WELCOME TO YEAR 3

Olive Class

Welcome to Year 3 – Olive Class

MISS DARBOURNE AND ELIZABETH

OTHER SUPPORT- MS FRENCH AND MARTIN

The school day

- The gates open from 8:45am.
- There are always activities for the children to do from this time – for example, spelling practice, reading with an adult, maths activities.
- Missing these 15 minutes every day is equal to 1 and ¼ hours a week.
- Olive class are dismissed at 3:30pm opposite the pagoda, in front of the green sheds.
- Please ensure the class teacher has seen you to dismiss your child.
- If there are any changes to pick up, please contact the school office as soon as possible, so that they can get a message to the class teacher.

RESPECT HONESTY AMBITION RESILIENCE

Uniform

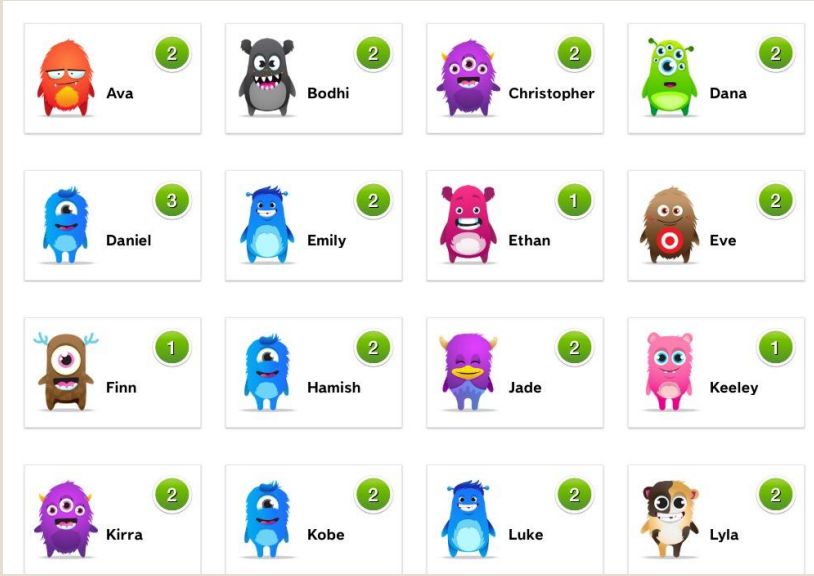
- Children should be wearing black or grey trousers or skirts, white T-shirts or polo shirts and blue jumpers or cardigans. School branded uniform can be bought via Parent Pay.
- Shoes should be plain black without logos or coloured stripes and without laces until your child can do these up independently.
- No jewellery should be worn with the exception of small studs, which should be removed on PE days.
- Please label clothes clearly.
- PE kit – blue, black or grey shorts, white t-shirt, trainers. We suggest children have their PE kit every day but our PE days are Wednesday and Friday.
- Children need a change of clothes for PE.

Twin Oaks Primary School

RESPECT HONESTY AMBITION RESILIENCE

Expectations

- We have high expectations of children – their behaviour and learning.
- They can earn Dojo points for excellent behaviour and choices.
- All children start on a green card and aim to stay on green for the whole term to take part in the green card treat.
- If children have a warning they can stay green, if this behaviour is repeated they turn their card to white.
- If the behaviour is continued, they turn their card to yellow and miss 5 minutes of playtime.
- If their behaviour persists to be disruptive / inappropriate they will turn their card to red and they will have to complete a form which they will bring home.
- They are expected to participate in ALL lessons!



