



Welcome to Year 3

Year 3

Class teachers

3D

Miss Dockerty

3EG

Miss Eavers and Mr Gill

Specialist Teachers

PE

Mrs Prior/sports coaches

Art

Mrs Cahill

French

Mrs Henderson/Mrs Sunley

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12:10pm to 1pm.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For HT1, PE will be on Friday and swimming will be on Wednesday . Children should wear their PE kit to school on these days.



**Excellence:
everyone, everywhere, every day**

Our school values: RESPECT

Our core values of RESPECT underpin everything we do.



What does this look like in Year 3?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

RESILIENCE
R

EMPATHY
E

SELF-AWARENESS
S

POSITIVITY
P

EXCELLENCE
E

COMMUNICATION
C

TEAMWORK
T

Ashdene

This certificate is awarded to

In recognition of

Signed

Date

Attendance



Children to enter through the door on the playground by the library between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in.

Children will be dismissed at 3:30pm from KS2 hall doors.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

Uniform



- The school uniform policy can be found on the school website.
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1)
- Please see the uniform policy for details on what is the Ashdene PE kit: wearing own sports clothes is not acceptable.

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

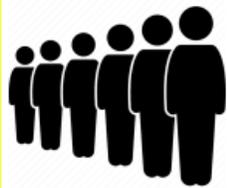
Walking in the corridors



Silence unless talking to an adult.



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.



Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

3267 Whole Class	151 Alia	46 Amber	167 Amy	145 Austin	168 Ava G	134 Ava H	40 Beau	152 Connie
101 Elliott	48 Emily	139 Felix	117 George	95 Georgia	80 Herbie	150 Isabella	126 Isla	124 James
143 Jasmine	47 Jeremy	125 Katie	34 Leo A	130 Leo G	32 Lilia	146 Max	169 Maxim	41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.

W

If you are not ready, respectful or responsible, an adult will give you a warning.

C1

If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.

C2

If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.

C3

If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.

C4

If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.



