



St James CE Primary School

Year 3

Let us Love
Let us Thrive

Welcome to Year 3



Miss Veal

Miss B

Mrs Lindsay

Mr Kahn

Mrs Hargun

Miss Rehman

Mrs Truman

Miss Brookes
HLTA

Mr Stokes
Sports
Coach/HLTA

Phase leader: Mrs Thomas (Year 6)

Assistant Headteacher: Mrs Zmitrowicz and Miss Manning

Deputy Headteacher: Mrs Dearn

Headteacher: Mr Heather

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Our School Vision and Values

Children are at the centre of everything that we do.

This is underpinned by our vision of

'Let us love...Let us thrive'

and core values of love, friendship, respect, endurance, honesty, peace.





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Our Expectations

Everyone in our school has the right to be safe, to be treated with respect and to learn. To achieve this, everyone should meet our expectations:

**Be
kind**



**Be
polite**



Listen



**Try
your
best**



**Follow
instructions**



**Respect
everything**



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Lines of Communication

Class
Teacher

Phase
Leader

Deputy
Head

Head
Teacher

You can leave messages for your child's class teacher by calling the office on 0121 552 5491, emailing contact.us@stjamespri.uk or messaging on the Arbor App. We aim to respond to communications within 5 working days.

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School Website



The school website is up-to-date with all of the information that you need:

- School diary (found on the school's home page or under the parent information tab)
- Year group information (found under the year groups tab)
- Uniform expectations
- School policies
- Curriculum information
- Our Christian vision and values
- SEND information

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School Website



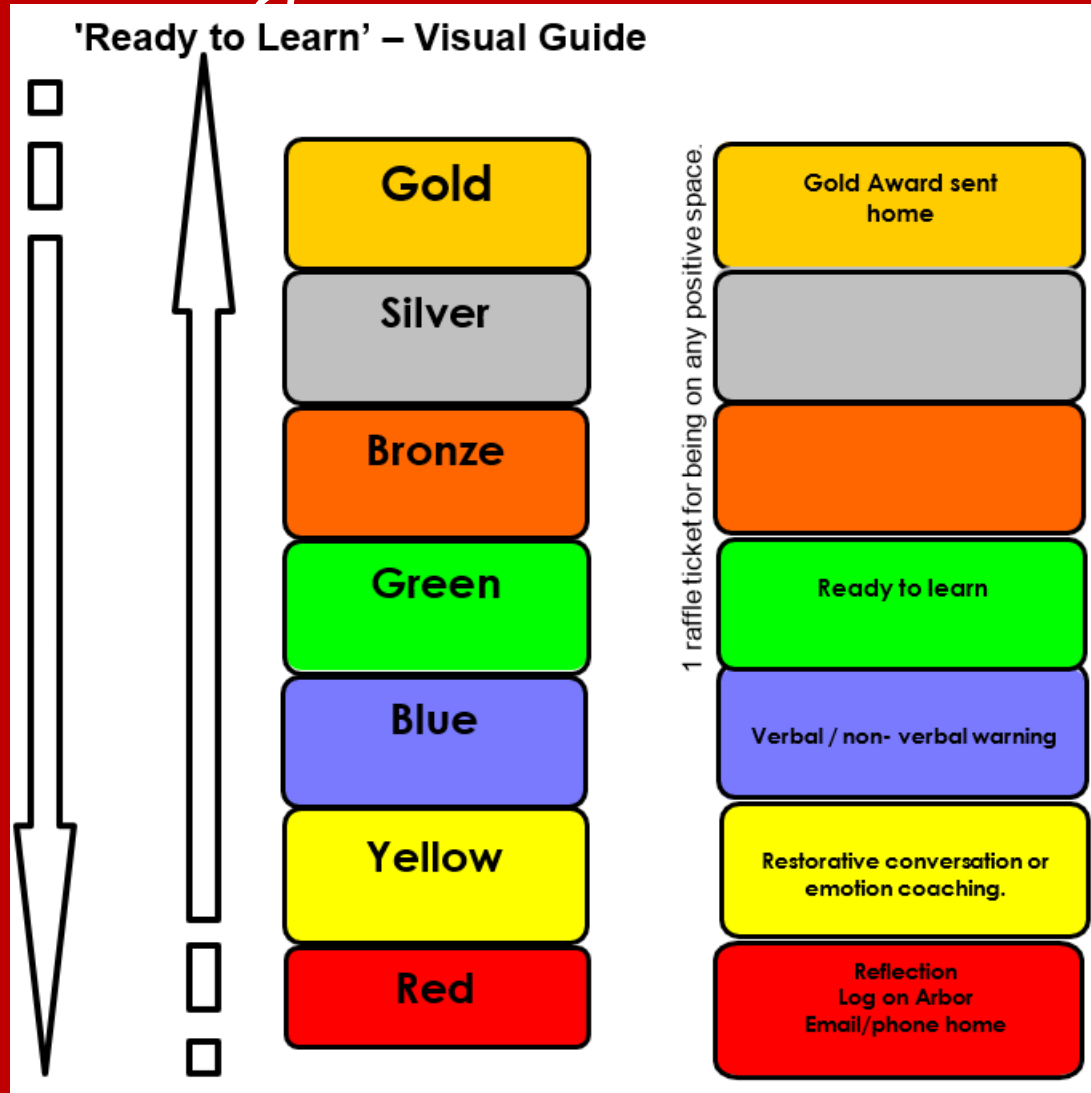
An email will be sent regarding important information linked to your child and then this information will be shared on our school website.