RESPECT HONESTY AMBITION RESILIENCE

Our Class Agreement

Class timetable

8:50	Register
	Early Morning Work /Handwriting/ Independent reading
9:00	Reading
9:45	Maths
10.45	Break
11:00	English
12:00	CLIC - Maths
12.15	Lunch
1.15	PE / Topic / Science / Computing / French / Assembly
3.30	Home

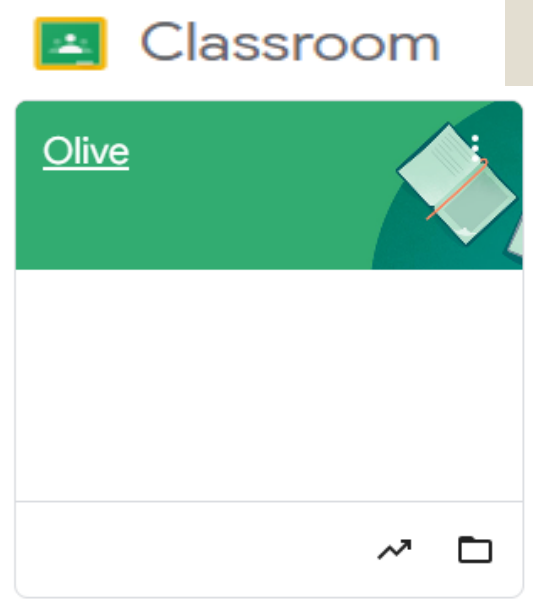
Olive

PE

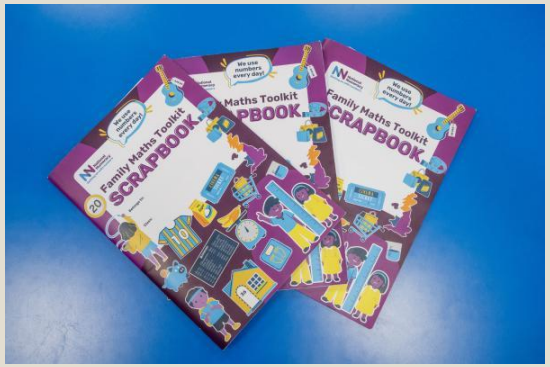
- Wednesday 10-11am
- Friday 10-11am

RESPECT HONESTY AMBITION RESILIENCE

Year 3 – Homework



- Reading – 20 - 30mins per day and record in green reading diaries. Use the Destination Reader strategies to talk to your child about their reading.
- Times Tables Rock Stars daily
- English weekly homework
- Maths Scrapbook – every fortnight
- Homework will be set on Friday and will be due the following week-Thursday
- Weekly spellings and spelling test is on Fridays



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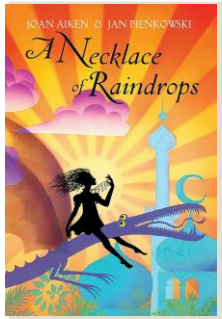
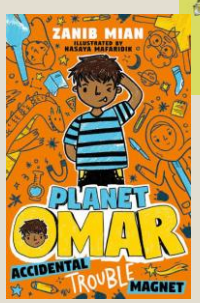
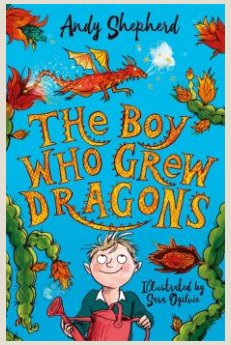
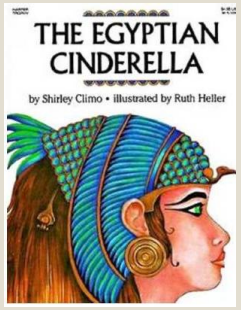
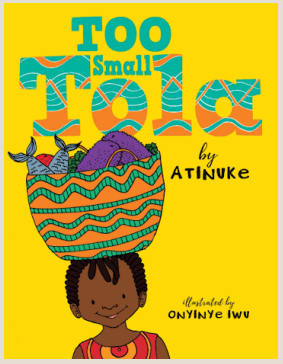


