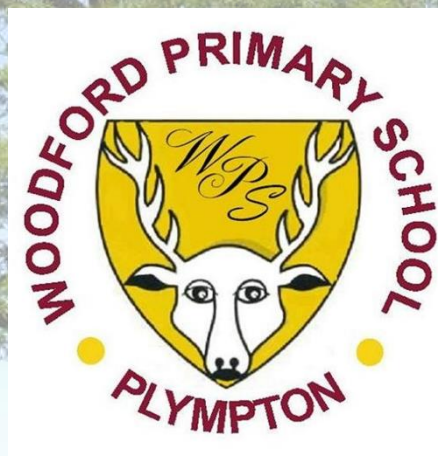
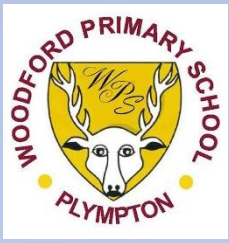


Getting to know Year 3

Silver Birch and Apple
Class
2023 / 2024





Welcome



A Message from Mrs Patrick...

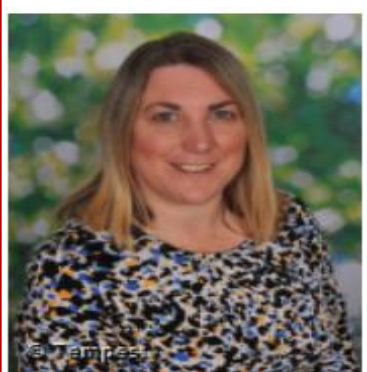
Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around oracy learning, giving children the opportunity to build confidence in their talk, value collaboration and promote a love of learning and personal wellbeing. These priorities will remain as we move to our more formal, structured curriculum and curriculum delivery. Our aim for all children is to grow their potential to enable them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong ethos of wellbeing and care; our STRIVE values; promotion of mental wealth and having high expectations for all our children to succeed.

Please do message me on class dojo or email woodford.primary.school@plymouth.gov.uk should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.



Meet the Year 3 Team



Mrs Parker
Teacher
Silver Birch class



Mrs Beresford
Teacher
Silver Birch class



Miss McLagan
Teacher
Apple class



Mrs Page
Year 3
Teaching assistant



Mrs McEwan
Year 3
Teaching assistant

Monday afternoon – Mrs Eames and Mrs Jenkins will be teaching Year 3.
Mrs Eames will teach the Apple class every Friday morning.
Mrs Parker teaches Silver Birch on a Monday and Tuesday – alternate Wednesday.
Mrs Beresford teaches Silver Birch on a Thursday and Friday – alternate Wednesday.
Mrs Eames will be teaching the Silver Birch class every other Friday afternoon.



Meet the Leadership Team



Mrs Patrick
Headteacher



Mr Rose
Deputy
Headteacher



Miss Ritchie
Assistant
Headteacher and
SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Meet the Safeguarding Team



Mrs Patrick
Headteacher



Miss Ritchie
Assistant
Headteacher
and SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Mrs Milbourn
PSA



Mrs Latham
Attendance
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email
safeguarding@wps.Plymouth.sch.uk.

Safeguarding a child is everyone's responsibility.



Meet the Wellbeing Team



Miss Ritchie



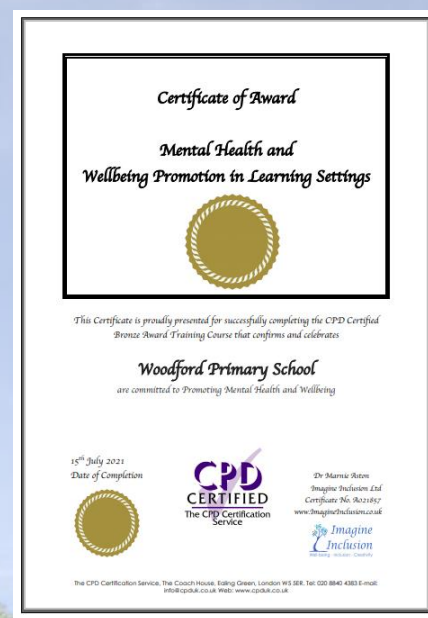
Mr Howarth



Mrs Milbourn



Mrs Eames



We recognise the importance of promoting **positive wellbeing** for all and have a dedicated team to support this in school. Please feel free to make contact if you feel there is any support you require.

Our school website also has a dedicated wellbeing page which has many support links that you may find useful. [Woodford Primary School - Mental Health and Wellbeing](#)



STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.

S

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E

Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.

Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.

Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.



How we celebrate positive behaviours.