ZONES of regulation

- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



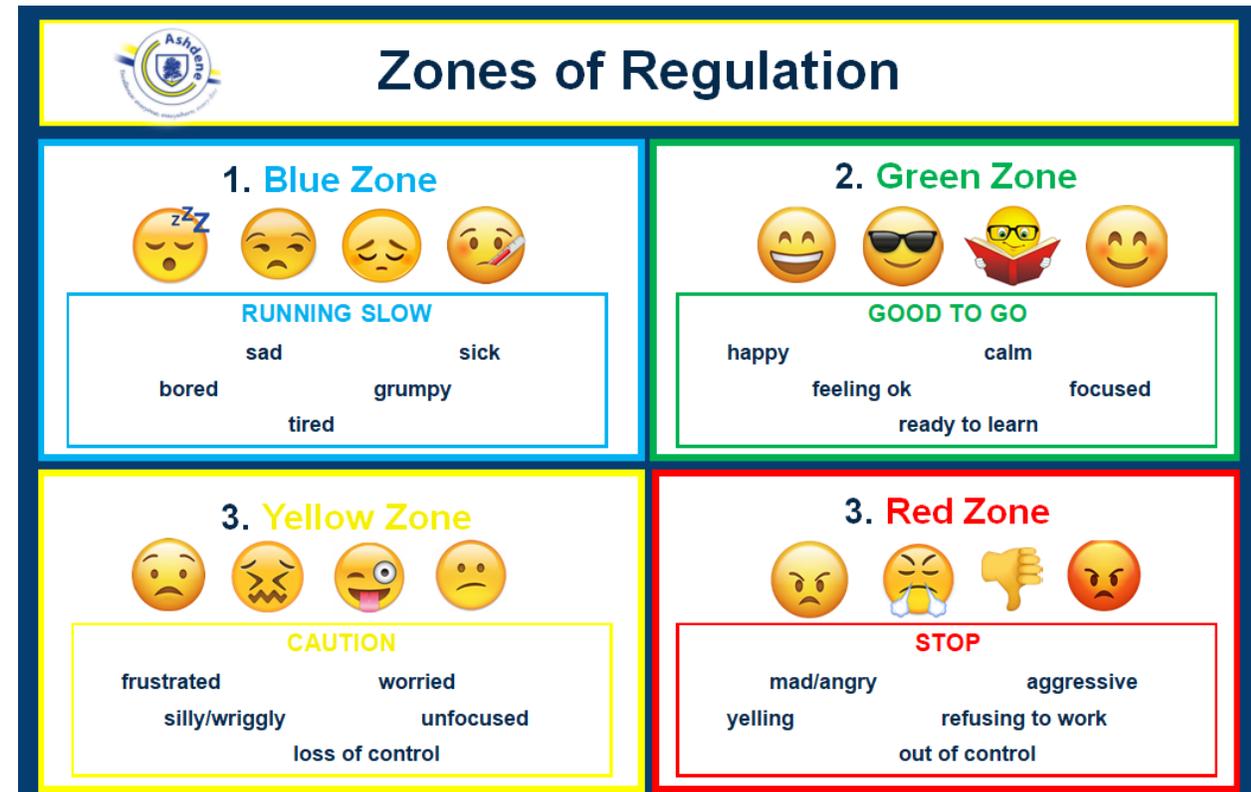
Zones of Regulation

<h3>1. Blue Zone</h3>  <p>RUNNING SLOW</p> <p>bored sad grumpy sick tired</p>	<h3>2. Green Zone</h3>  <p>GOOD TO GO</p> <p>happy feeling ok calm focused ready to learn</p>
<h3>3. Yellow Zone</h3>  <p>CAUTION</p> <p>frustrated worried silly/wiggly unfocused loss of control</p>	<h3>3. Red Zone</h3>  <p>STOP</p> <p>mad/angry aggressive yelling refusing to work out of control</p>

ZONES of regulation

Zones of regulation aims to:

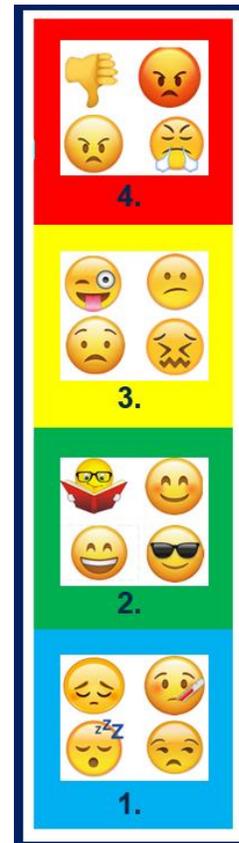
- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them



ZONES of regulation

Children will learn and use zones...

- ▶ Some discrete teaching lessons and through our PSHE curriculum
- ▶ Using the Zones language with all school staff and pupils
- ▶ In the classroom by referring to the posters
- ▶ Using their personalised scaling thermometer to identify what zone they are in and whether they need to talk about it with someone or implement strategies to help them (it is not a requirement for all children to use these, rather a suggestion if we notice they may be finding it difficult to self-regulate)
- ▶ Some children might prefer not to use the 'Zones language' and may label the emotions directly. This is fine and encouraged!



Behaviours		Strategies	
What could it look/sound like in this zone?		What might help when I am in this zone?	
I feel out of control I hurt others I damage property	I stomp my feet I cry I scream or shout	Red	Close my eyes and count Take deep breaths Ask to take a short walk
I am starting to loose control I squirm or fidget on my seat I roll my eyes or frown	I cross my arms I am distracted I am worrying about things		Stop and take a step back Ask for help Ask for a quick break
I am ready to learn I see and hear clearly I am calm	I am focused I smile and respond politely I am content	Green	Enjoy my time in school Read and work hard Help a friend
I slouch and sigh I yawn and rub my eyes I move slowly	My face is sad I cry I am not very well	Blue	Get a drink of water Write, talk or draw how I feel Focus on the positives

Voice 21 project - oracy



- ▶ In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.
- ▶ Improving the quality of conversations in the classroom and the wider school



Lunches

- ▶ We are keeping the changes we made to lunches last year
- ▶ More children are eating more of their food –positive impact on their health and preparation or learning
- ▶ Improvements in children’s well-being around the social aspects of lunchtimes
- ▶ Continually taking pupil voice and making revisions to further enhance lunchtime experiences
- ▶ Aim: for children to sit, eat well, enjoy their food and converse successfully
- ▶ Parents are invited to join their children for lunch. Year 3 parent lunch will be on Thursday 13th June 2024. If you wish to join, please contact the office to book your place.

