



Year 3 Information Meeting

Please sign in on the class lists at the side.

Please take a copy of the Home School Agreement.



What is our 'Why'?

- With the help and collaboration of staff, parents, and governors, we have looked at 'why' Springdale is such a special place for students, parents and teachers. What beliefs underlie every reason we do what we do here?
- It is these beliefs, coupled with open mindedness and determination, which will enable us to achieve!
- This has been central to creating our overarching **Vision and Learning Values**, we believe they reflect our child centred approach: believe in your dreams, achieve great things and inspire yourself to reach the stars!



Imagine with all your mind
Believe with all your heart
Achieve with all your might



Our Learning Values.....

P **R** **I** **D** **E**

Perseverance and Persistence

Reflective and Resourceful

Inquisitive and Independent

Drive and Determination

Enthusiasm and Excellence



**“A NEW
SCHOOL YEAR
MEANS NEW
BEGINNINGS,
NEW
ADVENTURES...
AND NEW
CHALLENGES.”**

- Denise Witmer
ITSALLYOUBOO.COM

Meet the team.....

Otters

Mrs Green

Miss Viney (TA)



Owls

Mrs Savage

Mrs Fordham (TA)



Learning is Fun!

- Stonehenge Trip planned for November 30th (more information to come)
Cost is approximately £12
- Swanage Trip in July linked with Victorians
- Victorian School Day
- DT making drawstring bags, designing a pizza
- Local trips linked to Geography, Science
- Music – learn the recorder
- MFL – French
- Pen license





Things to remember...

- PE days are Wednesday (indoor) and Thursday (outdoor). PE kit is worn on these days. Earrings – they should be covered or taken out and hair tied back.
- Uniform – black shoes
- Water bottles and snacks (fruit or a healthy snack and **NO NUTS**)
- Homework out (Friday) in (Wednesday) via TEAMS
- Learn to Read books changed on set days for each reading group. This is written in the front of the Reading Diary. This will change later on in the year.
- Love to Read books can get changed on any day
- Maths Rockstars assessment is on a Wednesday in class and new ones handed out on Friday with Homework.



Changes to Our Curriculum.....

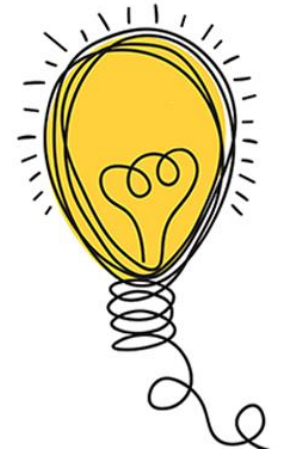
The Overview of Research document provided in the 2019 Ofsted framework states that **"learning is at least partly defined as a change in pupils' long-term memory."** The guidance also states that retrieval practice is an effective teaching tool for strong retention of knowledge.




Retrieval practice involves students **recalling something that they've learnt in the past** (a reasonable time after the topic has been initially taught to them) and bringing it back to their minds.






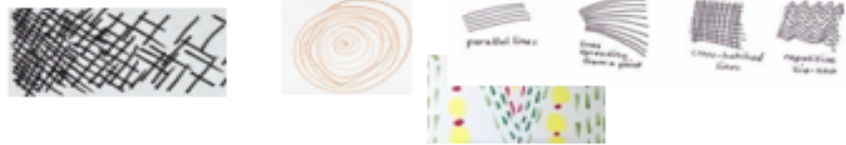



Our Curriculum.....

- Knowledge based curriculum
- Long term memory
- Recall and retrieve
- Children will view themselves as scientists, artists, historians etc. and will be able to recall key knowledge from the lessons taught both this year and in previous years.



