3-digit numbers; Multiplication, division and fractions including scaling and correspondence; Long division Time: Measures of time, telling the time and duration Calculation: Securing the four operations including problem solving Place Value: Decimals, ten times greater and smaller; Regrouping; Estimation, comparison and rounding Measure: Measure problem solving Shape: Building and identify properties	
 Science	Rocks	Forces and Magnets	Plants	Animals, including humans	Animals, including humans	Light
 Computing	Unit 3.1 Coding Unit 3.2 Online safety Unit 3.3 Spreadsheets		Unit 3.4 Touch Typing Unit 3.5 Email Unit 3.6 Branching databases		Unit 3.7 Simulations Unit 3.8 Graphing Unit 3.9 Presenting	
 History	Changes in Britain from Stone age to Iron Age British history)		The Roman Empire and its impact on Britain World and British history)		Ancient Royston Local history	
 Geography	Our European Neighbour Locational knowledge Map work skills		Biomes of the World Place Knowledge Human and Physical Features		Royston v Cambridge Human and physical Features Map work skills Fieldwork	
 Art	Painting Artist: Banksy & Keith Haring		3D Form – clay Artist: Classical Roman artefacts		Drawing Artist: Town sign graphic designers	
 DT	Food Bread making		Structures Greenhouses		Mechanisms Pneumatic toys: myths and monsters	
 PE	Gymnastics Hockey Dance Handball		Dance Tennis Cricket		Golf Orienteering Athletics	
 RE	What does it mean to belong to a faith community? What is the golden rule and why is it common around the world?		What is prayer and why do some people pray? What is just and fair?		How do symbols, actions and artefacts help communities to live together? What do birth celebrations show about what we think is important in life?	
 Music	Draw emotional response to music Use voices to create different effects Small group compositions Rehearse, edit and improve compositions Glöckenspiel ostinatos		Read crochets, quavers, rests and semi-quavers Understand ABA and rondo form Vary instrument choice to match mood of music Play specific note patterns on glöckenspiels Perform putting different parts together		Recognise if music has a metre of 3 or 4 Conduct to a metre of 3 and 4 Write paired compositions using graphic scores or note values	
 PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
 French	Salut: Core Unit 1	Salut: Core Unit 2	Salut: Core Unit 3	Animals	Food	At School

Curriculum

Curriculum: Maths

- ▶ Maths learning takes the form of formal daily lessons with built in fluency sessions, weekly times tables sessions and active maths lessons
- ▶ We begin the year focusing on 3-digit place value, we have just begun our unit on estimation and rounding
- ▶ For a comprehensive overview of what we teach and how we teach it, please have a look on our school website under 'curriculum'



3	1	4	0	0
Ten Thousands	Thousands	Hundreds	Tens	Ones
4	2	5	1	1
5	3	6	2	2
6	4	7	3	3

Fractions, Decimals and Percentages				
	= 1	= 1	= 100%	
	= 1/2	= 0.5	= 50%	
	= 1/3	= 0.33	= 33.3%	
	= 1/4	= 0.25	= 25%	
	= 1/5	= 0.2	= 20%	
	= 1/6	= 0.125	= 12.5%	
	= 1/10	= 0.1	= 10%	
	= 1/100	= 0.01	= 1%	

Times Tables

- ▶ By the end of Year 3, children should know their 2, 5, 10, 3, 4 and 8 times tables **fluently**. We encourage children to go beyond that if they are ready
- ▶ The emphasis in Year 3 is building **fluency**
- ▶ It is beneficial for children to practise these at home too
- ▶ All children should have a Times Table Rockstars log in which is an engaging app that children really enjoy that helps them become fluent with their tables



Curriculum: Writing

- ▶ Children are expected to be able to write independently paragraphs Year 3, using grammar taught previously and building in new skills
- ▶ Spelling and Handwriting are both taught 4x a week, separate from our English lessons
- ▶ Children will learn to join their writing in Year 3. This is taught gradually, a few letters each week, with children being encouraged to join in their books once they are comfortable/ confident
- ▶ For a more comprehensive overview of the units we cover, please have a look at the curriculum page of the website