Would you rather visit the highest mountain or the deepest part of the sea? Why?



What five things would you take on a trip to the moon and why?

What is your greatest strength any why?

Curriculum



Year 3 Curriculum HT1

PSHE
Being me in my world

E-safety
Managing Online Information

Commando Joe
Mission focus:
Cooperation, creativity and self confidence

Personal Development

Wider Curriculum Clubs Available
Yoga, choir, art, football, netball, drama, cooking, French, sewing, archery, chess, clay creators, computing, dodgeball

Trips and Visits
Visit to Tatton Park - 29.9.23

No Outsiders
Beegu
To be welcoming

<p>English</p> <p>Inspirational Text</p> <p>Class Story</p> <p>Genres for writing: Narrative Advert: Posters and tickets Instructions Recount (news report) Non-chronological reports</p> <p>Within writing, Year 3 will be focusing on: - Ensuring narrative has a clear structure by introducing paragraphs around a theme - Using effective word choices and their suitability to the genre - Understanding the purpose of non-chronological reports - Writing consistently in the past tense - Correctly using all taught punctuation across genres - Using conjunctions, adverbs and prepositions to express time and cause - Proof reading and self editing</p> <p>Poetry</p> <p>The poem Year 3 are studying and learning to recite this half term is 'Three Limericks' by Michael Rosen</p>	<p>Maths</p> <p>Week 1 - 3</p> <p>To know and use number (Place Value): - Recognising the place value of each digit in a three-digit number - Estimating numbers - Comparing and ordering numbers up to 1000 - Counting in multiples of 4, 8, 50, 100 - 100 more or less than any given number - Reading and writing numbers up to 1000 in words and digits</p> <p>Week 4-7</p> <p>To add, subtract: - Add and subtract, 3-digit numbers and hundreds - Add and subtract, 3-digit numbers and tens - Add and subtract, 3-digit numbers and ones - Add and subtract 3-digit numbers using formal written methods - Solve problems, including missing numbers and using number facts - Estimating the answers and using the inverse method to check answers</p> <p>Mental Maths Times tables x2, x5, x10, x4</p>	<p>Science</p> <p>The Year 3 science topic this half term is Animals including humans. Children will learn about the nutrients the body needs to survive, the skeleton along with the joints and muscles.</p>	<p>Spellings</p> <p>A new list will be handed out on a Monday. Spellings will be tested every fortnight. We will expect the children to learn the spelling pattern and apply this in their writing. Focus on common Exception words from Year 2, ai, ay, ee</p>	<p>D&T</p> <p>Year 3 will be completing a textile project on Stone Age. This will link to our history topic.</p>	<p>French</p> <p>Mrs Sunley will be teaching the Year 3 French lessons this half term. They will be learning greetings, numbers and colours.</p>	<p>RE</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	
		<p>History</p> <p>Year 3 will be looking at the changes in Britain from the Stone Age to the Iron Age. The children will be learn about the significance of each time period; the Stone Age, the Bronze Age and the Iron Age.</p> <p><i>Tip to Tatton Park</i></p>	<p>Music</p> <p>Miss Marsden will be teaching music to Y3 this half term. They will be learning to play the Dood.</p> <p><i>Tip to Tatton Park</i></p>	<p>French</p> <p>Mrs Sunley will be teaching the Year 3 French lessons this half term. They will be learning greetings, numbers and colours.</p>	<p>RE</p> <p>How important is it for Jewish people to do what God asks them to do?</p>		
		<p>Computing</p> <p>Year 3 will be learning about computer systems and networks in their computing lessons. Children will be using the laptops to develop their knowledge of the relationship between inputs, processes, and outputs.</p>	<p>PE</p> <p>Mrs Prior will be teaching the children Invasion games, including dodgeball. A swimming instructor will be teaching the Y3 children to swim.</p>				

Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw

Year 3 History HT1

<p>What we already know</p> <ul style="list-style-type: none"> Events have happened in the past – these are known as history. Artefacts- the remains from a period of time. Archaeology- finding remains from a period of time. Evidence- the available body of facts. Primary source-an original historic object from a time period. Chronology- putting objects/events in the order they happened. 	<p>History</p> <p>Archaeology – finding remains from a period of time</p> <p>Artefacts – the remains from a period of time</p> <p>Settlements – places where people live</p>	<p>Stone Age</p> <p>Palaeolithic era- a period in prehistory distinguished by the original development of stone tools.</p> <p>Stone age- a prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.</p> <p>This era was 2.6 million years ago - 3300BC.</p>
<p>Bronze Age</p> <p>A prehistoric period that followed the Stone Age when weapons and tools were made of bronze rather than stone</p>	<p>Iron Age-</p> <p>A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.</p> <p>Children can explain that- Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone.</p> <p>Civilization- describes a complex way of life that came about as people began to develop networks of urban settlements.</p>	<p>Skara Brae is in Scotland.</p> <p>It was built between 3000BCE and 2500BCE.</p> <p>They are prehistoric circular houses.</p> <p>Built from slabs of stone.</p> <p>Had one main, single room.</p> <p>They were Britain's first ever farmers- planting, growing and farming wheat and barley.</p> <p>Skara Brae was found in 1850 after a storm blew away the earth on top of it.</p>

Personal Development



Within the curriculum

Specific to Year 3

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Election of School council Members
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons

- Tatton park – Stone Age to Iron Age - (HT1)
- Christmas Panto – HT2
- Creative magnetic workshop (HT3)
- Egyptian Museum – HT6
- Fire Safety Visit
- Road Safety Workshop
- Year 3 Sporting events

Year 3 Curriculum HT1

Personal Development
Wider Curriculum Clubs Available
Yoga, chess, art, football, netball, drama, cooking, French, sewing, archery, chess, clay creases, computing, dodgeball

Trips and Visits
Visit to Tatton Park - 29.9.23

No Outsiders
Beats To be welcoming

English
Inspirational Text
Class Story
Genres for writing: Narrative, Advert: Posters and tickets, Instructions, Recount (news report), Non-chronological reports
Writing writing: Year 3 will be focusing on: -writing narratives with a clear structure by introducing paragraphs around a theme -using effective word choice and their suitability to the genre -understanding the purpose of non-chronological reports -writing consistently in the past tense -currently using all taught punctuation across genres -using conjunctions, adverbs and prepositions to express time and cause -proof reading and self editing
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Week 1 - 3
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- Add and subtract 3-digit numbers using formal written methods
Solve problems, including missing numbers and using number facts
- Estimating the answers and using the inverse method to check answers
Mental Maths
x2, x5, x10, x4

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Animals including humans.
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RE
How important is it for people to do what God asks them to do?

Ashdene

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If children are not completing their homework tasks, including spelling and reading, parents will be contacted

How to help at home

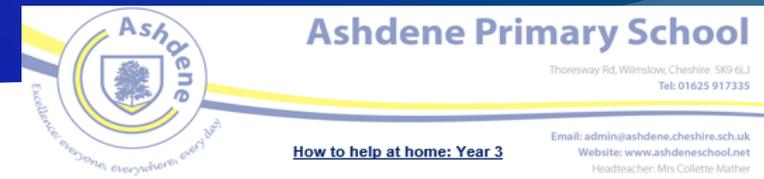


How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

Year 3 Expectations

- Children should know their x2, x3, x5, x10 when they come into Year 3. Throughout the year we will focus on also being fluent in x4, x8. Although children need to be able to work out all times tables – up to 12 x 12
- Read for 30 minutes each day (at least 20 at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children start to become more independent in taking responsibility for homework and personal organisation



Maths

Children knowing their times table facts is very important as these are needed in order for children to be successful in many areas of the maths curriculum such as multiplication, division, fractions and area. Our aim in Year 3 is to ensure children know all times tables up to the 12 times table so they are prepared for the multiplication Times Table Check (MTC) which they will sit in Year 4. We will be practicing quick recall of times tables as frequently as possible. Below are some ideas you could try at home to help your child.