★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
 <p>Year 2</p> <ul style="list-style-type: none">- Brian Wildsmith – The little Wood Duck- Use overdrawing to create <u>illustrations</u>- Draw with charcoal and pastel, blending and <u>smudging</u>- Using pattern and texture in their drawing  <p>Year 1</p> <ul style="list-style-type: none">- Rembrandt – Two Cottages- Creating a black and white photograph- Find and draw different types of lines – wavy, thick, thin, broken, zig zag <u>etc</u>	 <p>Georgia O'Keeffe – Two Petunias</p> <ul style="list-style-type: none">• I am an artist	<ul style="list-style-type: none">• Line<ul style="list-style-type: none">- Cross hatch, Dot dash, Spiral, outline of shapes, curved, viewpoint, <u>organic</u>• Pattern<ul style="list-style-type: none">- Repeating shapes• Form<ul style="list-style-type: none">- Line and shape create 3D flower, realistic/<u>abstract</u>• Tone<ul style="list-style-type: none">- Shading, light/dark

Enquiry Question – Who is Georgia O’Keeffe?	Enquiry Question – How did Georgia O’Keeffe draw?	Enquiry Question – What techniques did Georgia O’Keeffe use?
Concept - Artists	Concept - Artists	Concept – Generating Ideas
<p>Biographical knowledge</p> <p>Georgia O’Keeffe was born in 1887 in the United States and died in 1986. She decided to become an artist at the young age of 10. She painted nature in a way that showed how it made her feel. She is best know for her paintings of flowers and desert landscapes. She made more than 1000 <u>painting</u></p> <p>She liked to use line, shading and colour in a balanced way to create abstract and realistic paintings.</p> <p>Abstract art - Abstract art is does not represent images of our everyday world. It has colour, lines and shapes (<u>form</u>), but they are not intended to represent objects or living things.</p> <p>Realistic art – represents the ‘real life’ object it is representing.</p> <p>Lesson 1a </p> <p>Task:</p> <ul style="list-style-type: none"> Show children a picture of Georgia O’Keeffe and discuss important facts about her life. Children will write a biography about Georgia O’Keeffe 	<p>Technique and Style</p> <p>Children will explore the drawing – Georgia O’Keeffe – Jimson Weed by looking and talking.</p> <p>They will describe what they can see in her drawings/ paintings – lines (wavy, curly, straight), colours (bright, dark), shading, real life images, blending of colour, flowers, hills...</p> <p>Line – organic lines (lines found in nature, not taking a regular pattern), lines to create viewpoint, curved, wavy, outlines of shapes</p> <p>Form – the drawing take on a 3D form, real life flower</p> <p>Tone – shading to create light and dark, near and far</p> <p>pattern- leaves and petals, overlapping</p> <p>They will use the key elements to annotate Two Petunias in their sketch books.</p> <p>They will be able to talk about the different viewpoints that she draws from and the affect they have on the viewer.</p> <p>Lesson 1b </p> <p>Task:</p> <ul style="list-style-type: none"> Show children the drawing of Jimson Weed. Introduce the key elements that can be seen in the drawing and annotate. Give children the drawing of Two Petunias to annotate using the key elements. 	<p>Children will know there are different grade pencils.</p> <p> H=. Hardness </p> <p> B = blackness (softness)</p> <p>Children will practise various drawing styles - <u>scribble</u> and shade cross hatch, dot dash <u>spiral</u>, <u>parallel</u>, repeating</p> <p></p> <p>Children will know how to produce shade and shadow to create tone.</p> <p></p> <p>Task:</p> <p>Practise:</p> <ul style="list-style-type: none"> Introduce the different types of pencils and what the number and letter means. Children to test out various pencil grades by making a simple shading. Demonstrate different drawing styles and the children then try these with the different grade pencils. The children will then create a shade and shadow with the different pencil grades that they have learnt. Now use the skill taught to draw still life – parts of a flower (relate to science). <p>Apply:</p> <ul style="list-style-type: none"> Children to use an outline of a picture/ flower to fill in with different learnt lines and graded pencils



Key objectives – Maths

Number and Calculation

Count in steps of 10, 5, 2, 3, 4, 8, 50

Work with numbers within 1000 (adding, subtracting, ordering, comparing etc)

Develop confidence with mental calculations

Recall 10, 5, 2, 3, 4, 8 times tables (Maths Rockstar Level 18)