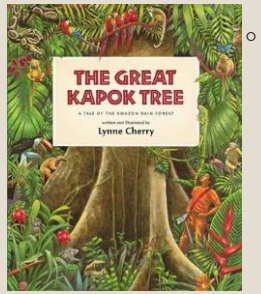


Reading









- apply their growing knowledge of **root words, prefixes and suffixes** (etymology and morphology, both to read aloud and to understand the meaning of new words they meet
- read **further exception words**, noting the unusual correspondences between spelling and sound, and where these occur in the word
- develop **positive attitudes to reading**, and an understanding of what they read, by:
- listening to and discussing a **wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- reading books that are **structured in different ways and reading for a range of purposes**
- using **dictionaries** to check the meaning of words that they have read
- increasing their **familiarity with a wide range of books,** including fairy stories, myths and legends, and retelling some of these orally
- identifying **themes and conventions** in a wide range of books
- preparing **poems and play scripts** to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing **words and phrases that capture the reader's interest and imagination**
- recognising some **different forms of poetry** [for example, free verse, narrative poetry]
- **understand what they read**, in books they can read independently, by:
- checking that the **text makes sense to them**, discussing their understanding, and explaining the **meaning of words** in context
- **asking questions** to improve their understanding of a text
- **drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **predicting** what might happen from details stated and implied
- identifying **main ideas** drawn from more than 1 paragraph and **summarising these**
- identifying **how language, structure, and presentation contribute to meaning**
- **retrieve and record** information from non-fiction
- **participate in discussion** about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