It is imperative that you keep up to date with the school website and continue to check your emails (including your junk and spam folders).

Note: you will not receive multiple emails reminding you of upcoming events or deadlines.

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Ready to Learn Behaviour System



Between each stage, children are given opportunities to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence.

Children will be given the opportunity to move from the negative consequence stage back to the positive – back to green and above.

If your child receives reflection time, you will be notified via email and can speak to staff at the end of the school day.

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Uniform



Winter Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Grey, black or white short/long socks or grey or black tights

Black, flat sensible shoes (low heeled and to be plain with no logos)

Black boots (sensible, flat) – (OPTIONAL)

Dark red zip-up fleece with logo (for outdoors only) - (OPTIONAL)

P. E. Kit

Plain white T shirt

Black shorts

Black plimsols for indoor PE

Trainers for outdoor PE

Black jogging bottoms and a plain sweatshirt for cold weather and outdoor PE

Summer Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Red gingham dress (any style)

Grey, black or white short socks or long socks

Black, flat sensible shoes (low heeled and to be plain with no logos)

Sturdy sandals in a dark colour – (OPTIONAL)

Accessories

No makeup

No nail decoration

Plain hair bobbles or small red bow (no overly large multi-coloured bows)

Jewellery

Small, flat studs (not hoops)

No rings or necklaces

To maintain a positive learning environment in school, and in keeping with our uniform policy, we will be requesting that only the items listed above will be accepted as school uniform and PE kits.

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Homework - Phase 3 and 4

- Reading daily.
- TTRockstars 3 times a week
- Children may be given a specific activity linked to an area of the curriculum.
- School value creative project
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Our Daily Routine

7/9	8.40 - 9.00	9.00 - 9.30	9.30 - 10.30		Break 10.30 - 10.45	10.45 - 12.15		Lunch 12.15 - 1.15	1.15 - 3.00				
Monday	AR Quizzes / Silent Reading / Letter-join / TTRS (KS2) / One-minute Maths (KS1)	Assembly	English	PSHE		Maths	Reading/Phonics		Spelling/Phonics	Art			Class Story
Tuesday		Assembly	Music	PE		Music	PE		Reading/Phonics	Science			Class Story
Wednesday		Assembly	Maths			Maths	Reading		Spelling/Phonics	English			Class Story
Thursday		Picture News/ Spanish	English			Maths	Reading		Spelling/Phonics	Computing	RE		Class Story
Friday		Assembly	English			Handwriting/ Bookclub	Reading		Spelling/ph onics	Art			Class Story

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TTRockstars

- TTRockstars sessions in school and at home
- Improved knowledge of times tables, helps with every day mathematics lessons.



