

# Meet the Team

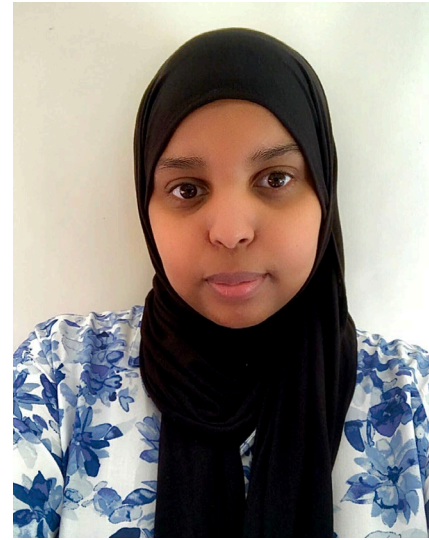
Year 3



3 Oak  
Miss Anderson-Ikpa



3 Blossom  
Miss Fistik



3 Elm  
Mrs Abdulkadir



Ms Kelly



Ms Osman

Mr Bryan

# Uniform

Other than PE days and planned events, children should be in full school uniform.



**Don't forget to label.**

# PE Days

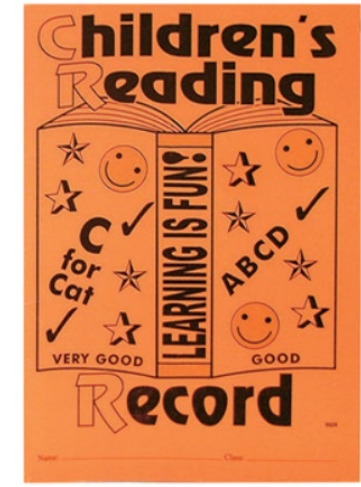


Class	Outdoor PE	Indoor PE
3O	Monday	Friday
3B	Monday	Friday
3E	Monday	Thursday



# Reading Expectations

- Read for **15 minutes everyday.**
- Bring Reading Records to school everyday.
- Sign their Reading Records (see prompts)
- Keep safe! It has all the passwords you'll need (TT Rockstars and Google classroom).
- Children's responsibility to change books regularly.



Woodpecker Hall

**Reading Comment Ideas for Poems**  
Reading with your child is one of the best ways you can support their learning. Here are some ideas of comments you could make in their records...

<p><b>Predicting</b> Iada thinks _____ will happen next because _____</p>	<p><b>Asking Questions</b> Iada wanted to know why _____ Iada was interested in finding out _____</p>
<p><b>Enjoying</b> Iada knew the character felt _____ because he was _____</p>	<p><b>Evaluating</b> Iada liked this part because _____</p>
<p><b>Clarifying</b> Iada learned the meaning of this word today: _____</p>	<p><b>Make Connections</b> Iada said that this book reminded her of _____</p>
<p><b>Summarizing</b> Iada told me that this book was about _____</p>	<p><b>Learning Behaviours</b> Iada enjoyed _____ Iada wants to find more books about _____</p>

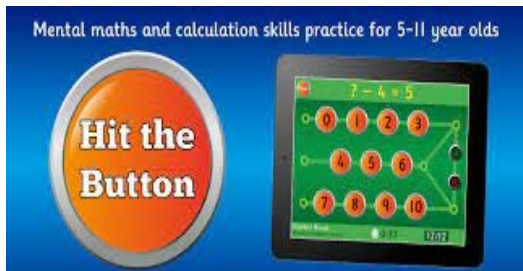
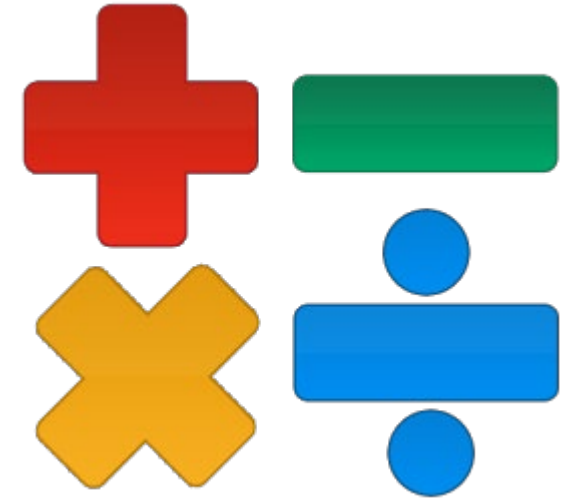
Reading with great fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Woodpecker Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.

