

Welcome to Year 3



Your teachers this year will be...

3G

Mrs Taylor

(Monday and Tuesday)

Miss Grace

(Wednesday, Thursday and Friday)

3J

Miss Juniper

Mr Piper(Autumn term)

Communication

Please make us aware of any concerns you may have regarding your child's homework, behaviour or learning.

How to contact your child's teacher:

- ▶ Write a note in your child's home/school journal. Please remind your child to show the note to their teacher.
- ▶ e-mail info@st-edmunds.richmond.sch.uk

Please update any necessary contact details.

Collection

If you need to inform us that someone different is collecting your child on a particular day, please write a note in your child's home/school journal. This way the message will get directly to your child's teacher rather than having to go through the school office.

General Information:

Water and Fruit

- ▶ Children must bring a named water bottle to school. Please note there is no longer access to communal water fountains.
- ▶ Please provide a piece of fruit for after morning break. Children no longer receive 'free fruit' from the government in KS2.

School Meals





- If your child has school meals, please remember that these need to be booked and paid for online (details on app and website).
- At present it is only possible to order packed lunches. We will let you know when this changes.
- Children will only be given the meal that has been ordered
- Please remember we are a nut free school.

Recovery Curriculum

- ▶ We understand that it has been a long time since the children attended school in the usual way and so we are introducing a recovery curriculum for the first half term.
- ▶ We will be teaching Mathematics and English on a daily basis as well as the foundation subjects and RE as usual.
- ▶ We will be introducing the children to
 - ▶ the Zones of Regulationand maintaining the
 - ▶ Daily Mile,
 - ▶ use of Thinking Maps
 - ▶ and next disposition/attitude identified within the 'Habits of Mind'

Zones of Regulation

- ▶ The 'Zones of Regulation' teach children emotional vocabulary and understanding as well as self regulation.
- ▶ If children are able to identify how they are feeling they can then begin to understand and develop how to respond to situations in a socially acceptable way.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- ▶ The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”.
- ▶ A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- ▶ A red light or stop sign means stop, and when one is the Red Zone this often is the case.
- ▶ The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- ▶ All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.
- ▶ https://www.youtube.com/watch?feature=emb_title&time_continue=14&v=41W6PsepwRg&safe=active&app=desktop – useful video to help understand the zones.

Thinking Maps - Visual tools

David Hyerle

HYERLE'S THINKING MAPS

Circle Map -
(with frame of reference)
for defining context



Tree Map -
for
classifying/grouping

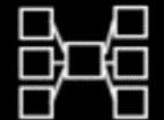


Bubble Map -
for describing
with adjectives



Double Bubble Map
for comparing and
contrasting.

Flow Map -
for sequencing
and ordering.



Multi-Flow Map -
for analyzing
causes
and effects.

Brace Map -
for identifying part/whole
relationships



Bridge Map -
for seeing
analogies.

In 2018-19 we introduced Thinking Maps at school.

This year we plan to embed their use.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).

The children will be taking time later in the term to teach you a map or two.

www.thinkingmaps.com

Habits of Mind

We will continue our work at St Edmund's introducing children to the 'Habits of Mind', created by Arthur L. Costa and Bena Kallick. These 'Habits of Mind' are identified as a set of sixteen problem solving, life related skills, important for effective learning. Those highlighted in red are focus areas for the coming year.

1. *Persisting*
2. *Managing Impulsivity*
3. *Listening with Understanding and Empathy*
4. *Thinking Flexibly.*
5. *Thinking about Thinking (Metacognition)*
6. *Striving for Accuracy*
7. *Questioning and Posing Problems*
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
11. *Creating, Imagining, Innovating*
12. *Responding with Wonderment and Awe*
13. *Taking Responsible Risks*
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

PE Lessons

Year 3 will have PE every:

- **Tuesday** – dance/gymnastics indoors (in bare feet).
- **Thursday** - games outdoors.

PE Kit

- Children should come to school on Tuesdays and Thursdays wearing their PE kit.
- They should have a spare pair of shoes to wear on a Thursday if their trainers get wet or muddy.

