

Welcome to your new class

Beech

Class teacher: Miss Winter-Jones

molly.winter-jones@greenway.herts.sch.uk

Current learning support: Mrs Spriggs and
Mrs Barrett

PPA teacher: Mrs Deb (Friday)



Welcome!














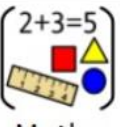








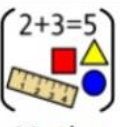








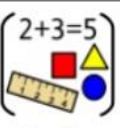




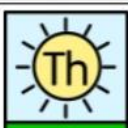
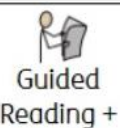


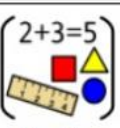





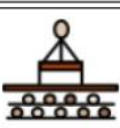







It has been lovely getting to know your children and they have been settling into Year 3 very well!

I am excited for us to learn and grow together.

Thank you very much for all of your support so far and I look forward to working with you going forward.



Timetable 2023-2024

 Beech	 8:50	 10:35	 10:55	 11:15	 12:15	 1:15	 2:00	 3:20
 Monday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 Geography / History	 Art	 Home
 Tuesday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 Science	 Science	 Home
 Wednesday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 PE	 PSHE	 Home
 Thursday	 Guided Reading + English	 Assembly	 Break	 Maths	 Lunch	 PE	 Social Time	 Home
 Friday	 Assembly	 RE	 Break	 Singing + French	 Lunch	 Music	 Computing	 Home

DT and art will swap each half term. Spellings and handwriting will also be taught three times a week.



Beech Curriculum Overview 2023-2024

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Science</u>	Animals including humans	Forces and magnets Light and shadows	Rocks and soils Plants
<u>Art and Design</u>	Gestural drawing with charcoal	Mixed media: paint, cloth, thread	Print and Collage: working with shape and colour
<u>Design and Technology</u>	Construction – design and make a meal box (shell structure)	Healthy and varied diet: Packed lunch	Lever and linkages: Pop up story book
<u>Computing</u>	Online safety (including email) Touch typing	Branching databases Simulations Spreadsheets	Presenting Coding
<u>Geography</u>	Beyond the Magic Kingdom: What is the Sunshine State really like?	How and why is my local environment changing?	Why do so many people live in megacities?
<u>French</u>	Phonetics 1 I am learning French and Animals	Musical instruments Ancient history	Fruits Little Red Riding Hood



Beech Curriculum Overview 2023-2024

<u>PE</u>	<p>Invasion games – Basketball</p> <p>Gymnastics – Linking & complex rolls</p> <p>Target games – Tri-golf</p> <p>Dance – Rhythm and beat</p>	<p>Invasion games – Tag rugby and ultimate Frisbee</p> <p>OAA – Orienteering and team-building skills</p>	<p>Striking and fielding – Cricket and rounders</p> <p>Net/court/wall – Tennis</p> <p>Athletics – Throwing, running and jumping</p>
<u>History</u>	<p>Stone Age: How did the lives of Ancient Britain's change during the Stone age?</p>	<p>Bronze Age: What is the secret of the standing stones?</p>	<p>Iron Age: How do artefacts help us understand the lives of people in Iron Age Britain?</p>
<u>R.E.</u>	<p>Hinduism – Diwali</p> <p>Christianity - Christmas</p>	<p>Christianity – Jesus' miracles</p> <p>Christianity - Easter</p>	<p>Sikhism – Sharing, community, prayer and worship</p>
<u>Music</u>	<p>Elements of music</p> <p>Animals in music</p>	<p>The Orchestra</p> <p>Scales & Scores</p>	<p>Beat, rhythm and pitch</p> <p>Rhythmic patterns</p>
<u>P.S.H.E/SRE</u>	<p>Being me in my world</p> <p>Celebrating difference</p>	<p>Dreams and goals</p> <p>Healthy me</p>	<p>Relationships</p> <p>Changing me</p>

Educational visits: Sikh Temple and Chiltern Open Air Museum



Class Routines

- School starts at 8:50am and children will walk to line up on the playground
- School ends at 3:20pm and children will be collected from their classrooms
- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb) and there must not be any nuts, sesame, avocado or egg products.
- Children must have a change of shoes for inside and outside
- PE is on Wednesday and Thursday afternoons - Your child's PE kit should be in a named bag.