<p><b>Fluency</b> Use a range of strategies, including accurate decoding of text, to read fluently.</p>	<p>Can you find words that include a prefix or a suffix? E.g. -ness, -ly, -ing, -ed.</p>
<p><b>Understanding</b> Understand, describe, explain or compare information, events or ideas from texts and use evidence from the text to do so.</p>	<p>Can you recognise any of the Year 4 spelling rules in this piece of text? E.g. Apostrophes for possession.</p>
<p><b>Appreciating</b> Appreciate the contribution of their own and other writers, including different media and presentation, to their own and others' work for effect.</p>	<p>How can you use the features of this non-fiction text to find specific information? What have you read so far that gives you a clue as to what might happen next in the story? Why do you think the character behaved this way? Do you have any questions about what you have read so far?</p>
<p><b>Responding</b> Respond to texts, including those of their own and others' writing, including drama, poetry and non-fiction, with fluency and accuracy.</p>	<p>THE END What language does the author use to build atmosphere in this narrative? E.g. tension, suspense, mood. How is the structure of this book different from other books that you have read?</p>
<p><b>Using Language</b> Identify and explain the writer's purpose and register and the effect of their use of language, including grammar and punctuation, in their own and others' writing.</p>	<p>Explain how this poem compares to other poems that you have read. Can you identify the themes of this narrative? E.g. fairness, friendship.</p>
<p><b>Using Language</b> Develop a positive attitude and habit of reading a wide range of texts, including fiction, non-fiction and poetry, and use their knowledge of the curriculum, e.g. history, geography, science, to inform their reading.</p>	<p>Can you explain why you liked/disliked this text? Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.</p>

# Maths

This year, we will be covering these areas of mathematics:

- Number - Place Value (3-digit numbers)
- Number – Addition and subtraction (3-digit numbers)
- Number – Multiplication and division (3's, 4's, 6's, and 8's)
- Number - Fractions
- Statistics
- Geometry
- Measurement



8 Times Table Song (Cover of Rolling In The Deep by Adele)  
1.8M views • 5 years ago

Laugh Along and Learn

Laugh Along and Learn cover "Rolling In The Deep" by Adele in this fun multiplication video

Subtitles



6 Times Table Song (Cover of Shake It Off by Taylor Swift!)  
2M views • 5 years ago

Laugh Along and Learn

Hope you enjoy learning to our cover of 'Shake It Off' by Taylor Swift. Dance, Sing & Learn! F

Subtitles

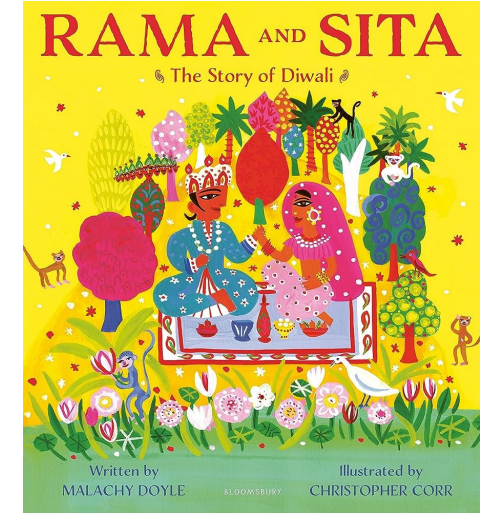
# Curriculum

Half termly topics.

Sent out every half term.

