

Welcome  
to Year 3

HUNSLEY  
PRIMARY  
inspire · aspire

Year 3



Hi I'm Miss  
Ashbridge...



# The other staff who will be supporting Year 3



# Routines

## Upon arrival in the morning;

- Parents and children line up on the playground. Staff will wave once the door is open and then you can come up and drop off at the Year 3 door. Please chat with us and pass on any messages or ask any questions.
- Children will put their belongings away, either in designated box or on their peg when arriving in the morning (book bags /packed lunch boxes/ snack/water bottles/reading folders/changing books/PE kits) it is the child's responsibility, however we will remind them.
- Each child will have a tray to keep their school things in.
- KS2, all about growing that independence
- Children given yellow folders to keep reading book, journal and reading record in.
- Ways forward/morning tasks
- Lunch in Key Stage 2 - Dinner register is taken each morning, children choose from either a hot dinner, jacket potato, cold option, sandwich or packed lunch (lunch is not provided in KS2 and will need to be paid for via Abor).
- Children don't get free snack anymore, bring their own healthy snack (the list of suggested snacks is on our website)
- Children now bring their own rucksack but can still use book bags if preferred (school colours, grey, black or Hunsley blue)

# Routines

At the end of the day;

- Children are responsible for gathering all their belongings. PE kits will be brought on a Monday and stay in school until Friday.
- Children leave through Y3 door
- Like Year 2, children wait behind their chairs for teacher to call name before they can leave to ensure safety and smooth transition Opportunity to pass any messages on or ask any questions.

Communication via planners, on the door (children to let us know if there is a note we need to read), phone calls or via the office

# Morning snacks

From our website:

- **Please do not send the following as a snack for your child:**
- Chocolate - any form of chocolate bar or chocolate-covered biscuit
- Sweets
- Crisps
- Sweet biscuits or cake bars (including flapjack)
- Processed meats (e.g. scotch eggs or sausages)
- Sugary spreads, e.g. jam sandwiches
- Nuts or products containing nuts (e.g. peanut butter, nut-milk, chocolate-nut spreads)
  
- **Suggestions:**
- A piece of fruit
- Vegetable pieces - cucumber, carrot, peppers
- Small box or packet of dried fruit
- Unsalted popcorn
- Fruit-bar

# Learning in Year 3

- Structured teacher inputs
- Independent learning, paired learning or group learning
- Hands-on learning, investigation
- Outdoor 'classroom' (when possible)
- Seating plan (usually for morning and support) groups can change in afternoons
- Staffing - personalised learning - intervention, support and stretch as children need it.
- Independent challenges - challenge books
- Celebration of achievement and learning (stickers, team points, certificates, weekly achievement assembly, quiet critters)
- As per the school's behaviour policy, we use green, blue and purple for positive behaviour and amber and red when the school rules are not being followed.

# Characteristics of Effective Learning

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum.

There are 10 statements across the Characteristics, organised under four overarching headings - the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

The four 'grades' of assessment remain the same across the Key Stages:

- 1 - I am confident in this area, above age-related expectation
- 2 - I am developing these areas well
- 3 - I need help to meet these areas sometimes
- 4 - I am receiving regular support to meet these areas

Behaviour for Learning	<b>Being willing to have a go</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> <li>• Engaging in open-ended activity</li> </ul>
	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>
Working Positively Together	<b>Finding out and exploring together</b> <ul style="list-style-type: none"> <li>• Working in partnership to ensure positive co-operation</li> <li>• Showing curiosity about objects, events and people                             <ul style="list-style-type: none"> <li>• Showing particular interests and interest in The Team achievements</li> <li>• Acting out experiences with other people</li> <li>• Taking on a role</li> </ul> </li> </ul>
	<b>Making a positive contribution</b> <ul style="list-style-type: none"> <li>• Being a full member of The Team</li> <li>• Being responsible for own choices and actions and helping others to do the same</li> <li>• Respecting others' ideas, beliefs and contributions</li> <li>• Respecting and participating in the democratic process</li> <li>• Showing an understanding of right from wrong</li> </ul>
Independent Learning and Enquiry	<b>Having confidence in their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of own ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> <li>• Having self-knowledge, self-esteem and self-confidence</li> </ul>
	<b>Choosing own ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>
Organisation and Communication	<b>Taking pride in learning</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Completing activities to their best standard</li> <li>• Being proud of how they accomplished something - not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>
	<b>Being able to organise their own learning</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
	<b>Using the 'language of learning'</b> <ul style="list-style-type: none"> <li>• Discussing and describing (Working Scientifically)</li> <li>• Reflecting, questioning and reasoning (WS)</li> <li>• Capturing and recording (WS)</li> <li>• Practising and applying in different contexts (WS)</li> <li>• Going deeper and taking next steps (WS)</li> </ul>



