



**WELCOME TO
YEAR 3**

MEET THE TEAM

CLASSTEACHER

MRS TRINDER

TEACHING ASSISTANTS

MISS LANE – MON-FRI
MRS BRAY – WED-FRI



START AND END OF THE DAY

- Soft start from 8:35-8:45am
- Registers are at 8:45am. Anyone arriving after this time will be marked as late.
- Please drop children to the outside door.
- Collection at 3:15pm.
- Please collect from the bottom playground.



TRANSITION

- Your children have moved from Key Stage 1 to Key Stage 2. This can be a big move for some children.
- Your children have also left some friends in Key Stage 1 which can result in some big feelings.
- Please talk to us if you think your child may be finding the transition tricky.

UNIFORM

- Please ensure everything has a name on it.
- Blue school jumper, not a branded jumper/hoody from home.
- Long hair must be tied up
- No jewellery – stud earrings are fine.
- No nail varnish please
- No (re)dying of hair



P.E

Forest school (Tuesday pm)

Wellington boots

Waterproof clothing

Children can change into Forest School clothing after lunch.

PE (Thursday pm)

Trainers (worn all day)

Blue PE t-shirt and jumper (in the cold)

Dark (preferable black) short or tracksuit bottoms (in the cold)



TIMETABLE

	8:35 - 8:45	8:45 - 9:00	9.00- 9.10	9:10-9:30	9:30-10:30	10:30-10:45	10:45 - 11:00	11:00-12:00	12:00 - 1:00	1:00-2:00	2:00-2:55		3:00 - 3:15
Monday	Soft start	The Good Morning Club	Assembly	Guided Reading	Handwriting & English	Playtime	Maths Fluency	Maths	Lunchtime	Computing	RE	P S H E	Story
Tuesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		Forest School			Story
Wednesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		Geography/ History	Science	Story	
Thursday				Guided Reading	English		Maths Fluency	Maths		PE	Music	P S H E	Story
Friday		Celebration assembly		Guided Reading	Spelling & English		Maths Fluency	Maths		Science	Art/DT	Story	



THE GOOD MORNING CLUB



I need to energise



I need to focus



I need to celebrate!



I need to connect



I need calm



I need help

CURRICULUM – ENGLISH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	• Whole School 'Explore and Engage Unit' • Narrative - Mini-Rabbit not lost (by John Bond) • Narrative - The Paper bag princess (by Robert Munsch)	• Fables: The Koala Who Could, The Squirrels that Squabbled and the Lion Inside (all by Rachel Bright & Jim Field) • Non-Chronological Report: Atlas of Adventures (by Lucy Letherland) • Poetry: Free verse poems. The Magic Box (by Kit Wright)	• Narrative: Alice in Wonderland (by Lewis Carroll, illus. by Helen Oxenbury) • Persuasive speech: Stella and the Seagull (by Georgina Stevens, illus. by Izzy Burton)	• Personal narrative: The Proudest Blue (by Ibtihaj Muhammad & S.K Ali), Jabari Jumps (by Gaia Cornwall) & Ralph Tells a Story (by Abby Hanlon) • Poetry: Love That Dog (Sharon Creech)	• Persuasive Letters: Speak Up! Clean Up! Look Up! (all written by Nathan Bryon and illustrated by Dapo Adeola) • Instructions: Instructions (by Neil Gaiman) & Wolf in the Snow (by Matthew Cordell) • Non-Chronological Report: Amazing Animal Journeys (by Chris Packham, illus. Jason Cockroft)	• Narrative: The Iron Man (by Ted Hughes) • Poetry: Take One Poet Joseph Coelho Poems Aloud/Smile Out Loud • Whole School 'Explore and Engage Unit'



PHONICS

My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

*even

twinkl visit [twinkl.com](https://www.twinkl.com)