Praise
Stickers

Dojo points
Merits



Recognition boards in the class

Star of the day







Headteacher Awards

Whole class dojo awards

Positive verbal feedback

Messages home

Woodford Wonders

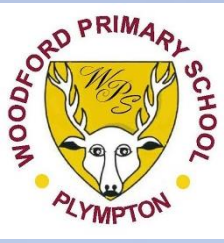
Steps to Behaviour Recovery			
1 Reminder			An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out			You have not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your carers know.
3 Reflect			An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated during break or lunch time.

This are the steps used when children are not demonstrating a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching responsibility for actions and choices.

Reminder
Messages home
Time out - time with an adult during break or lunch
3 time outs - discussion with key stage phase leader
Parent and school meetings
Meeting with external agencies
Internal seclusion
Suspensions
Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.



English

Book Writes and
Re-Think Reading

Maths

Power Maths
TT Rockstars

Our Curriculum

We use the National Curriculum and the following resources support the curriculum planning and learning:



Computing

Purple Mash

Reading

Read Write Inc
Accelerated Reader
Re-Think Reading

Grammar and

Spelling

No Nonsense Spelling and
Grammar

PE

iMoves and Real PE

French

Rachel Hawkes
Scheme

RE

Opening Worlds

ART and Design

Kapow

Handwriting

Letterjoin

PSHE

Jigsaw

Science

Hamilton Trust and
Explorify

Music

Charanga

History/Geography

Opening Worlds

Design

Technology

Project on a Page

Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

We are iPad PALS
Permission
Adults
Learning
Safe

Your story is rubbish...

I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



We will all make safe, respectful choices when we are online.













Our Learning this term



WESTCOUNTRY
SCHOOLS TRUST

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

WOODFORD PRIMARY SCHOOL		Curriculum Overview for Parents 2023-2024		Year: 3	Term: Autumn
Curriculum Areas					
English: We will be reading The Beasties by Jenny Nimmo and learning new vocabulary linked to this. We will be orally rehearsing sentences, using descriptive language and starting to construct multi-clause sentences. The children will innovate and write their own short version based on the Beasties text. Children will read daily (either in the class reading session or in their Read Write Inc. group), immersing in whole class texts and listening to the class novel at the end of the day. The children will have weekly spelling learning and use spelling shed to practise these in different ways.		Maths: The children will be learning about place value of numbers up to 1000. The children will begin with learning how to count in 100s. They will learn that a 3-digit number is made up of some 100s, 10s and 1s and they will be able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). They will extend the number line to 1,000 and know where different numbers lie. They will compare and order 3-digit numbers as well as count in 50s. We will be focussing on developing individual Maths fluency and will start by consolidating the x2, x5, x10 tables.		Science:  In our Rocks and soils unit the children will be learning: To name and describe the different layers of the earth and know where rocks come from. To compare and group together different kinds of rocks. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter.	
History We will be using the new curriculum Opening Worlds and exploring Ancient Egypt. We will be looking at Howard Carter's big surprise and what he managed to uncover. We will then explore how the Ancient Egyptians lived and their different beliefs.  Geography We will be learning about Rivers focussing on the River Indus. Finding out about how rivers are formed, how they change over time and shape the land and learning about Britain's longest river, the Severn. 		ART The children will be exploring drawing techniques. They will explore the difference between organic and geometric shapes. They will use simple shapes to form the basis of a detailed drawing and explore shading to create light or dark in their work. The children will collect a varied range of textures using frottage. 		Computing: The children will be using the Purple Mash program to continue their learning about Internet safety, they will be thinking about how you can use the internet to communicate safely, looking at web pages and identify fact and fiction. They will learn about the meaning of age restrictions and to how to turn for help if they see inappropriate content or have inappropriate contact from others. 	
PE: In PE this term, the children will be developing their skills within football and gymnastics. During football we will be practising our ball skills and transferring this into game situations. Within gymnastics we will use different jumps and rolls to create a sequence and perform this. PE is every Tuesday and Thursday.		Music: In Music, the children will be gaining confidence through performance - listening, singing, composing and performing a variety of musical genre. 		French: In French the children will be using basic French vocabulary, phonics and grammar knowledge to describe themselves and others. They will learn new vocabulary e.g. greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional rachelhawkes.com prepositions in, on, and under.	
PSHE: This term's PSHE learning follows the Jigsaw unit 'Being me in my world' where children will discuss how to make people feel welcome and care about other people's feelings. We will celebrate our own personal strengths and set goals within a class charter recognising that everyone has a right to learn. 		Home learning <ul style="list-style-type: none">➢ TTRockstars and Numbots – it is essential that children practise their number skills regularly to support with maths learning in class.➢ Weekly spellings, which are given out on a Friday each week.➢ Use spelling shed to practise termly word lists and use different methods of practising spelling e.g. pyramid, colourful letters, boxing up.➢ Reading at least 3 times a week and record success in your child's planner.			
How I can support my child this term: <ul style="list-style-type: none">• Please use the Learning Partnership Planner to record reading and practise at home. Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.   					