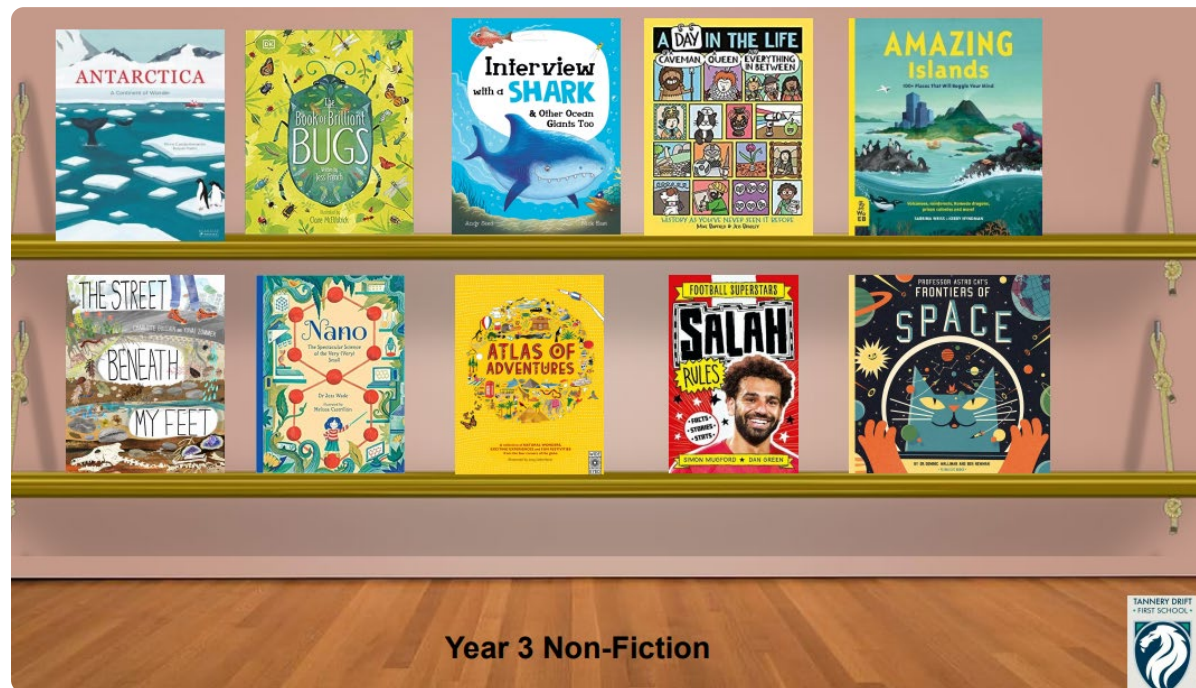
Curriculum: Reading

- ▶ Children in Year 3 will still bring a reading book home that is appropriate for their word recognition and comprehension skill level
- ▶ Children should read at home to an adult a minimum of three times a week. This should be recorded in their reading records
- ▶ We encourage children to also read for pleasure and to help aid this, children are allowed to choose a library book with the opportunity to change it weekly on a Friday



Reading

ON OUR WEBSITE YOU WILL FIND SOME RECOMMENDED READING FOR PLEASURE BOOKS FOR YEAR 3 CHILDREN.



Wider Curriculum

- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors!
- ▶ PE days are **Monday** and **Thursday**, please send children into school in PE kit. We are lucky to have sports coaches throughout this school year.

Curriculum: Behaviour

Emotional Literacy (Zones of Regulation) involves:

- ▶ Self-awareness
- ▶ The ability to name emotions and feelings
- ▶ Recognition of your own emotions and feelings
- ▶ Knowing how to manage your emotions and feelings

Therapeutic Thinking

- ▶ We analyse behaviour
- ▶ We look for the root causes from feelings and experiences
- ▶ We model therapeutic practices
- ▶ We provide children with additional support in this area, alongside parents and carers



Golden Rules





We are gentle and kind to everyone in our school.





