



Coulsdon Church of England Primary School

Year 3

Adults in the class:

Staff Members:

Mr Johnson

TAs - Mrs Dawson

PPA cover- (Thursday afternoon) Mrs Lee

How to contact us

- At pick up or drop off times
- Contact the office and they will pass on a message
- Email the office- they will forward it on to me
- Write in your child's reading record and ask them to give it to us

Year 3 Expectations

- Brilliant Learning Behaviours
- Homework
 - Handed in on time
- Rewards:
 - Raffle tickets
 - Captains arm band
- Sanctions:
 - Name put on board
 - Miss 2 minutes of lunch time

I can be **FRIENDLY** by...



- being thoughtful and kind
- introducing myself
- working nicely with others
- smiling a lot
- helping a new student
- treating everyone the same
- being a friend to everyone
- not leaving anyone out
- being a good listener
- being honest

I can be **HONEST** by...



- meaning what I say
- being trustworthy
- following the rules
- admitting when I am wrong
- keeping my promises
- being truthful to myself
- not taking what doesn't belong to me
- returning things that I borrow
- always playing fair

I can be **FAIR** by...



- always being honest
- following directions
- being open-minded
- treating everyone equally
- sharing with everyone
- not blaming others
- listening to the ideas of others
- taking turns
- playing by the rules

I can be **HUMBLE** by...



- helping others succeed
- being happy for others
- being modest
- not putting anyone down
- never bragging
- sharing my success
- building others up
- letting others go first
- giving nice compliments
- giving back when I can

I can be **CONFIDENT** by...



- being proud of myself
- taking time to relax
- taking care of myself
- trying things on my own
- smiling a lot
- staying positive
- trusting my judgment
- appreciating my talents
- getting to know myself
- believing in myself

I can be **GENEROUS** by...



- being encouraging
- being a good person
- offering to help when I can
- sharing my time and talents
- giving out compliments
- sharing my personal items
- not expecting anything in return
- being kind
- being thoughtful

I can be **DETERMINED** by...



- focusing on my work
- setting goals for myself
- working hard
- not getting distracted
- being prepared
- believing in myself
- thinking about my goals
- not getting discouraged by failure
- giving it my all
- never giving up

I can be **MOTIVATED** by...



- staying positive
- doing things before I am asked
- focusing on my dreams
- setting goals for myself
- rewarding myself
- being willing to learn new things
- recognizing my progress
- encouraging myself
- trying my best
- accepting challenges

I can be **POSITIVE** by...



- keeping an open mind
- offering to help
- showing compassion
- being happy for others
- looking at the bright side
- using nice words
- thinking good thoughts
- being thankful
- smiling more
- believing anything is possible



Homework



Set on Friday:

- Spellings every week - Test following Friday
- Maths generally MYMATHS or worksheet, given out on alternate weeks
- Literacy/SPAG, given out on alternate weeks
- Reading - 15 mins daily. To be recorded in their planner and signed by an adult. Children have a banded book and are free to choose a book from the book corner of their choice. Try to encourage a variety of types of text to develop children's ideas for writing.
- Reading Planet- Online resource
- Literacy Planet- Online resource

Over the holidays there will also be some form of a poster or ppt presentation linked to the topic we will be learning about.

Homework is designed to reinforce knowledge taught in the classroom and should not be a struggle! If there is difficulty with a piece of homework, please come and chat with us and let us know.

Homework is differentiated but may not be as differentiated as it is in lesson so please contact me if there are problems.



Supporting your child

- Encourage them to undertake TTRockstars - times tables are **vital** to helping them in everyday life and in all maths lessons.
- Learn and relearn spellings- Year 1 and 2 spellings form a major foundation and are just as important as the year 3 and 4 spellings.
- Mental maths- Encourage them to do mental maths whenever there is a spare moment- Making maths real and giving opportunities to apply skills in context is helpful to gain understanding of key concepts.
- Keep them reading- anything. Fiction, non-fiction books, newspapers or comics and discussing what they read. A fluent reader may not necessarily understand what they are reading.
- Encourage them to undertake Literacy Planet as an additional literacy resource.