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Spellings

- Year 3 Statutory Spellings
- Ed Shed - Spelling Shed

Year 3 and 4 Statutory Spellings

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

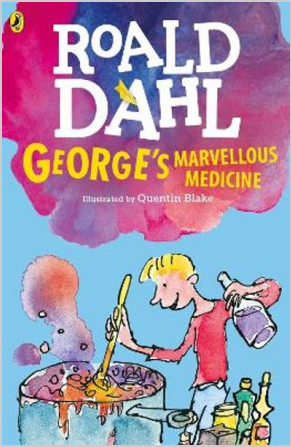
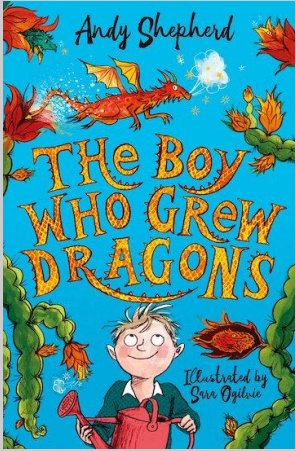
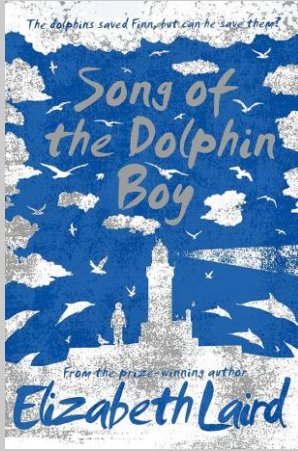
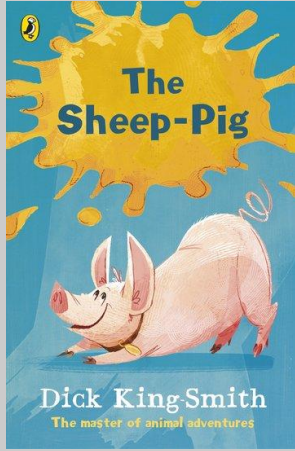
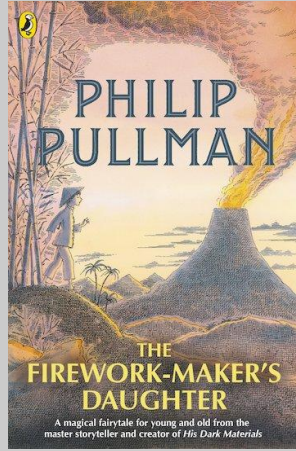
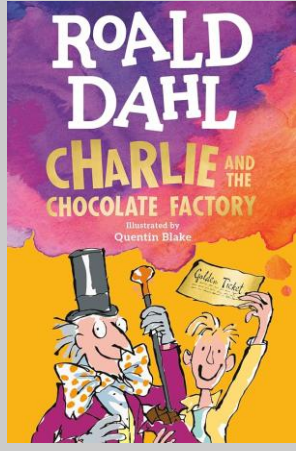


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Reading

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Texts: George's Marvellous Medicine	Class Texts: The Boy Who Grew Dragons by Andy Shepherd	Class Text: Song of the Dolphin Boy	Class Text: The Sheep-Pig by Dick King Smith	Class Text - The Firework Maker's Daughter by Phillip Pullman	Class Text - Charlie and the Chocolate Factory by Roald Dahl
					