Tips
Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. e.g. If you know 3 x 4 is 12, you know that 6 x 4 is 24.

TT Rockstars
<https://play.ttrockstars.com>
The way children answer questions when playing this online game is very similar to the MTC. Regularly playing on this will be excellent preparation. The Sound Check on TT Rockstars replicates the test and we recommend that your child practices this regularly.

Other online games/websites
<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
<http://www.primaryhomeworkhelp.co.uk/maths/timestable/interactive.htm>
<https://www.timestables.co.uk/>

Rock paper scissors
The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.

Towers
Get some paper cups and write times table facts on the outside and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right; they can use to build a tower. Challenge them to get a taller tower each time.

Practical maths
When you're out shopping if you're paying with cash see if your child can work out how much change you will get. This could either be exact or an estimate based on rounding the cost of something to a whole pound.

Time!
Time is a tricky one for the children to get their heads around and unfortunately, we don't always have the time to teach the time! If you have an analogue clock at home, ask your child the time as often as possible. This will help them get used to the clock and you will be able to address any misconceptions with them. Here are some websites with fun games the children can play to practise the time.
<https://www.topmarks.co.uk/Search.aspx?q=telling+time>
<https://uk.splashlearn.com/time-games>
<http://www.maths-games.org/time-games.html>

Mental Fluency

Throughout the year, your child's homework will focus on different mental strategies. Please continue to support this by giving your child different calculations and asking them which strategy they would use and why in order to solve it.

MA6: Number Bonds 43 + 8 + 7 + 21 = 80 50 30	MA2: Round & Adjust 45 + 97 = 142 45 + 100 = 145 145 - 3 = 142	MS4a: Counting On 302 - 297 = 5 302 -297 ----- 5	MM10: Jump! x100 3400 x10 340 34
MA2: Partitioning 57 + 25 = 82 70 + 12 = 82	MA3: Partitioning 123 - 28 = 95 123 100 95 -28 ----- 95	MA1: Minutes Calculation 45 + 97 = 142 42 3 97 42 + 100 = 142	MA2: Round & Adjust 463 - 97 = 366 463 - 100 = 363 363 + 3 = 366
MA4a: Counting On 85 + 50 = 135 85 +50 ----- 135	MM6a: Doubling Double 37 = 74 60 + 14 = 74	MS5a: Counting Back 378 - 50 = 328 378 -50 ----- 328	MA5: Double & Adjust 7 + 8 = 15 7 + 7 + 1 14 + 1 = 15

Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children have the opportunity to read **every day** in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- ▶ All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked.

Reading



Reading Practice
[Current Marking Period](#)

Timeline: 27 May (Today) — 27 Jun — 20 Jul

% Correct	target 90
100	
Points	target 10.3
6.0	58.2% of Target
ATOS Level	No target set Suggested ZPD: 2.8 - 3.9
5.0	
Books Read	Words Read: 39,847 Fiction: 100.0%
1	

1 of 1 quizzes passed

- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Friday 13 th October 2023 Friday 9 th February 2024
Parents' evenings	An opportunity to discuss progress and personal development	18 th and 19 th October 2023 28 th and 29 th February 2024
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Year 3 – Thursday 13 th June 2024
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Wednesday 4 th October 2023 – Maths Tuesday 5 th March 2024 – RESPECT (Commando Joe) Friday 21 st June 2024 - Science
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 3 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	HT1	Planned Trips and Visits	Tatton Park – 29 th September 2023 Forces and Magnets workshop – HT3 Egyptian Museum – HT5
Parents' evenings	18 th and 19 th October 2023		
Individual photos	6 th November 2023		
KS2 Panto – Stockport Plaza	21 st December 2023		
Christmas performance	18 th December 2023	Music performances	Tuesday 26 th March 2024
Parents' evenings	28 th and 29 th February 2024	Parent lunch	Thursday 13 th June 2024
Sports Day	17 th May 2024		

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

3D@ashdeneschool.net

3EG@ashdeneschool.net