RESPECT HONESTY AMBITION RESILIENCE

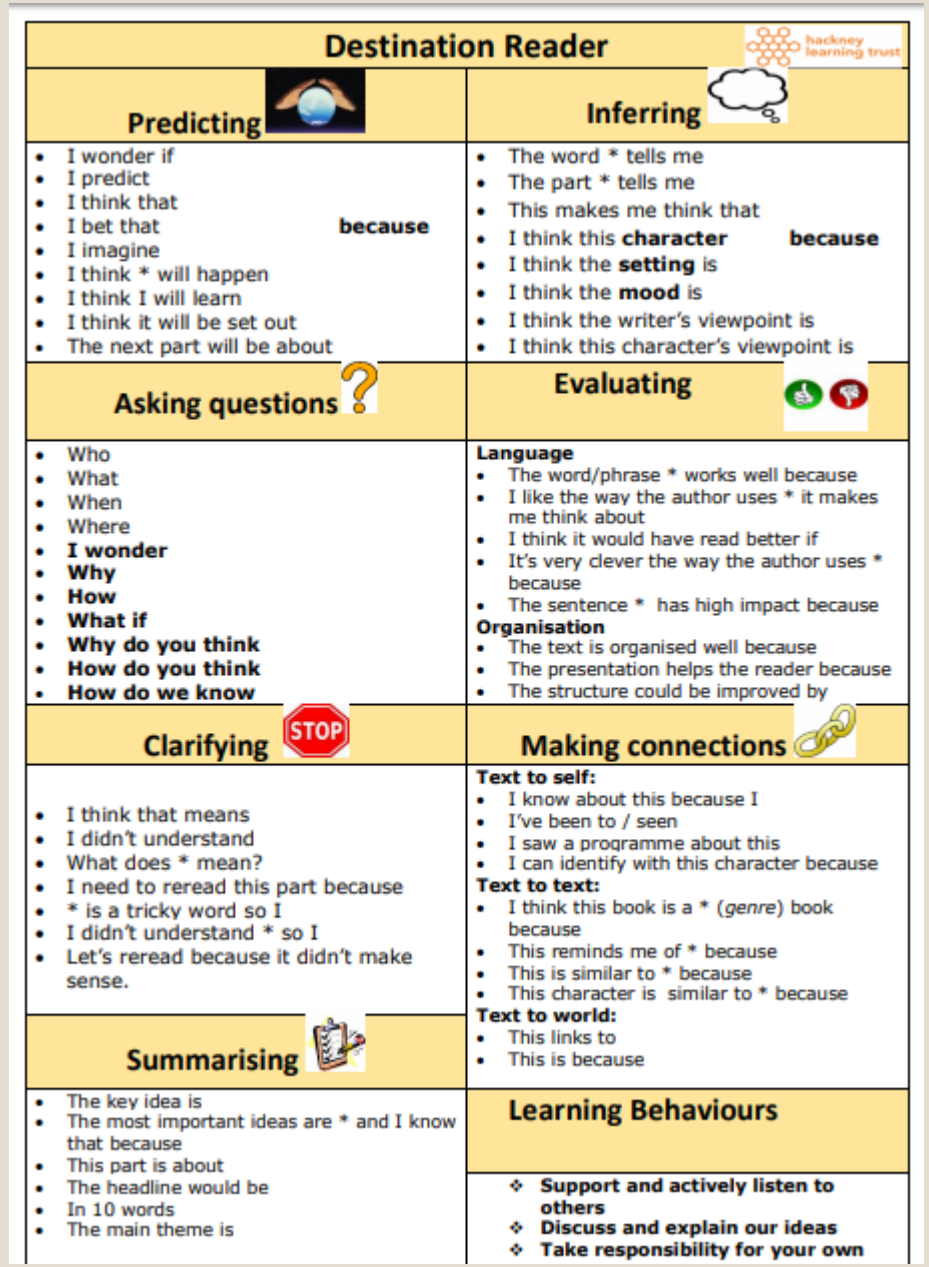
Destination Reader

Children have an opportunity to:

- **think**
- **explain**
- **internalise learning**
- **clarify**
- **build on other ideas**

Why does it help children?

- **Human interaction enhances learning**
- **Students learn at deeper levels**
- **Children's learning is challenged by different viewpoints**



Destination Reader

hackney learning trust

Predicting

- I wonder if
- I predict
- I think that
- I bet that **because**
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

Language

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections

Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

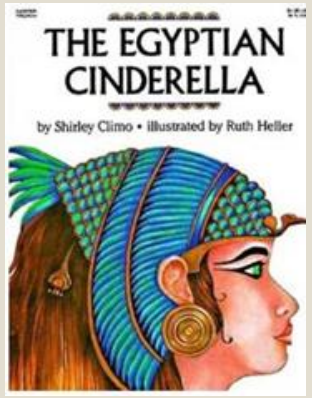
- This links to
- This is because

Summarising

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- **Support and actively listen to others**
- **Discuss and explain our ideas**
- **Take responsibility for your own**



English

Spelling:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Plan their writing by:

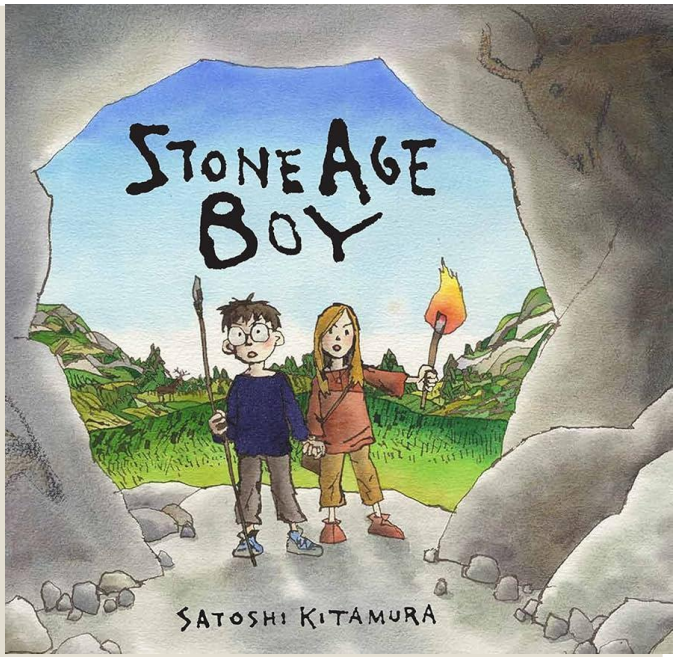
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