**Autumn: Let there be light**

- Science
- Art
- RE
- P4C and PSHE
- Computing
- Spanish
- Music



# Overview

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?		
-Hindu culture activities -Trip to Neasdon Temple -Embracing other religious celebrations	- Using materials in shadow investigation -Experiment in Science with reflection. -Experiments with light and dark.	-Explorer Dome -Hindu cultural morning -Kidnapping from Savarna	-Discussion about light pollution and how it is affecting our environment; looking at images of the earth from space (Science). -To make responsible choices and take action whilst understanding how my actions affect others (PSHE).		
<b>YEAR 3</b> <b>Title: Let There Be Light</b>		<b>Key Curriculum Areas: Science, R.E &amp; Art</b>		<b>Maths</b> <b>Place value</b> – To identify the value of each digit in 2 and 3-digit number. -To compare and order numbers up to 1000. -To find 10 and 100 more or less than a given number. <b>Addition and subtraction</b> – To develop strategies for mental addition and subtraction. -To add and subtract numbers up to 3-digits using formal methods. <b>Statistics</b> - Interpret and present data using bar charts, pictograms and tables. <b>Geometry and measurement</b> - Measure the perimeter of simple 2D shapes. -Identify right angles and learn how many rights angles makes a quarter turn, half turn, three quarter turn and full turn.	
<b>Big Bang</b> Hindu culture activities		<b>Science</b> -Experiment with making shadows. -Form and investigation with materials and which will block light. -Investigate how shadows change. -To understand and compare translucent, transparent and opaque materials. -To explore materials and observe effect. Make an evaluation on what dark is and how dark is the absence of light. -To investigate reflective surfaces and their properties. -To understand the dangers of light on the eyes.		<b>English</b> <b>'Rama and Sita. The story of Diwali'</b> -Acrostic Poetry -Write a character description -Retell the story of Rama and Sita <b>Writing skills</b> -Forming complete sentences using a capital letter, finger spaces and a full stop. -To use compound and complex sentences. -To use a range of adverbials. <b>Spelling</b> - Revision from year 2 adding prefixes (dis, mis, re, pre) and suffixes (-ed, -ing, -est) <b>Handwriting:</b> Focus on ascenders and descenders. <b>Daily guided reading sessions</b>	
<b>School Trip/Special Events</b> Meet the Teacher – 14/09/23 9am		<b>PE –Outdoor – Netball</b> -To consolidate and improve ball handling techniques and learn a range of passes. -To explore and investigate strategies for passing and moving. -To find space before receiving a pass.		<b>Art</b> -To take inspiration from others with observation of pattern and symmetry. -To create repeating patterns -To select appropriate material and to create a Rangoli design.	
<b>Celebration</b> Diwali Gallery		<b>PE- Indoor – Dance</b> - To incorporate different qualities and dynamics into their movement. To link actions to make dance phrases, working with a partner and in a small group.		<b>Music</b> - To play open strings (plucking and strumming). - To strum a Chord C- with different rhythm. - Combining Chord C and F	
<b>RE –Hinduism</b> -To understand the important of the story 'Rama and Sita' to Hindus. -To name and explore Hindu practices and lifestyles.		<b>Computing -</b> - Introducing E-Safety - Use code blocks to complete and link command sequence - Use code blocks to link, repeat and re-use commands -Further extend re-using commands in		<b>PSHE</b> -Helping others to feel welcome. - Try to make our school community a better place. -Think about everyone's right to learn. - Care about other people's feelings.	
<b>Spanish</b> - To ask others their names and respond. - To ask others how they are feeling and respond. - To recognise and say numbers 1-10					



# Home Learning

- **Weekly** Maths OR English will be set on a Friday and due on Tuesday.
- Weekly Spellings and Timetables practice.
- **Half- termly** project work will be set at the beginning of every half term and due by the end of the half term.
- Home learning is designed to be enjoyable, and each task should not take any longer than 30-40 minutes.



Google Classroom

Chrome books, headphones and internet dongles are available from the school office.

*No paper homework will be available.*

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Trips, Clubs, Closures etc.