



# Hampton College Primary

## Welcome to Year 3



# Meet the Year 3 Team



**Miss Crabtree**  
Moon class teacher



**Miss Britten**  
Sun class teacher



**Mrs Revoredo**  
Teaching assistant



**Miss Moreman**  
Teaching assistant



**Mrs Dunstan**  
Teaching assistant



**Miss York**  
Trainee Teacher



# Cornerstones Curriculum Topics



## Predator!

Develop children's knowledge of predatory animals, plants, food chains and habitats.



## Scrumdiddlyumptious!

Children explore the tasty world of food, developing their knowledge of food groups, food origins, healthy eating and physical changes during cooking.



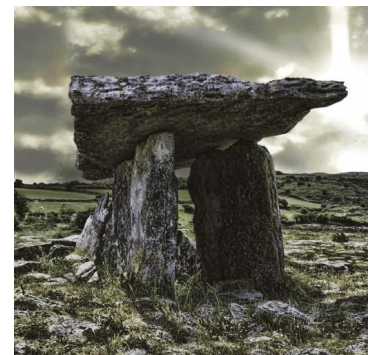
## Gods and Mortals

Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes.



## Rocks, Relics and Rumbles

Earthquakes, volcanoes, crust, mantle and core - learn about all these and more!



## Tribal Tales

Children learn how early human culture and land use developed during the Stone Age, Bronze Age and Iron Age.



# Year 3 timetable

Week A/B	8.40am-8.55am	9.00am-9.05am	9.00am-9.45	9.30am-10.30am	10.30am-10.45am	10.45am-11.00am	11.00am-12.15pm on	12.30pm-1.30pm	1.30pm-2.00pm	2.00pm-3.00pm	3.15pm-3.00pm
Monday	Early morning work/reading	Registration	Music/English Week A (Moons) Week B (Suns)		Whole school assembly	Break	Maths	Lunchtime	Whole Class Reading/Word of the day	Topic/Science	Cosy Club
Tuesday			Indoor PE/English			Break	Maths		TT Rockstars	Handwriting/Whole Class Reading/Topic	Cosy Club
Wednesday			Whole Class Reading	English		Break	Maths		Spellings	Computing/Topic	Cosy Club
Thursday			French & English			Break	Maths		R.E/PSHE/Whole Class Reading	Cosy Club	
Friday			Whole Class Reading	English		Whole school assembly	Break		Maths	PE	Proud Time

## Key information

Children are to come into school in their PE kits on PE days. They are Tuesdays for indoor PE and Fridays for outdoor PE.

## Homework

The expectation for homework in Year 3 will begin with regular use of Times Tables Rock Stars to practise times tables. Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

In addition, we ask that spellings are practised on Spelling Shed, as spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for pupils. The game-like aspect of Spelling Shed ensures children are engaged and eager to practise their spellings regularly. The low-stakes games, quizzes and reward systems ensure that children find spelling fun.

There is also an expectation that the children read at least **four** times a week and record their reading in their reading records.



# Expectations for learning in Year 3

## What will my child do in Year 3?

As in all other year groups, Year 3 follow the National Curriculum set out by the government. Children will access the full range of curriculum subjects. Generally speaking, reading, writing and maths will be taught daily; geography, history, art and design, music and computing will be taught in blocks to match the topics listed above, and PSHE, RE, science and Languages will be taught at least fortnightly across the year. At HCP, we strive to make teaching and learning personalised, exciting and creative.

## The curriculum for English in Year 3

In Year 3, we enjoy learning about a range of text types through the use of picture, fiction and non-fiction books. We often use short video clips to inspire writing too. Your child's enjoyment and understanding of language is crucial in supporting their reading and writing and the use of different stimuli encourages children's fluency as readers, their ability as writers and their comprehension. They will also continue to hone their writing skills through short burst writing and lengthier published pieces.

By the end of Year 3, children's reading and writing should be sufficiently fluent for them to manage the general demands of the curriculum in Year 4 across all subjects. They should be able to reflect their understanding of the purpose and audience of their writing by selecting appropriate vocabulary and grammar.

In Year 3, children's confidence, enjoyment, and mastery of language will be extended through public speaking, performance, and debate.

This academic year we are implementing a new approach to the teaching of phonics and reading; these changes in our reading approach this year will impact predominantly on teaching and learning in Early Years and KS1, however any changes for KS2 reading are explained in an additional booklet for parents, which will be sent out shortly.