# National Curriculum

Our curriculum is based on the National Curriculum. As a free school we have the capability to adapt and add to this. Our Curriculum maps have recently been updated with lots of exciting new learning planned for this year.

English (reading and writing), maths and science are core subjects. English is taught 4 times a week and maths is taught daily. Science is taught one afternoon per week.

The remaining subjects are known as foundation subjects:

- History, Geography, Art, DT (Subjects can alternate depending on the topic)
- Music is taught weekly through the 'Sing up' programme
- French taught once a week
- PE is twice weekly
- RE is taught once a week
- PSHE is included in House Development days, through assemblies and through our Talk Time scheme (Jigsaw). Jigsaw is a 45-60-minute lesson delivered by class teacher
- Computing skills are also taught weekly (Teach Computing Scheme)

# Spellings in Year 3

- Focus switches to spelling rules and the morphology (root word/prefix/suffix) of a word, moves away from Phonics but this is still referred to
- Children are taught as a whole class
- Children expected to know 'High Frequency Words' and 'Common Exception Words'.
- Lessons 4 times a week (usually before English, referred to across the curriculum)
- Examples of how we learn spellings are; writing our spellings for handwriting, playing spelling games, finding the definitions and discussing the meaning of the words, sensible sentences

# Reading in Year 3

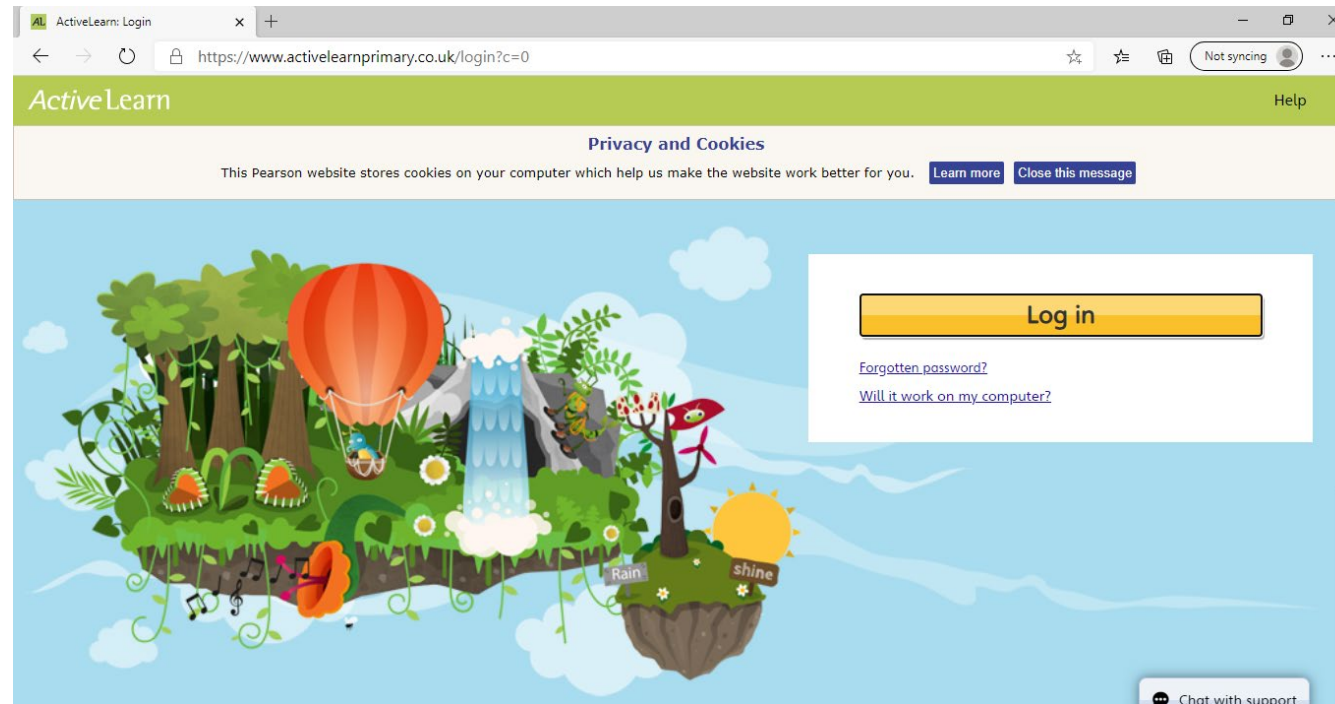
- Independent reading daily - time to enjoy books of their own choosing
- The children are also read to by their teacher every day after lunch for 10 minutes
- Whole class guided reading sessions
- One-to-one reading with class teacher and/or TA as often as possible.
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Target: read own or school reading books (or online Bug Club books) as often as possible at home and sign off in reading record, additionally, complete reading challenge as a fun way to engage the children
- Reading comprehension assessments are used to assess learning half termly and are added to teacher assessment to give a progress level