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

ink sa

CURRICULUM – MATHS

Maths	• Place Value and Regrouping • Counting On and Back in Ones, Tens and Hundreds • Estimation, Magnitude and Rounding • Measures – Comparison, Estimation and Magnitude • Mental Fluency – Addition • Mental Fluency – Subtraction • Fact Families and Applying the Inverse • Written Addition • Written Subtraction • Problem Solving – Worded Problems • Statistics – Interpreting Bar Charts and Tables • Angles, Right Angles and Estimation • Perpendicular and Parallel Lines, Vertical and Horizontal Lines • 2-D Shape – Properties and Drawing • Perimeter Including Problem Solving Using Written and Mental Method	• Multiplication – 3, 4 and 8 Times Tables including Counting • Division – 1, 2, 3, 5, 4 and 8 Times Tables • Multiplication – Strategy, Associative and Distributive Laws • Statistics – Pictograms and Scaled Bar Charts • Multiplication and Division Worded Problems • Fractions – Finding Fractions of Discrete and Continuous Quantities • Ordering and Comparing Fractions • Adding and Subtracting Fractions with the Same Denominators • Fractions – Problem Solving with Unit and Non-Unit Fractions • Multiplication – Multiplying Multiples of Ten • Multiplication – Formal Written Multiplication	• Division Problem Solving – Sharing and Grouping • Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving • Multiplication, Division and Fractions – Scaling and Correspondence Problems • Division – Long Division • Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years • Time – Telling the Time (Analogue and Digital) and Estimation • Time – Duration • Securing the Four Operations with Whole Number including Problem Solving • Place Value and Decimals – Ten Times Greater and Ten Times Smaller • Place Value and Decimals – Regrouping • Place Value and Decimals – Estimation, Comparing and Rounding • Measures – Measuring and Problem Solving • 3-D Shape – Building and Identifying Properties
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Support at home might look like:

- Simple mental addition and subtractions
- The writing and saying 3-digit numbers – understanding the place value of them.
- Times Tables (2, 5, 10 as well as 3, 4, 8)

CURRICULUM MAP

AUTUMN	Science (Oak National)	History (Kapow)	Geography (Kapow)	RE (Kapow)	Computing (Teach)	Art (Kapow)	DT (Kapow)	Music (SingUp!)	MFL – French (Language Angels)	PSHE (Jigsaw)	PE (Complete PE)
	Rocks and Soils Simple Forces Including Magnets	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	Why do people live near volcanoes?	What makes us human? Where do our morals come from?	Computing systems and networks – Connecting computers Creating Media – Stop-frame animation	Drawing: Developing Drawing Skills	Mechanisms: Pneumatic Toy	<i>I've been to Harlem</i> <i>Nao Chariya de/Mingulay boat song</i> Sound symmetry	I am learning French Animals	Being Me in My World Celebrating Difference	Striking & Fielding: Cricket Invasion: Basketball Forest School Invasion: Game Sense Forest School



HOME LEARNING



- Reading is still the priority for homework in year 3.

We would really appreciate your support with encouraging your child to read every day. Just 10 minutes each day will help them enormously.



HOME LEARNING



Homework will go home on Friday.

Homework is due in on Wednesday.

Your child will receive:

- Maths (sheet)
- Spellings (sheet) matched to their stage
- Grammar (CGP book)



BEHAVIOUR

At Westfield we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them.

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc/
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions



BEHAVIOUR

- The Behaviour policy has been shared previously. Please ensure you have read it and are clear on our procedures within school. This includes our behaviour steps and level letters.

Step 1	REMINDER - Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN - Use of positive phrasing with reminder of expectation including what the consequence will be
Step 3	CONSEQUENCE IN CLASS - Proportionate to the behaviour - Maximum 10 minutes - e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET - Positive reset of behaviour expectations given
Step 5	CONSEQUENCE IN ANOTHER CLASSROOM - Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
Step 6	CONSEQUENCE INVOLVING Senior Leadership Team: - Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
Step 7	CONSEQUENCE INVOLVING Headteacher: - Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
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Level Letter

Date: _____

Dear _____

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

Yours sincerely

On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____

Parent/Carer signature: _____



CELEBRATIONS



- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly on Fridays at 8.50am – all parents are welcome.
- If your child is receiving an award, you will receive an email.

HELPING IN SCHOOL

- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate.
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school



REMINDERS

- Most children benefit from having a piece of fruit at break time
- No sweets, chocolate or nuts in lunchboxes
- Please let us know if pick up arrangements change
- Let the office know of any regular pick up changes
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home including fidgets
- Named water bottle is needed in school every day



COMMUNICATION

- Everything we do is because we believe it will benefit the children. If you think there is something we should know that will help us help your child, please do tell us!
- Please catch us at the start or the end of the day for any quick messages. For any longer discussions, please arrange a meeting.



QUESTIONS