Fractions

Understand and be able to solve calculations involving tenths

Add and subtract fractions with the same denominator

Compare and order fractions, with same denominator and unit fractions

Find fractions of an amount

Recognise equivalent fractions



Key objectives – Maths

Measurement

Compare, convert and solve calculations with different measurements (mass, capacity, length...)
Tell time, including 24 hour, find durations, and understand Roman numerals up to 12

Geometry

Greater understanding of lines in geometry (vertical, horizontal, parallel etc.)
Name, understand, and compare angles and relate some of these to turns

Statistics

Read different graphs and be able to answer questions relating to them



At Springdale, we understand the importance of building children’s confidence with Mathematics. A major part of this is developing their speed and fluency with basic number facts.

In order to achieve this, we (and Max Power!) have constructed a number facts programme called ‘Maths Rockstars’. This will work alongside NumBots and TTRockstars which are our online learning platforms.

Maths Rockstars works in ‘Challenges’, building up their speed and fluency of simple additions before moving onto multiplication and division facts. Children are given a set time to complete their worksheet. The worksheet has three sections:

Name:

Date:



I know these	I can do these		I am learning these	
$= 5 + 5$	$= 6 \times 10$	$= 4 \times 10$	$= 100 \div 10$	$80 \div 10 =$
$= 7 + 7$	$1 \times 10 =$	$3 \times 10 =$	$70 \div 10 =$	$= 40 \div 10$



Once children have 'mastered' each worksheet, they will progress to the next challenge. 'Mastered' refers to children answering all questions correct in the time frame given. The children have 5 minutes to answer the sheet.

The 'Steps' children need to achieve at the end of each academic year are listed below:

Year 1 – Step 6

Year 2 – Step 12

Year 3 – Step 18

Year 4 – Step 28

Once a child reaches their year group's end level, they will then complete 'Maths Rockstar challenges'. These combine together facts from the previous levels they have completed.

Practice sheets will be sent home to allow children time to rehearse these key facts before being assessed on their progress in school. We strongly recommend that children constantly revise learnt facts, not just the Steps they are on, to ensure retention.

Name:

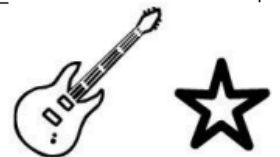
Date:



I know these		I can do these		I am learning these	
$= 100 \div 10$	$= 60 \div 10$	$6 \times 5 =$	$11 \times 5 =$	$= 50 \div 5$	$20 \div 5 =$
$= 30 \div 10$	$120 \div 10 =$	$1 \times 5 =$	$8 \times 5 =$	$35 \div 5 =$	$60 \div 5 =$
$70 \div 10 =$	$110 \div 10 =$	$= 5 \times 5$	$= 7 \times 5$	$= 15 \div 5$	$25 \div 5 =$
$50 \div 10 =$	$= 10 \div 10$	$9 \times 5 =$	$= 3 \times 5$	$55 \div 5 =$	$30 \div 5 =$
$80 \div 10 =$	$90 \div 10 =$	$= 10 \times 5$	$4 \times 5 =$	$5 \div 5 =$	$= 10 \div 5$
$20 \div 10 =$	$= 40 \div 10$	$2 \times 5 =$	$12 \times 5 =$	$40 \div 5 =$	$45 \div 5 =$

Challenge 10

Some questions have been adapted from Big Maths UK original





Key objectives – Writing

Spelling

Begin to use a broader range of suffixes and prefixes

Begin to use a dictionary

Year 3/4 Common Exception Words

Broader range of homophones

Handwriting

Neat and legible, with joins using correct diagonal and horizontal strokes

Consistent shape and size



Key objectives – Writing

SPaG

Begin to use speech

Correct use of 'a' or 'an'

Use a broader range of conjunctions, adverbs and prepositions for time, place, and cause

Present perfect form of verbs

Possessive apostrophes, including regular plurals

Composition

Write similar to that which they have read in class, including using paragraphs and subheadings