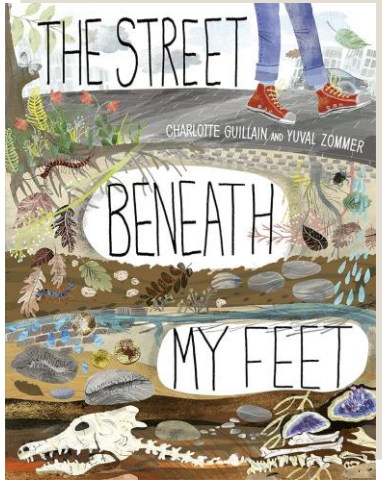
Draft and write by:

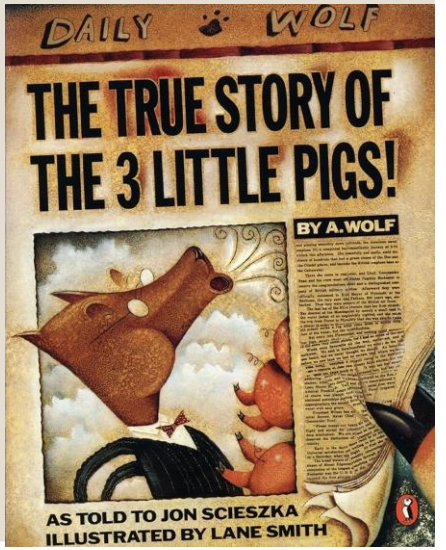
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Editing by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear





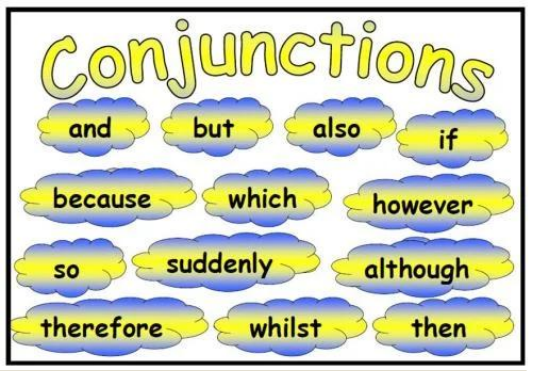


RESPECT HONESTY AMBITION RESILIENCE

Grammar

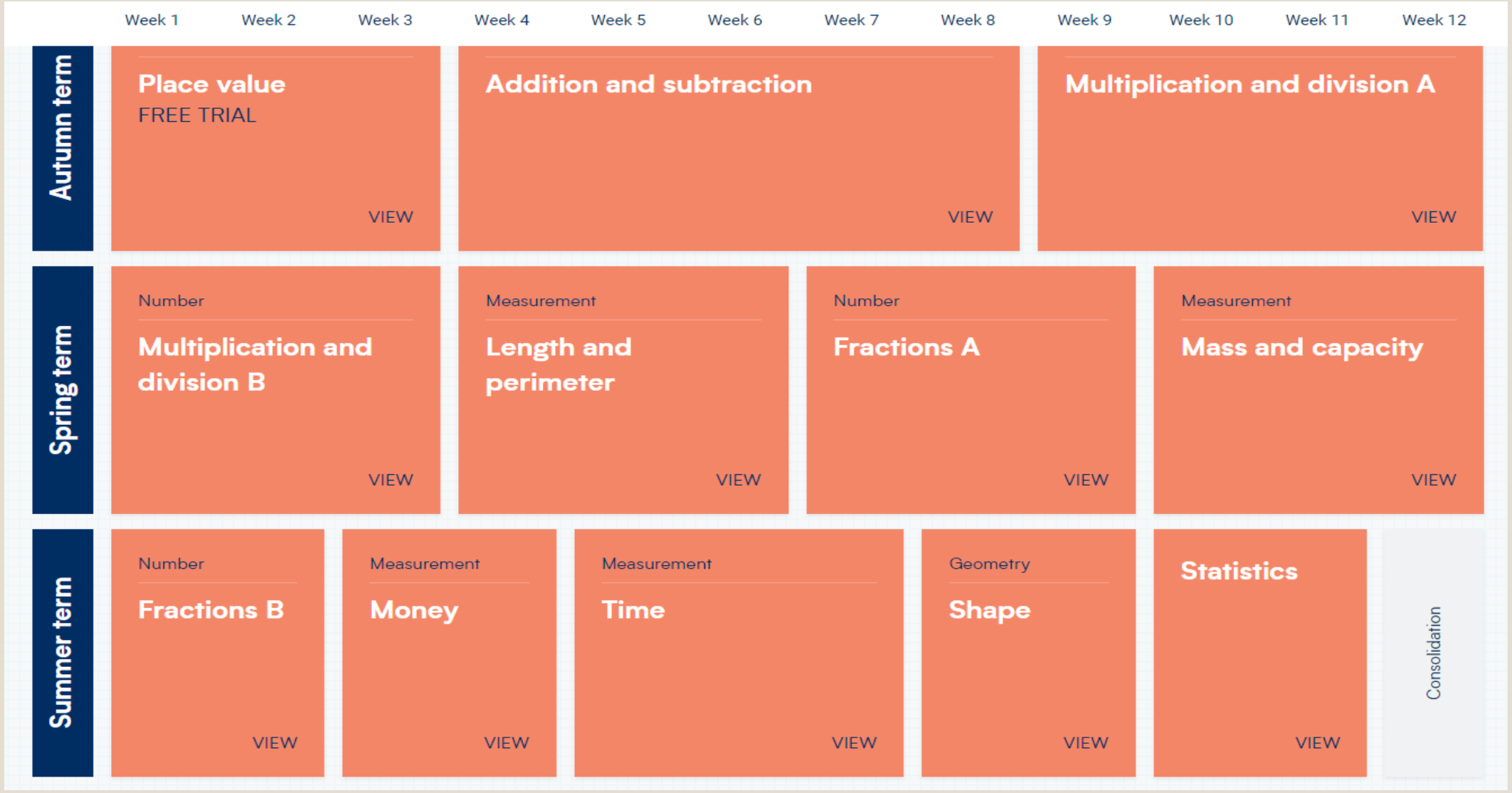
'has' or 'have' + a past tense verb = present perfect tense
The alien **won** the hide-and-seek contest.
The alien **has won** the hide-and-seek contest.

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech
- Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading



RESPECT HONESTY AMBITION RESILIENCE

Maths



RESPECT HONESTY AMBITION RESILIENCE

Science

KNOWLEDGE

- Autumn 1: Rocks and Fossils
- Autumn 2: Skeletons, Movement, Nutrition and diet
- Spring 1: Light
- Spring 2: Forces and Magnets
- Summer 1: Plants
- Summer 2: Plants, Soils
- Revision of all areas covered

SKILLS

- Asking **relevant questions** and using different types of scientific enquiries to answer them
- Setting up simple **practical enquiries**, comparative and fair tests
- Making systematic and careful **observations** and, where appropriate, taking **accurate measurements** using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording **findings** using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to **draw simple conclusions**, **make predictions** for new values, suggest improvements and raise further questions
- Identifying **differences, similarities or changes** related to simple scientific ideas and processes
- Using straightforward **scientific evidence** to answer questions or to support their findings.

RESPECT HONESTY AMBITION RESILIENCE

PE

- All children must participate in PE. Unless I have had written or direct verbal notification from a parent about an injury that prevents their active participation in PE, children must take part.
- If a child does have a legitimate reason not to actively participate they must participate in another way e.g. evaluating pupil performance, helping set up an activity.
- If children do not bring in PE kit, spare PE kit can be distributed to ensure participation (this depends upon spare kit being washed and returned asap). This is limited.