Our Timetable



WESTCOUNTRY
SCHOOLS TRUST

	8:40	8:50	9:00	9:30	10:30	10:45	11:00	12:00		1:00	2:00	3:00
Monday	FB4 Meet & greet	Registration	Reading	English	Assembly	Break	Maths	Lunch	Meet and greet/Registration	Music (Intervention RP) PPA - KM	Jigsaw/ Wild Tribe PPA – RP/KM	Class Story
Tuesday	FB4 Meet & greet	Registration	Reading	English	Picture News		Maths			PE	Geography	Class Story
Wednesday	FB4 Meet & greet	Registration	Reading	English	Singing		Maths			History	MFL	Class Story
Thursday	FB4 Meet & greet	Registration	Reading	English	iMoves Mindfulness		Maths			Science	PE	Class Story
Friday	FB4 Meet & greet	Registration	English (Spelling Handwriting)	Maths KM ECT Time			Art/DT KM ECT Time			RE	Computing	Celebration



This document shows you what your children will be aiming to achieve by the end of year 3 in reading, writing and mathematics.

These are available on our school website.

Woodford Primary School - Year 3



WESTCOUNTRY
SCHOOLS TRUST

Year 3 Standards

Reading

- Use evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- Perform poems and play scripts aloud to keep the listener interested.
- Discuss words and phrases that interest them.
- Predict events in stories.
- Describe the main ideas in a book from reading a number of paragraphs.
- Able to choose from a range of books the information that is required.
- Use existing knowledge of a range of different words to read aloud and understand the meaning of new words.
- Use a dictionary to check the meaning of new words.
- Recognise different types of poetry.
- Understand that the way books are set out help the reader to identify the meaning.
- Use non-fiction books to find things out.
- Talk about the different types of stories he/she has read.
- Show awareness that some words sound differently to how they are spelt.
- Show an understanding of an increasing wide range of texts they have read.
- Identify different themes and conventions in a wide range of books.
- Take turns when discussing books he/she has read or had read to them and listen to what others have to say.
- Check what he/she reads makes sense by talking about it.
- Ask questions to help understand more about a book or text.

WHAT I CAN DO TO HELP MY CHILD:

Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?

Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters, words and develop fluency.

Make use of our online resources to support your child's learning.



WHAT I CAN DO TO HELP MY CHILD:

Talk about maths whilst cooking, looking at travel timetables and planning journeys, looking at TV schedules, adding up shopping bills.

Help your child to count from a number. Help them to recite their times tables and number bonds.

Make use of our online resources to support your child's learning.



Maths

- Count from 0 in steps of 4, 8, 50 and 100.
- Find 10 or 100 more or less than a given number.
- Know what each digit means in Hundred Tens and Unit numbers such as 204.
- Compare and order numbers up to 1000.
- Identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems, working with numbers up to 1000 and in different units of measurement.
- Add and subtract numbers in his/her head, including questions such as 432 - 7.
- Add and subtract numbers in his/her head, including questions such as 432 + 300.
- Add and subtract numbers in his/her head, including questions such as 432 - 300.
- Use written methods to add or subtract two three-digit numbers.
- Estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.
- Solve problems such as missing numbers (for example, 432 + ? = 122) using his/her knowledge of number facts and methods of addition and subtraction.
- Know the 3, 4 and 8 times tables.
- Answer multiplication and division questions such as 16×5 or 45 divided by 9.
- Solve more complex problems and missing number questions involving multiplication and division.
- Count up and down in tenths.
- Know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.
- Find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects.
- Know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$.
- Show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{2}{6}$.
- Add and subtract fractions with the same denominator (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that finding, ordering or comparing fractions.
- Create bar charts, pictograms and tables.
- Answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.
- Can measure and compare in these units: lengths (m/cm/mm), weight (kg/g) and capacity (l/ml).
- Measure the perimeter of a 2-D shape such as a square or triangle.
- Work on money problems, adding and subtracting amounts of money and working out how much change is left, using both £ and p in problems.
- Tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.
- Tell the time accurately to the nearest minute.
- Measure and record time passing in seconds, minutes and hours.
- Know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Calculate how long an event or task took to complete.
- Recognise and describe 3-D shapes even when they have been turned about in different ways.
- Know that an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.
- Tell whether an angle is greater than or less than a right angle.
- Know when a line is horizontal or vertical or when two lines are perpendicular or parallel.