Proofread for spelling and grammar mistakes, amending and making improvements



Spelling

Week 3	Week 4	Week 5	Week 6	Week 7
<p>The /s/ sound spelt c before e, i and y</p> <p>Year 2 - Rule 4</p>	<p>Homophones Words</p> <p>There will be a test on Spelling Frame</p>	<p>Revise Suffixes from Yr 2 - Doubling the consonant</p> <p>Rule - Year 2 - 15/16</p>	<p>/j/ spelt with '-dge'</p> <p>Rule - Year 2 - 2</p>	<p>/j/ spelt with a 'g' spelt as g elsewhere in words before e, i and y</p> <p>Rule - Year 2 - 3</p>
<p>race face space ice slice dice price cell city fancy</p>	<p>here hear heel heal break brake meet meat whole hole</p>	<p>dropping dropped saddest maddest running humming drumming drummer stopping stopped</p>	<p>badge edge hedge wedge bridge fridge dodge lodge splodge fudge</p>	<p>age cage huge range charge bulge village change rage</p>



Spellingframe

REGISTER / LOGIN

[Home](#) [About](#) [Contact](#) [FAQs](#) [Site Colours](#)

Choose a spelling rule then choose to either practise the spelling or take a test with those words. All words are read aloud (make sure your sound is turned up) and provided within a sentence for context.

High Frequency Words

Year 1

Year 2

Year 3 and 4

Spellingframe

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New Academic Year

If you have not already done so, you will need to add your new classes to the new academic year. Click on 'Classes, Tests & Results' to add Existing Students' to copy over an entire class (or selected students) to your new class.

Let us know if you do not want your academic year to start in September - support@spellingframe.co.uk

Next academic year starts in: 12 months

Current Academic Year

Class Count:1

Start Date: September 2023

[Classes, Tests & Results](#)

How to use spellingframe with your school / class.

Your school subscription will expire on Monday 16 September 2024.

[School Leaderboard](#)



Spelling

Year 2

Spelling Rule 1 - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (1 of 3)

[play](#) - [view words](#) - [printables](#)

Spelling Rule 2 - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (2 of 3)

[play](#) - [view words](#) - [printables](#)

Spelling Rule 3 - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (3 of 3)

[play](#) - [view words](#) - [printables](#)

Spelling Rule 4 - The /s/ sound spelt c before e, i and y

[play](#) - [view words](#) - [printables](#)



Key objectives – Reading

Word Reading

Read words that contain a wider range of suffixes and prefixes
Read words from the Year 3/4 CEW

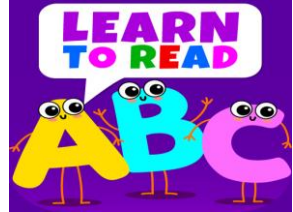
Comprehension

Read and discuss a wider range of books including myths, legends, fairy tales and retelling them
Compare themes across different stories
Check their understanding by answering questions relating to V.I.P.E.R.S

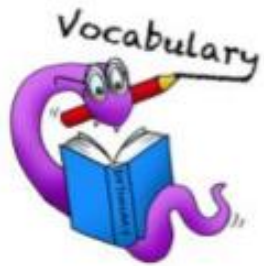
CONTINUE TO GAIN ENJOYMENT AND A LOVE OF READING



LovetoRead



- Our reading books have been re-organised into two new distinctive categories. These are called “Learn to Read, Love to Read”.
- “Love to Read” is to continue to encourage a love of reading, enabling your child to enhance their imagination.
- “Learn to Read” is a reading book that will further support your child’s progress in blending to read fluently and accurately as well as fostering a love of reading. This means that there are small changes to the books that the children will be taking home to read with you.
- “Love to Read” books can be changed daily and will be a variety of genres and levels.
- “Learn to Read” books will be changed weekly and will match your child’s phonic attainment. This is so children have the opportunity to read the phonic book more than once, enabling them to practise their sounds and the skill of blending.



V



I



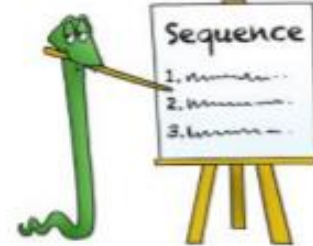
P



E



R



S (KS1)

OR



S (KS2)

Springdale First School

VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...