We always try our best.





We always listen carefully and politely to everyone.





We always look after our property, other children's property and property belonging to adults and the school.




We try hard to be honest at all times.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

Trips and visits

Last year, we went to Hertfordshire Zoo in the Summer term. The children really enjoyed the day, and we hope to book a similar trip in the summer term again this year.



E-safety

E-safety is a very important part of everyday life for adults and children.

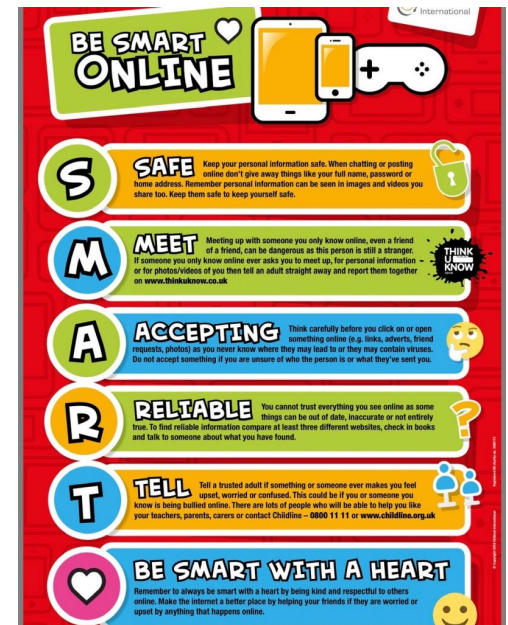
Children learn how to use 'SMART with a heart', which is embedded across the whole curriculum and in daily life at school.

Questions we ask children include:

How can we keep passwords safe and why are they important?

How can I be a good friend online?

What do I do when something happens or appears that I don't like?



Home Learning



100

Things to do whilst at



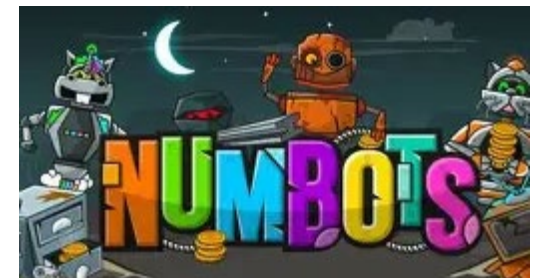
Tannery Drift First School

The rules:

Have fun!

Stay Safe!

If it's hard, keep going – If it's easy, make it harder!



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA

DiRT Rally

Animal Crossing

7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox

Among Us

Lego Series



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man

Snack / Lunch

- ▶ When children reach Key Stage 2, they are no longer eligible for Universal Free School Meals. School dinners need to be booked and paid for in advance
- ▶ School lunches must be ordered in advance through the School Grid App
- ▶ If you think you may qualify for **Free School Meals**, please speak to the office
- ▶ Children need to bring in their own **healthy snack for break time**. We are a **nut-free school**, so please ensure the children's snack is safe to bring to school



Celebratory Treats in School

To help keep all children safe, healthy, and included, we kindly ask that birthday sweets, cakes, and other treats are **not brought into school** for sharing in classrooms. This policy helps to:

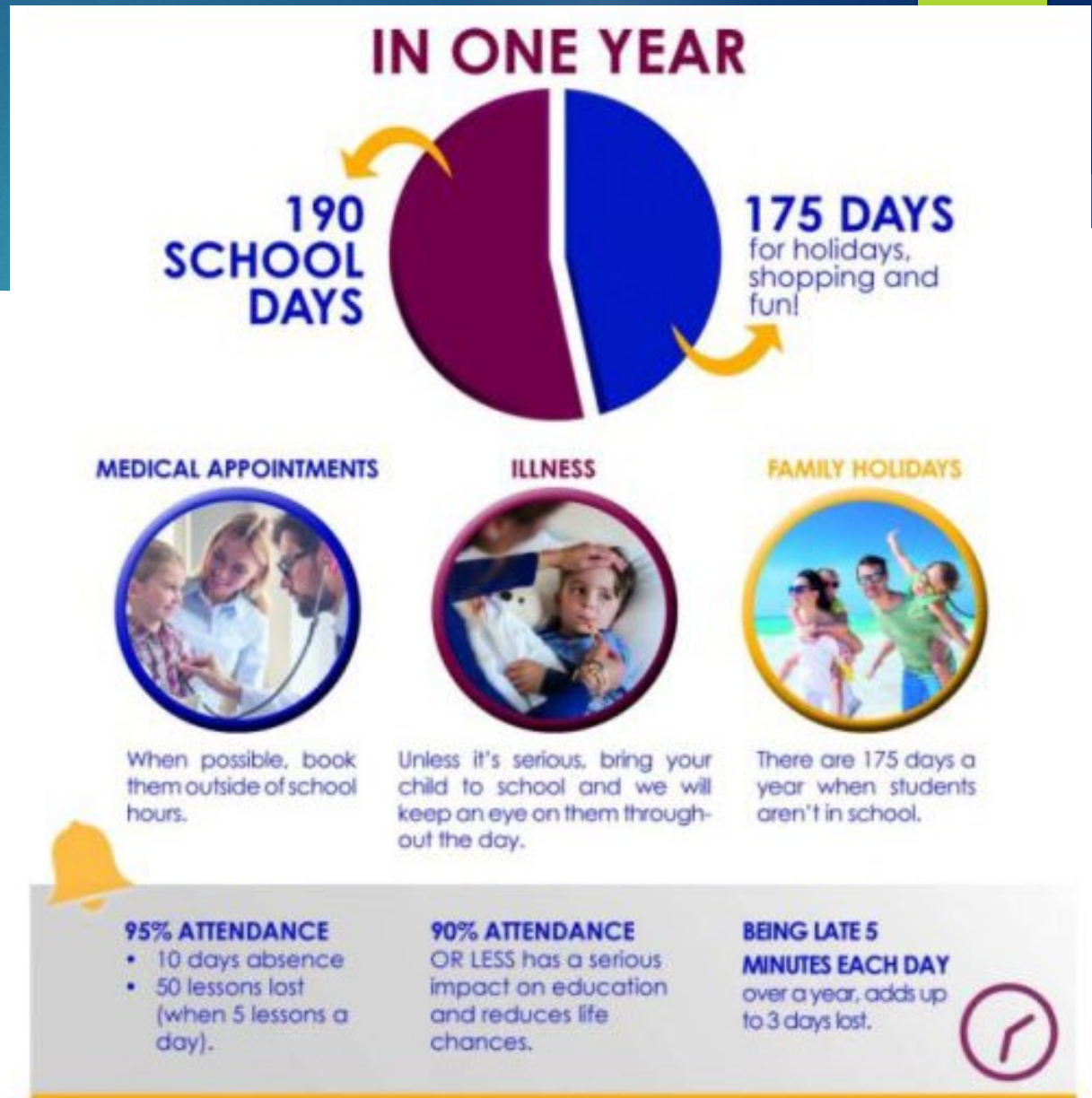
- Protect children's health and wellbeing
- Reduce the risk of severe allergic reactions
- Ensure fairness and inclusion for all pupils



Clubs

- ▶ We take part in whole-school themed weeks throughout the year such as, Number Day, Arts Week, Feeling Good Week, World Book Day and Science Week (many more!)
- ▶ Lunchtime and after school clubs have commenced, check the weekly Noticeboard for what is currently on offer

Attendance



School Communications

THE NOTICEBOARD



- Sent weekly to all families via Arbor email
- Can also be found on the website
- Contains helpful information, dates for your diary as well as photos of school events

Teachers are available at either end of each day for brief messages. If you need to discuss something in more detail, please ask the office to organise a time with your child's class teacher, via email (admin@tannerydrift.herts.sch.uk)

Ms Kerr, our Family Support Worker & Mental Health Lead is available to offer practical help and emotional support to families experiencing short or long-term difficulties (familysupport@tannerydrift.herts.sch.uk).

FRIENDS OF TANNERY DRIFT