## The curriculum for maths in Year 3

The main focus of maths teaching in Year 3 is to ensure that children have an increasingly confident understanding of the number system and place value to include integers up to 1000. This evolves into addition, subtraction, multiplication and division, where children will be introduced to basic formal written methods so that their work becomes more efficient. Established pictorial methods and mental methods will also be developed further. Please see the school calculation policy for the methods that will be introduced in Year 3. This improved command of number is then applied in units of work on fractions, geometry, statistics and measurement.



# Assessment in Year 3

## How will my child be assessed in year 3?

Throughout the year, our year 3 teaching team will be assessing children against the National Curriculum for year 3, making observations, looking at the work the children complete during lessons and gathering evidence to determine how children are attaining in reading, writing and mathematics by the end of year 3. This end of year teacher judgement will be shared with parents through your child's end of year report and will show parents whether your child is working:

- at age related expectations;
- towards age-related expectations or
- above age-related expectations.

Updates regarding how your child is attaining will also be shared at our autumn and spring term parents' consultations in November and March.

## Y3 Partners in Excellence (PiXL) Tests

Throughout key stage 2 (from year 3 to year 6) we will continue to use PiXL (Partners in Excellence) assessments throughout the year. PiXL tests have been designed to check children's knowledge and understanding against the end of year expectations for each year group in reading; grammar, punctuation and spelling (GPS) and mathematics.

As well as informing each teacher's assessments of each child in their class, PiXL tests also enable diagnostic evaluation of gaps in children's learning and are supported by therapies and interventions which can support children in closing their gaps in learning.



# PROUD values

As a school we are committed to ensuring the very best quality of education and care for your children. We are a school which reflects very positively on rewarding behaviours that improve and enhance learning. We talk daily, with clarity and consistency on our **PROUD** values

- **P**lay and learn together calmly
- **R**espect
- **O**wn our school
- **U**nderstand boundaries
- **D**o our best - always

Our values are displayed around school and are further promoted with the children devising class rules, which they strive to adhere to. Children are rewarded with verbal praise, stickers, stampers, certificates and will also soon be allocated a **PROUD** team that are closely linked to our values. With this, children can earn **PROUD** points for positive behaviour, and great learning behaviours. This may be for example: using good manners, holding a door open, supporting others in their learning, being a good role model, taking pride in their work, going above and beyond, being kind to one another, listening well in class etc.

Our **PROUD** teams are:


Partnership

Respect

Ownership

Understanding

Determination



Children will participate in activities across the school year to work as part of their **PROUD** team to earn points and win events.

For each **PROUD** point that the children earn they get 3 minutes of **PROUD** time on a Friday afternoon. The aim is for each child to get at least 10 **PROUD** points to gain their full 30 minutes **PROUD** time.

Our behaviour model encourages children to go above and beyond and showcase their abilities to be **PROUD** members of Hampton College.



The current model has been altered slightly to encourage children to go above and beyond and showcase their abilities to be **PROUD** members of Hampton College.

Many children show a high standard of the PROUD values on a daily basis and we would like to show recognition for this. Children who remain on green for the entire half term will pbe 'evergreen' and be part of a special event on the last day of each half term.



Children who show a high standard of the PROUD values will be recognised for their efforts and move from green to the PROUD badge. Children who achieve this may receive a PROUD sticker or a 'Well done' postcard home.



There are 2 reset points throughout the day where if children show a positive change to their behaviour, then they can move back to green. This is at the discretion of the class teacher.

All children will start each day on green.



Children will be moved to yellow following 2 verbal warnings for their behaviour.



Children will be moved to amber following 1 verbal warning for the behaviour.



Children will be moved to red for severe behaviour.





# Uniform expectations

At Hampton College Primary we expect children to take pride in their appearance and feel PROUD in representing our school. We expect all children to wear correct uniform and kit for PE. For this academic year children will continue to come to school in their PE kits on their PE days. If children do not have this, a slip will be sent home. Without the correct PE kit children will **NOT** be able to participate in lessons.

## School uniform

Navy school cardigan or jumper

White polo shirt

Black or grey trousers, skirt or dress. (Leggings are not to be worn without a skirt or dress)

Black school shoes. (Black trainers are not acceptable)

Black, blue, white hair accessories with natural colour hair.

Jewellery – earrings are to only be studs.

Watches are allowed but no other jewellery.



## PE kit

PROUD house coloured top or plain, white t-shirt

Black, navy or grey jogging bottoms, leggings or shorts

Trainers or plimsolls

Navy jumper or hoodie for colder weather and outdoor PE