Vocabulary



- *What does this word tell us about the setting/mood/character?
- *Why did the author use the word...?
- *What does the word imply/suggest/indicate about...?
- *Can you think of alternatives to the word...?



Infer

- *What makes you think...? (Give evidence)
- *Why do you think the author chose to...? (Give reasons)
- *What does the word imply about ?
- *Why did the character behave like this?



Predict

- *Who is on the front cover? What is in the background? What does this tell us about the content of the book?
- *Based on what you know of the character, how will the story develop?
- *Using your knowledge of the author's other stories, what are familiar themes/plots? How might it end?
- *Do you think the character will change their behaviour?



Explain

- *What changes from the beginning to the end of the book?
- *Are there any familiar themes explored that you have read before?
- *Why has the author chosen to present the text like this?



RETRIEVE

- *Where/when is the story set?
- *How does the character look/behave/speak?
- *Who are the key characters?
- *Which paragraph/sections tells us about...?



Summarise

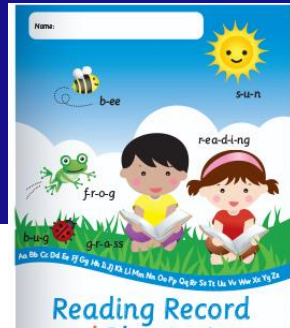
- *What is the main theme/argument in this paragraph?
- *What is the message of the story?
- *Why do you think that might be important?
- *Can you describe what happened in these 3 sentences?



Well done
for reading
3 times this
week! 😊



Please record
your reading 3
times a week.
Thank you 😊



Reading Comment Examples

~~Tim read well.~~

Please write comments about your child's reading – 3 comments a week. You will get a reminder sticker, if we cannot see the children have read 3 times.

Sally inferred that the girl was feeling lonely because her body was hunched over, and she was looking at the floor.

Michael explained that the word 'guilty' meant that you feel bad about something. He said, 'Ron felt guilty for leaving Harry and Hermione in the forest. He felt bad for deserting them'.

Connor observed that this story was set in the past because they used words like 'alas' and 'thou'.

Book Bingo - What is it?

- *A whole-school reading system
- *KS1 and KS2 version
- *Aim is to read a variety of text types
- *Read a book for each genre
- *Sign off in Reading Record
- *Reward incentive