Curriculum

- We have changed our curriculum this year to ensure that there is clear progression in each subject area from Reception through to Year 6. We will be covering each subject in more depth and this will enable the children to continue their learning with greater knowledge and understanding.
- Cornerstones curriculum is broad, varied and engaging covering all statutory content from the subject programmes of study.
- Organised into a range of main and mini subject-driven projects. Main projects span a whole term and are focused on geography and history.
- Includes English packs and a book or novel study.
- Mini projects can be taught over a term or half term and are subject-focused for science, art and design, and design technology.
- White Rose Maths.

Autumn- Through the Ages- History

Spring- Rocks, Relics and Rumbles - Geography

Summer- Emperors and Empires- History

Curriculum letters will be sent out termly.

Through the Ages: Autumn Term



This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity and technological advancement.

Writing Genres include:
Narratives, Instructions, Cinquain poems
and Chronological reports



Through the Ages

Companion projects:



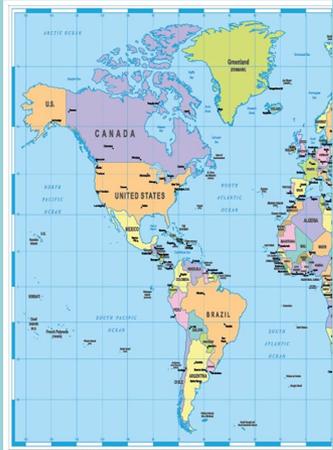
Cook Well, Eatwell

This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.



Prehistoric Pots

This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.



One Planet, Our World

This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.

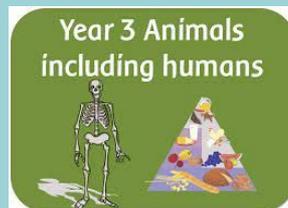


Contrast and Complement (Y3)

This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Animals including humans (Y3)

This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.



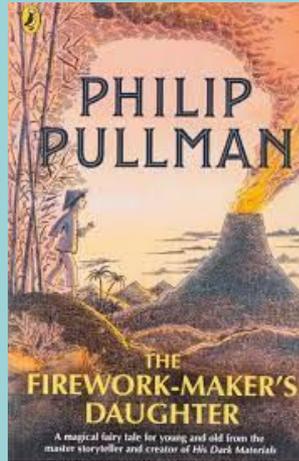
Music - Recorders

This project gets children to use and understand staff and other musical notations, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

Rocks, Relics and Rumbles Spring Term



Geography:
Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps



English:
Non-chronological reports; Poetry; Newspaper reports; Diaries

Rocks, Relics and Rumbles

Companion Projects:

ART and DESIGN -

Ammonite

This project teaches children about artistic techniques used in sketching, printmaking and sculpture.



Science: Forces and magnets

This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate magnets and magnetic materials, exploring how they behave in relation to their poles.

People and Places

This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.



Emperors and Empires

Summer Term



This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

History:

Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy

English:

Biographies; Letters; Myths; Poetry



Emperors and Empires

Companion projects:



Mosaic Masters:

This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

Plants:

This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water and the flower for reproduction.



Light:

This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with looking at the Sun are also explored.

White Rose Maths

The White Rose Maths approach focuses on mastery — children are taught to fully grasp topics, not just scrape the surface, so by the time they move on to more advanced lessons they have a deep understanding of foundational concepts. As a result, children benefit from improved learning retention and they develop mathematical understanding, reasoning and problem-solving abilities that will stay with them for life.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation



Healthy Schools



- The school is keen to promote their emphasis on keeping healthy.
- Children often like to bring in something to share with their class on their birthdays. Due to Covid 19 we are unable to hand out 'home-baked goods'. If you would like to send something in, could it please be shop bought and wrapped if possible.
- Water is available in school throughout the day. Could all pupils please have a drinks bottle with them and these will be kept on their desks.
- Biscuits- plain and without milk if possible due to intolerances and allergies



Partnership



- Parents / Children and School. This partnership is important for a child's development.
- Inform me of any changes e.g. bereavement, hospitalisation, separation, intolerances etc.
- Medical and dietary information- Ensure it is accurate and up to date.
- Concerns- Come and see us- preferably at the end of the day or email office and I will call you
- Biscuits- Eaten daily, please provide plain, nut free varieties
- Tissues- Please provide 1 box per child to get us through the year
- Afternoon Collection- If your child is being collected by someone else or going home with a friend- you must notify me or the office as I am not allowed to release them without permission.

Any questions?