Writing

- Write sentences using a wider range of conjunctions, such as when, if, because and although.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Add prefixes to form new words, such as adding super-, anti- or auto- to known words.
- Know when to use 'a' or 'an'.
- Know some words belonging to word families (such as solar, solution, solver, dissolve, insoluble).
- Use inverted commas are used to open and close what someone is saying in a text.
- Use ideas to plan his/her writing.
- Organise writing using different settings, characters and plot.
- Write simple sentences from memory that have been dictated, using the correct punctuation.
- Plan writing by looking at similar texts discussing the structure and vocabulary.
- Organise writing using headings and sub-headings.
- Edit his/her own work to improve the use of grammar, adding improvements.
- Spell an increasing number of homophones.
- Spell accurately.
- Read through his/her work to correct spellings and punctuation.
- Increase knowledge of prefixes and suffixes and understand how to use them in his/her writing.
- Use the first two or three letters when using a dictionary to help find its meaning.
- Be able to read writing to an audience in an interesting and clear manner.
- Use an increasing range of sentence structures and richer vocabulary in his/her writing.
- Use paragraphs to organise writing.
- In handwriting know which letters should be joined.
- Handwriting is joined and legible with all letters the same height and correct distance apart from each other.

WHAT I CAN DO TO HELP MY CHILD:

Help your child to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.

Family writing projects: holiday photo albums. Scrapbooks and your family activities in an album. Ask your children to help you write in dates and captions. Leave notes or reminders for each other.

Make use of our online resources to support your child's learning.





At Woodford we use a scheme called *Letterjoin*.
This is the letter formation your child is expected to
use in their writing:

Handwriting...

Cursive Lower Case Letters

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Capital Letters

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z



Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!

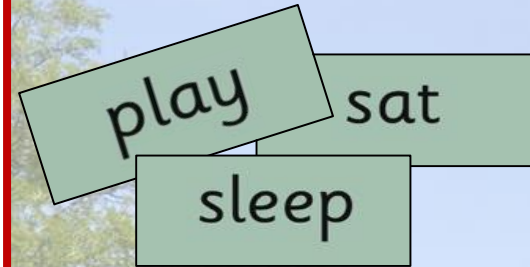




Read Write Inc



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. In their RWI session, children will learn different sounds and will read words containing these sounds. They then will move onto reading decodable books containing sounds and words they can read independently. They read each storybook three times at school and a matching book bag book to read with you at home will be sent home on a Friday. On each reading, children's fluency increases and they have a better understanding of what the story is about. Children are assessed and re-grouped every half term. Extra intervention is given to some children to ensure they keep up.





Accelerated Reader



As children finish the RWI scheme, they will move onto Accelerated Reader. Children will choose a book at the right level for them, which will be determined by a Star Reader test that assesses their reading comprehension. From this, Accelerated Reader will allocate each child a ZPD (Zone of Proximal Development). The ZPD is a numerical range, which gives your child a wide choice of books to choose from that will be at the right level of challenge and help them to progress with their reading. Once children have completed a book, they will then quiz on it and receive a score to see how much of it they have understood. Furthermore, Accelerated Reader provides children with a target to achieve based on how many books they have successfully quizzed on and we hope this will further ignite a love for reading at Woodford. Children will need to pass 3 books attaining 80% or more, to move up through the bands. We will be giving certificates this year for the number of books passed.





Learning Partnership planners

Woodford Primary School



Learning Partnership Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

Home learning must be recorded in them each week and planners then shared with the class teacher.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.



Please use the weekly planner pages to record home learning completed.

Please use the weekly planner pages to record home learning completed.



Daily Routines

- 8.40 Doors open
- 8.40- 8.55 Flash Back 4 + Registration (8.50)
- 9.00 Reading/ RWI
- 10.45 – 11.00 Break time
- 12.00 -1.00 Lunch
- 3.20 End of day



All children are expected to wear school uniform.
It consists of the following items:

**School uniform/
PE kit**

In Winter our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

In Summer, children can wear shorts and summer dresses (maroon and white striped or checked).



P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy) and black shorts for indoor activities. Foundation Stage children wear white t-shirts with the school logo.

Children do P.E. indoors barefoot but will require plimsolls/velcro trainers for outdoor activities.

Track suits or jogging bottoms can be worn for outdoor P.E sessions during the Autumn and Spring terms.



PE Kits can be worn to school on class PE days and Wild Tribe days only.



Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

School website



[Woodford Primary School - Home](#)



What to bring each day

- A **small** bag or book bag
- A named water bottle
- Packed lunch (if not having a school meal). Please remember to **not** include peanut or nut products
- Fruit snack
- If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.



Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place between 8:00 and 6:00 for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review SPR-mid year learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.



Class Dojo

We will continue to use Class Dojo for showing some of the children's fantastic learning. If you are having difficulty accessing your child's page, please let us know via the school office





Any questions?

If you have any further questions please contact the teaching team in the first instance.

Please remember the messaging part of Class Dojo is for learning related matters only.

Thank you 😊