Key Information

- Contributions – please supply a box of tissues for the class each term.
- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



If Your Child Is Unwell

- If your child is unwell please email or phone admin@greenway.herts.sch.uk
- If they have sickness or diarrhoea, it is a legal requirement for your child to be kept off school for 48 hours following the last occurrence
- If your child requires Calpol/Paracetamol to come to school then they should be at home!
- Antibiotics will only be administered if required 4 times a day, unless attending Waccy
- If your child needs to go to an appointment during the school day, please email admin@greenway.herts.sch.uk. You will then be able to enter the school to collect your child from the office



Communication

- Please inform the school of appointments or communicate any issues that arise including a reason for lateness or absence via email to the school office admin@greenway.herts.sch.uk
- It is very important that you let us know of anything that may affect your child in school. If you should have any situations that arise that could affect the emotional well-being of your child, please also inform us. e.g. moving house, illness of close relatives, parent travelling and being away from home.



End of Year Expectations - Reading

Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- 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 similar looking words

Year 3 Expectations: Reading Comprehension

- 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 narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

Year 3 Expectations: Reading Comprehension (continued)

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea 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 and discuss 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



End of Year Expectations - Writing

Year 3 Expectations: Transcription

- 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 analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- 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 handwriting

Year 3 Expectations: Composition

- 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 sub-headings
- 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*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors



End of Year Expectations - Maths

Year 3 Expectations: Number

- Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
- Count from 0 in multiples of 4, 8, 50 and 100
- Recognise the value of each digit in a 3-digit number
- Understand and count in tenths, and find the fractional value of a given set
- Add and subtract fractions with a common denominator
- Derive and recall multiplication facts for 3, 4 and 8x multiplication tables
- Add and subtract mentally combinations of 1-digit and 2-digit numbers
- Add and subtract numbers with up to 3-digits using formal written methods
- Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)
- Solve number problems using one and two step operations

Year 3 Expectations: Measurement, Geometry and Statistics

- Identify right angles; compare other angles to being greater or smaller than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Tell time to nearest minute and use specific vocabulary: seconds, am and pm
- Measure, compare, add and subtract using common metric measures
- Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables



Home Learning

Maths will be set weekly on Fridays at 3pm on Google Classrooms. This needs to be submitted/uploaded to Google Classrooms by 3pm the following Thursday.

Your child will complete their Maths home learning in their Maths home learning book, which is to stay at home.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child using their spelling books (see next slide for examples). The dictation includes words using the same spelling rule. They will be tested on Thursdays.



Spelling journal examples

early early early
↑
rainbow writing strategy

every
ant
runs
through
hedges
← Silly
sentences
strategies

dis

↑
the rule

→
pyramid
word
strategy

d.
di
dis
disa
disap
disapp
disappo
disappoi
disappoin
disappoint

disagree

← segmentation
strategy

disagree
no! no! no!

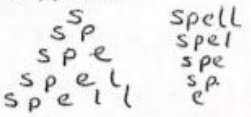


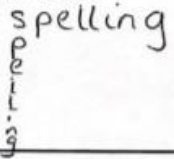
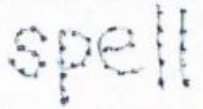