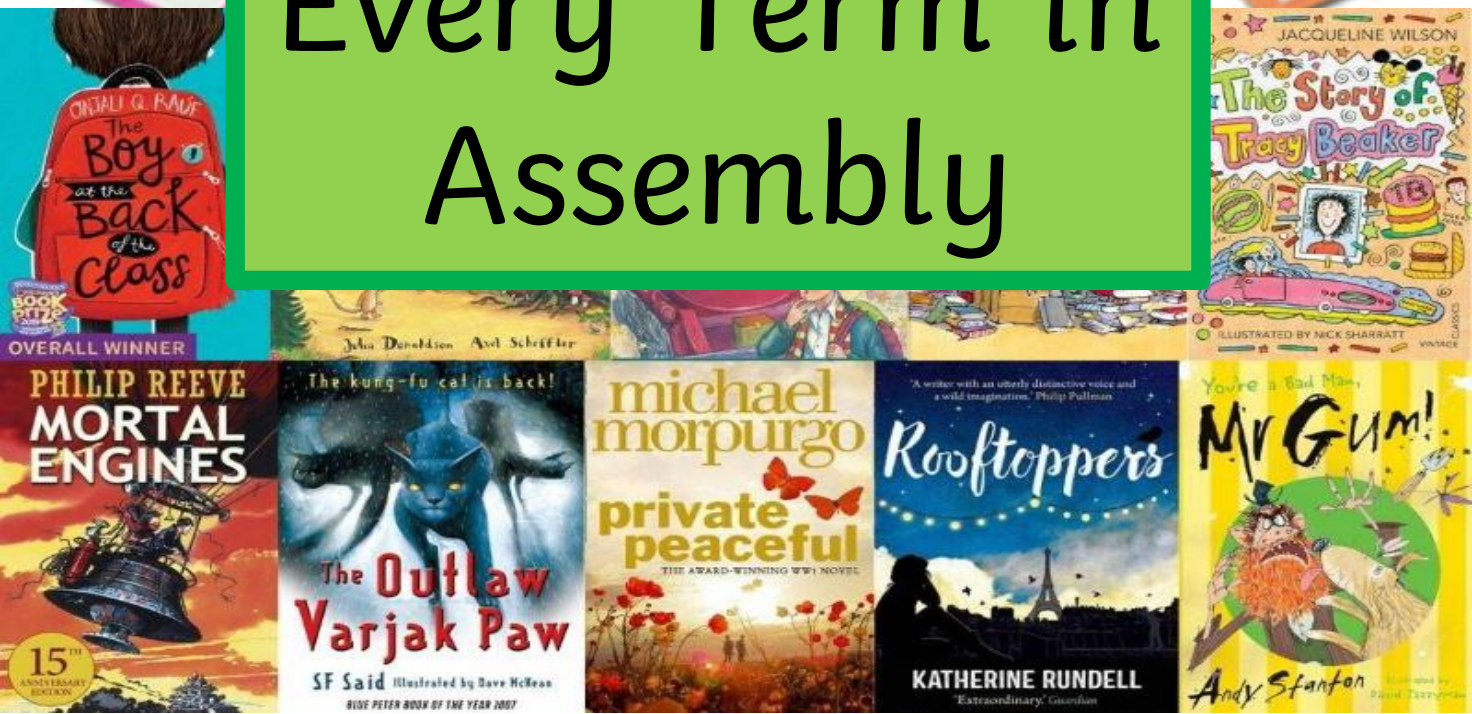
The more you read, the more you know...the more chance you have of winning a prize!!!



A fiction book <input type="text"/>	A book set in a different country <input type="text"/>	A chapter book <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book from the library <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book with a female lead <input type="text"/>
A diary <input type="text"/>	A traditional tale <input type="text"/>	A myth or legend <input type="text"/>	A poetry book <input type="text"/>
A review <input type="text"/>	A book set in a different time <input type="text"/>	A series of books <input type="text"/>	A play <input type="text"/>



Prize Draw
Every Term in
Assembly



1 line =

Raffle Ticket

Full House =

5 Raffle Tickets





Homework - TEAMS

- Alternating between **Topic and Maths and English** – this is the only thing that needs to be submitted on Teams
- **Reading** – at least 3 times a week in their reading records
- **Spellings** – Spelling Frame – Tests on Friday
- **Maths Rockstars and TTRockstars**
- Links to current learning or helps to prepare them for upcoming work



Statutory assessments

Year Four – Multiplication check

25 multiplication questions allowing for 6 seconds per question



Home / School Agreement.

The School will:

- Care for your child's safety and well-being.
- Be open and welcoming.
- Provide high quality opportunities for each child to achieve their full potential as a valued member of the school community.
- Ensure that the learning environment is stimulating and supportive.
- Celebrate your child's academic and personal achievements.
- Support your child to develop a growth mindset.
- Support your child to develop a positive attitude to one another regardless of gender, race, culture, belief, values, age or need.
- Communicate with you about your child's progress and learning behaviours; celebrating their strengths and explaining how we can further support them at school.
- Provide information to you regarding school, including policies, events, workshops and newsletters.



Home / School Agreement.

The Family will:

- Encourage my child to treat all members of the school with respect and good manners
- Encourage my child in all aspects of learning, value achievements and give praise for all their efforts
- Support my child by reading or discussing books with him/her each evening and support other opportunities for home learning
- Ensure my child attends school regularly, arrives on time and is properly equipped
- Inform the school of the reason for any absence, as soon as possible on the first day of absence
- Make sure my child has a good night's sleep and select age appropriate TV programmes , games and DVDs
- Make sure the school is aware of any additional needs my child may have and any concerns or problems that might affect their behaviour or learning
- Encourage a positive regard to everyone in our community
- Work in partnership with the school to support my child to follow the school Behaviour Policy
- Attend parent consultations, information meetings, Open Evenings and other events where possible.
- Read all information sent home as this gives you important details that will keep you informed.