- Home reading expectations

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Writing

Working at the expected standard	
Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form. (e.g. letter writing, explanation texts, report writing, etc.)	
Create settings, characters and plots in narrative writing.	
Use speech punctuation correctly some of the time.	
Use some devices to support cohesion and to add detail:	Conjunctions (e.g. and, because, <u>when</u> , even though).
	Adverbs (e.g. often, quickly, yesterday, etc.)
	Prepositions (e.g. next to, underneath, after, etc.)
Use past and present tense mostly correctly (e.g. ran, wander etc.) and begin to use other verb forms (e.g. will go, have eaten etc.)	
Use the range of punctuation taught up to and	Full stops and capital letters
	Question marks and exclamation marks

including Year Three mostly correctly:	Commas in a list
	Apostrophes for singular possession
	Apostrophes for contraction
	Begin to use inverted commas to punctuate direct speech
Spell words correctly from the Year 1/2 spelling list and some words from the Year 3/4 spelling list, using phonic knowledge and morphology to spell words as accurately as possible. (see supporting word list)	
Spell most common exception words.	
Increase the legibility, consistency and quality of handwriting. (e.g. ensuring that downstrokes of letters are parallel and equidistant)	
Begin to see evidence of joined handwriting.	

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Power Maths Year 3, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 1,000	13
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	13
	Number – multiplication and division	4	Multiplication and division (1)	5
	Number – multiplication and division	5	Multiplication and division (2)	13
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (3)	13
	Measurement	7	Length and perimeter	11
	Number – fractions	8	Fractions (1)	10
	Measurement	9	Mass	7
	Measurement	10	Capacity	6
Textbook C / Practice Workbook C (Term 3)	Number – fractions	11	Fractions (2)	8
	Measurement	12	Moneys	5
	Measurement	13	Time	12
	Geometry – properties of shapes	14	Angles and properties of shapes	9
	Statistics	15	Statistics	7

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Year overview

Year 3		Autumn	Spring	Summer
Reading	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts <u>include</u> : wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / <u>text books</u> and dictionaries (NC p35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1) No Nonsense Spelling		
	Composition	Writing: narrative and non-narrative (NC p 39)		
	VGP	NC appendix 2		
Speaking and Listening		12 statutory statements (NC p17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		Skeletons and movement Rocks and fossils, forces.	Magnets and light Soils	Plants, biodiversity Nutrition and diet, food waste
History		Roman Empire	Ancient Greece	Stone Age to Iron Age
Geography		The Blue Planet (water and plastic pollution)	Water, water everywhere	European Study – Italy
Art and Design		<u>Figurative drawing</u> (Artist – Tamara De Lempika) Observational drawing of figures Proportion and placement	<u>Greek pottery</u> (Artist – Historic examples) Clay sculpture – simple coil pot making	<u>Cave painting</u> (Artist – Historic examples) Painting – print focus Pattern and line
DT		Mechanical Systems - Levers and linkages	Textiles - 2-D shape to 3-D product	Food - Healthy and varied diet
Computing		Email Route planners Branching databases	Spreadsheets Coding	Presentations Touch Typing
PE		Hockey Gymnastics	Dance Team Building	Tennis Athletics Swimming
Spanish		Phonics and Pronunciation I am learning Spanish	Animals Instruments	I Know How... Fruits
Music		SIPs Education Whole Class Instrument Lessons Ukelele		
RE		What do Christians learn from the Bible's creation stories? What are the deeper meanings of festivals? (Diwali/Christmas) Why does Christmas matter to Christians?	How is faith expressed in Hindu communities and traditions? (Dharma) Why do Christians call the day Jesus died 'Good Friday'?	What is the 'Trinity' and why is it an important idea to Christians? How is faith expressed in Sikh communities and traditions?
		Statutory subject in all year groups. Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources.		

Additional Information

- PE day - Tuesday
- Celebration Assembly will be on a Friday morning at 9am (invited in by email).

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Thank you for attending today!

Questions?



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