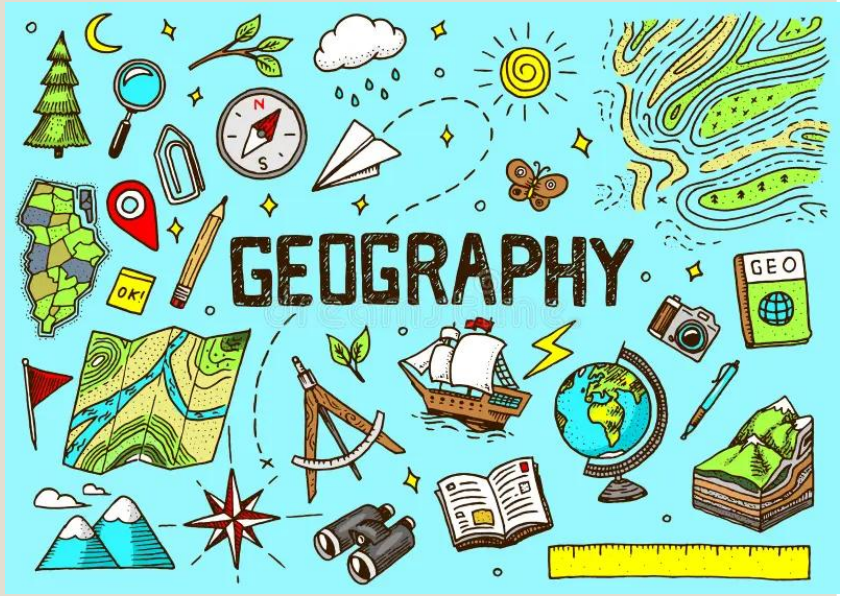
RESPECT HONESTY AMBITION RESILIENCE

PSHE

- **BM** (Being Me in My World)
  'Who am I and how do I fit?'
- **CD** (Celebrating Difference)
  Respect for similarity and difference. Anti-bullying and being unique
- **DG** (Dreams and Goals)
  Aspirations, how to achieve goals and understanding the emotions that go with this
- **HM** (Healthy Me)
  Being and keeping safe and healthy
- **RL** (Relationships)
  Building positive, healthy relationships
- **CM** (Changing Me)
  Coping positively with change

Jigsaw®

History / Geography



Autumn 1 – Stone Age to Iron Age

Autumn 2 – Where in the UK? Cities of the UK

Spring 1 – Ancient Egypt

Spring 2 – European Explorers

Summer 1 – Amazon Adventures

Summer 2 – The British Empire: Past and Present

RESPECT HONESTY AMBITION RESILIENCE

Trips and Events

- **Monday 21st September** – Trip to St Paul's Cathedral.
- **Friday 2nd October – Harvest Assembly, 9am in the school hall.** Parents invited to join us for songs and Harvest Celebration.
- **Monday 5th and Tuesday 6th October** – Parents' Evening, please book an appointment on the school website.
- **Wednesday 14th October** – Trip to the National Portrait Gallery.
- **Wednesday 18th November** – Trip to Cineworld @ The O2, Greenwich, 9am.
- **Wednesday 25th November** - **Olive Class Assembly, 3pm in the school hall.** Come along and join us to share our learning.
- **Wednesday 10th February** – Trip to London Coliseum, Discover Opera Day.
- **Monday 8th March** – Trip to the Science Museum.
- **Thursday 29th April** – Trip to the Horniman Museum.

General bits and bobs

- Sleep (9-10 Hours per night)
- Attendance & Punctuality = success
- Please bring book bags and water bottles every day
- Need to bring reading diaries and reading books in every day
- School website, Our Children, Olive Year 3 – copies of letters, links to websites to support learning. https://www.twinoaks.lewisham.sch.uk/Olive-Class/
- Nut free school for packed lunches
- They can bring fruit, vegetables or bread sticks for morning snacks (no fruit provided in KS2).
- Smart watches will be collected at beginning of the day and returned at dismissal
- We are always here to listen and support you and your children ☺

RESPECT HONESTY AMBITION RESILIENCE

Parents' Evening

- Monday 5th October and Tuesday 6th October – 3:40pm – 6:20pm (6pm on Tuesday), 10 minute appointments.
- Opportunity to discuss how child/ren has settled in, ask questions and to look at their books.
- If you are unable to attend on these dates, please see me and we can arrange an alternate date and time.

Questions…