Your Child will try to:

- Be helpful and caring towards others
- Be polite and respectful
- Be responsible
- Tell a grown up if they have a problem or worry
- Help look after our school, inside and out
- Try their best, by developing a growth mindset
- Behave in a safe way
- Complete their home learning

Please note that, if a child knowingly and willingly does not adhere to the home school agreement, then a conversation reinforcing the reasons why these rules are in place will take place with both the child and the parent.

Online Safety

**Talking to Your Child about
Online Safety**

Online life and offline life is just life

For many of us, we see our online lives and offline lives as different, but children are growing up with technology and the internet and for them there isn't a difference; online life and offline life is just life.

Technology can move at an extraordinarily fast pace and it can be difficult to know how to start talking to your child about what they're doing online, who they might be speaking to or discussing the potential risks and issues.

Children in Year 3 are rapidly developing their online world . They are actively searching for online content, often based on friends/media recommendations. They are looking for new, exciting and more interesting content to play and watch. They are starting to use social media (email , chat rooms, messaging platforms etc).They will often be playing games, watching films that are too old for them because they are looking for that next level of challenge

It is easy to think that you have set parental controls on your devices so that they cannot access inappropriate content but no controls are 100% effective and when they go to a friend's house or family member do they have the same controls in place?

Educating children on how to deal with inappropriate content , how to behave online and on staying safe online is absolutely vital. In school children receive regular lessons and discussions on online safety, but it is really important that this is also echoed at home.

Starting the conversation

Talking regularly with your child and being aware of their online life is the greatest tool to help keep them safe online. Talking regularly and making it part of daily conversation, like you would about their day at school, will help your child feel relaxed. It also means when they do have any worries, they're more likely to come and speak to you.

It can be easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks but there are things that you can do ...

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Next steps to take

- Are parental controls in place?
 - Are the games and apps they're using appropriate to their age? Have a conversation and agree some rules with your child about what games and apps they're allowed to use. While there are risks with most online platforms, we'd recommend only letting your child use apps that have privacy settings and a 'report and block' feature.
 - Do you know about the safety and privacy features of the apps they're using?
Such as:
 - Privacy settings. Are their accounts public or private?
 - Can you turn features off, such as chat and in-app purchases?
 - Do you know how to report and block?
 - Using Youtube kids is good , but remember it is for up to age 13 , so lots of content is still not suitable for younger children.
- If you want to check the age rating for an app/game/program use [Common Sense Media: Age-Based Media Reviews for Families](#)

If you need any help or advice there are lots of places to go –

www.nspcc.org.uk/keeping-children-safe/online-safety

[Childnet — Online safety for young people](#)

[CEOP Education \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)

[Common Sense Media: Age-Based Media Reviews for Families |](#)

[Own It - A place to help you boss your life online - Own It – BBC](#)

You are also welcome to email the school office if you have any issues with online safety at home and they will forward the message to the school IT Manager/Digital Well Being Champion who will endeavour to help.



Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.
- Stonehenge!





TREAT FRIDAY

Make lasting friendships & have fun (It's not all work!)

Support the school and raise much needed funds

Learn new skills & share yours

Improve your child's learning

CHRISTMAS FAIR

Not just for mums – dads, grandparents, friends....

FAMILY BINGO

Create lasting memories

QUIZ NIGHT

The kids love the events & they love seeing you helping

PRE LOVED

It's totally flexible Give whatever time you can spare

Create closer links with the school

SUMMER FAIR

THURSDAY
21ST SEPTEMBER
FROM 7.45PM

JOIN US FOR A DRINK, NIBBLES AND CHAT ABOUT EVENTS FOR THE SCHOOL YEAR
MESSAGE ON FB OR EMAIL OR TEXT TIA ON 07368171240 FOR HER ADDRESS

FOLLOW & LIKE US ON FACEBOOK
FRIENDS OF SPRINGDALE SCHOOL

friendsofspringdalepta@gmail.com



Any Questions?