← pictorial
and giving
meaning to the
word

disobey

↑
word shape strategy



Spelling journal examples

<p>Upper and Lower Write each of your words out 2 times: the first time in UPPER CASE, the second time in lower case. Repeat 3 times.</p> <p>SPELLING spelling</p>	<p>Pyramid writing Write each of your words like a pyramid. Repeat doing an upside down pyramid!</p> <p>  </p>	<p>Blue Vowels Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times.</p> <p>spelling</p>	<p>Curly Words First write out your words in normal writing. Next, write them again in curly letters.</p> <p>spelling spelling</p>	<p>Spelling Flowers Draw a flower for each of your spelling words, writing one letter per petal.</p> <p></p>
<p>Rainbow Words Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time.</p> <p></p>	<p>Crosswords Write your words across and down, sharing the first same letter</p> <p>  </p>	<p>Backwards Write your words out first forwards and then backwards. Repeat 3 times.</p> <p>spelling gnilleps</p>	<p>Dot to Dot Write each letter as a series of dots. Complete the word, then join the dots.</p> <p></p>	<p>Alphabetical Write your words out in alphabetical order. Repeat in reverse order.</p> <p>can spell I I spell can</p>
<p>Tell a story Use all your spelling words to tell a short silly story.</p>	<p>Sentences Write as many spelling words as you can in one sentence (with only one conjunction!). How many sentences do you need to include them all?</p>	<p>Spelling Shapes Draw around your words, emphasising the shape of the letters. Repeat 3 times</p> <p></p>	<p>Colourful Consonants Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times.</p> <p>spelling</p>	<p>Rhyme Time Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!)</p> <p>spelling gets me yetting!</p>
<p>Spot the Syllables Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times.</p> <p>spelling</p>	<p>Graffiti Create a wall of colourful graffiti using all your spelling words.</p> <p></p>	<p>Other hand! Write out your words. Next to each, have a go at writing each one with the hand you don't usually write with!</p> <p>spelling spelling</p>	<p>Say What? Write each of your words in a question.</p> <p>Are you a super spelling star?</p>	<p>Little Words Write each words and spot the little words within each. Write each little word next to the word.</p> <p>spelling spell in</p>



Reading Records

- We have invested in a new layout!
- Your child will have a reading record for them and yourselves to record their reading diet
- Please record your comments in the reading record – it is very useful and important to see
- Your child must bring in the reading record every day
- Your child will need to practise reading at home at least 3 times a week – it is recommended that they read every day.
- Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Thursday (if ready to)
- Although a book will be sent home from school each week, please remember to also read other texts too for variety and to encourage their interests and literary appetite!



Home Learning - Reading

- To read with your child at least 3 times a week
- To spend time discussing the text
- Asking and answering questions about the text together
- Predicting what might happen next
- Discussing the vocabulary and meaning of the language in the text
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!



Home learning opportunities- Maths

- Times tables: 2, 5, 10, 3, 4, 8
- Telling the time confidently to the nearest 5 minutes (12 and 24hr clock) and then using time in every day life
- Number rehearsal – counting, ordering, estimating, sequencing numbers up to and including 3 digit numbers
- Using and recognising Maths in every day contexts – such as baking, shopping, using money, measuring
- Maths games – such as snakes and ladders, Monopoly, card games.



PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary: changes, uterus, womb, puberty, testicles, sperm, penis, ovaries, egg, vagina.
- Content covered: babies and how babies grow, body changes, family stereotypes and looking ahead to Year 4



Useful resources

- BBC bitesize
- Mathletics
- TT Rockstars
- Oak National Academy
- Myminimaths
- Nrich
- Whiterose
- Top Marks
- Purple Mash



Marking and Feedback At School

- Your child will receive regular verbal feedback
- They will also have their work marked in green pen
- Children can earn house points, stars, stickers and star of the week
- For outstanding achievements children can receive a 'special award' from Mrs Ellwood
- Children can receive postcards home for outstanding effort, behaviour and personal achievements.



Special educational needs/disabilities

SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.



Class Rep...

Thank you to...
Catherine and Anneke!

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so ASAP).



Thank you for listening

Please email me on

molly.winter-jones@greenway.herts.sch.uk

if you need to contact me.