# Bug Club Online



Bug Club

Log in details can be found at the back of your child's planner.



Bug Club



Bug Club



Bug Club



Bug Club



Bug Club

# Maths in Year 3

- Following White Rose Maths programme of learning
- Always based on next steps for each child
- Concrete, pictorial, abstract learning
- Mastery curriculum- Mathematics mastery is an approach to mathematics education which is based on mastery learning in which most students are expected to achieve a high level of competence before progressing, adapt and move with the children's needs
- Ready to Progress assessments are used at the beginning of each block to assess any gaps in learning. White Rose maths assessments are used at the end of a block and NFER maths assessments are used termly. These are used to add to ongoing teacher assessment and give a summary of progress and to assess next steps.

# Writing in Year 3

- Writing builds on next steps
- Lots of opportunities to write
- Reading linked to writing
- Punctuation, grammar and spelling patterns taught
- Talk for writing techniques used to support writing (where relevant)
- Lots of different genres and text types explored
- Big focus on self-editing...
- No spelling test. Spellings linked to rules and common words children need to practise or words which will support them in their wider curriculum learning
- Letter formation and size of letters increasingly important in Year 3. Children must use correct pencil grip if possible. Trying to join in our Hunsley Primary way. We have seen great improvement over the last few years from using our handwriting scheme.
- Independent writing completed and assessed regularly

# Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	grammar	interest	<b>Nn</b>	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	<b>Rr</b>	surprise
accidentally	build	<b>Dd</b>	experience	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
address	<b>Cc</b>	different	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	<b>Vv</b>
appear	centre	<b>Ee</b>	February	history	<b>Mm</b>	opposite	probably	separate	various
arrive	century	early	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
<b>Bb</b>	certain	earth	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
bicycle	complete	eighth	<b>Gg</b>	important	minute	peculiar	quarter	strength	women

# Home Learning

- One activity set weekly on Google Classroom, every Friday.
- Home Learning is handed in on a Thursday via Google Classroom.
- Always consolidation of what we have been learning that week or an extra practice activity
- Alternates between English and Maths.
- Feedback will be given to the children in school if teacher has spotted misconceptions or to highlight some impressive work! Every piece submitted will be read.
- Can achieve class reward if lots of children complete home learning
- Books will be changed, if needed, on a Friday
- Reading at home as often as possible
- Practising times tables and related division facts as much as possible





*Thank you  
for listening!*

*Any Questions?*