Swimming

At the present time we are unable to offer swimming lessons. We will send out a letter if this changes with all the details you will need

Recording Work at St. Edmund's School

- ▶ There are a variety of exercise books the children use throughout school however they also record much of their work on whiteboards and in jotters.
- ▶ English and Maths jotters are used daily to plan writing / develop number skills.
- ▶ Some work is collected in English and Maths folders.
- ▶ Writing books (shown to parents at open evening and eventually sent home) contain final pieces of published work.
- ▶ Maths books (shown to parents at open evening and eventually sent home) shows a record of evidence of each topic.

Reading at school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. Therefore, it would not be time effective to record in your child's journal every time they practise their reading skills.
- ▶ We do also have set reading times where reading skills are practised using the following formats..
- ▶ **Shared Reading** – this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for THE WHOLE CLASS TO SEE!
- ▶ **Guided Reading** – (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ **Reading for Pleasure** – enjoying a story, (not class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ **Individual reading** - 1:1 with an adult. This is when we will write a comment in your child's Homework Journal – therefore please ensure your child's Homework Journal and reading books are always in their bag.

Writing

In Year 3 children are expected to:

- ▶ Write in correctly punctuated sentences including exclamation marks and question marks.
- ▶ To begin to expand their use of punctuation eg commas, apostrophes, inverted commas.
- ▶ To add detail to their writing by using adjectives, adverbs, alliteration and similes.
- ▶ To check, edit and improve their work, ensuring their writing makes sense.
- ▶ To spell common words (300 HFW – in journal) accurately, as well as the spelling patterns they learn throughout the year.
- ▶ To use neat, joined handwriting following the school style. (See example in homework journals)

Maths

- ▶ In Year 3 children will be expected to understand the place value of each digit in a three-digit number, compare and order numbers to 1000 and solve number problems.
- ▶ They will learn to add and subtract numbers with up to three digits using mental as well as formal written methods.
- ▶ Children will also develop their understanding of fractions, including tenths and finding unit and non-unit fractions of a quantity.
- ▶ They will be expected to read the time to the nearest minute on an analogue and digital clock as well as measuring and comparing length, weight and volume.
- ▶ Children will continue to learn about the properties of 2D and 3D shapes including types of angles.

Multiplication Tables

- ▶ The government expects that all children know all the multiplication tables (1-12) by the end of Year 4.
- ▶ It is essential that they are practised every night. Children who are successfully supported to learn their 'tables' at home find written mathematical problems easier because they have the number facts to hand.
- ▶ This is more than just being able to recite them in order. Children should be able to understand the inverse of each multiplication fact and this is something we focus on in Y3.
- ▶ We want all children to be able to use multiplication AND division facts to help them solve word problems and investigations.

Homework

Spelling – will be given out on a Monday and tested on a Friday.

Reading – Daily reading Tuesday to Friday (10mins as a minimum) Friday reading comprehension will be sent home – due in on a Tuesday. Children should also read their own books from home.

Maths – each week the children will be given a ‘topic’ to focus on. It will be the same as we are doing in class. At home they need to practise this topic through activities, games, using education city etc. There is no need to return anything to school.

Multiplication tables – will be given weekly and tested on a Wednesday.

An adult must sign the children’s diary when homework is complete. Please keep the journal in school every day.

In addition to this, you may find the following websites of interest:



Homework

Week beginning: 3rd September 2018

	Spellings	Maths Facts
Monday	Record comment here.	Record comment here
Tuesday	↔	↔
Wednesday	↔	↔
Thursday	↔	↔
Friday	↔	↔
Notes/Messages		Parent signature here ↓
Home signature:		School signature:

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Spelling/Maths Facts

- The activity your child has completed should be recorded in each column for the appropriate day
- If completed at the weekend please make a note
- A range of activities should be used (see guidance)
- An adult **must** sign the diary each week please (white pages)

Reading

- Continue to listen to your child daily and sign the diary (yellow pages) every day

E-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ The school has an 'Acceptable use policy' for the Internet and Social Networking. The aim is to keep all members of the school community safe – including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately – thank you.
- ▶ Please continue to monitor your child's screen time and check they are not accessing materials that are inappropriate for their age. Too many children are accessing apps/games/social media and messaging services that are for age 12+
- ▶ Parents must parent their children's after school use of devices. This is a safeguarding matter.

*We look forward to
working with you and
your child and getting to
know you all better.*

Y3 Team