



Welcome to Year 3

Teachers: Mr Pask and Mrs Tonkin

Teaching Assistants: Mrs Wilkins and Mrs Mills



Catholic Life and Our School Mission Statement

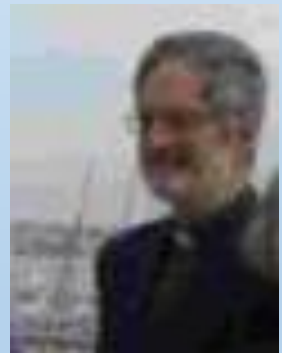
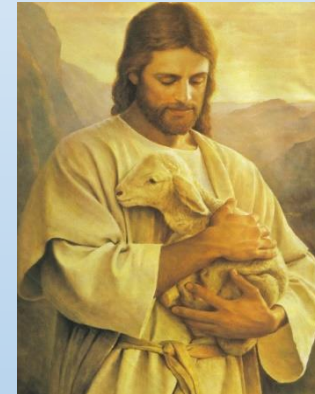


The Catholic Life of our school is at the heart of everything we do.

Our school mission statement is our prayer.



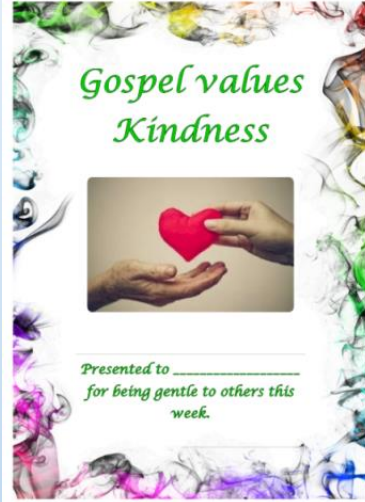
‘Lead us Lord,
To Act Justly,
To Love Tenderly,
To walk humbly.
Amen.’



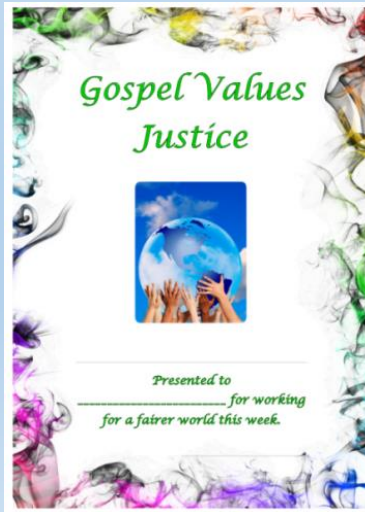
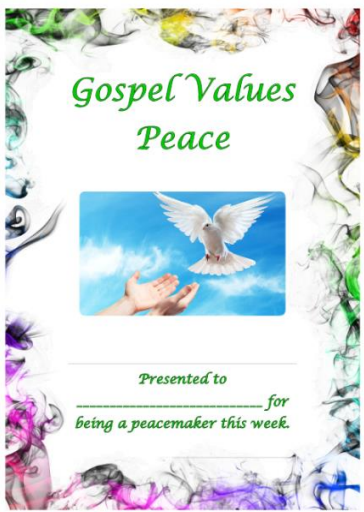
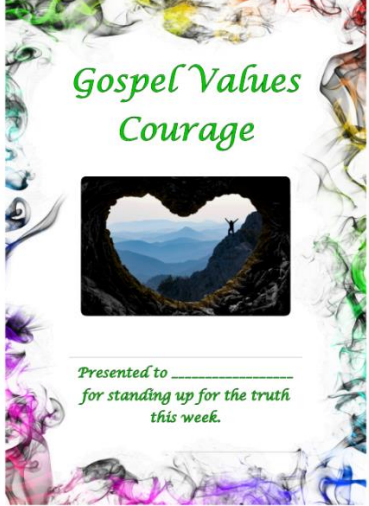
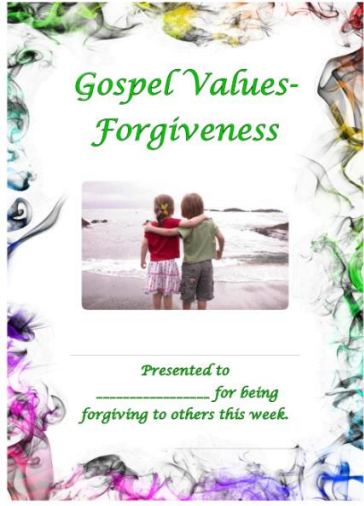
We ask the Lord to lead us in our relationships with one another and in to lead us in all our work at school.
We are proud to form part of Our Lady Star of the Sea Parish and work closely with Father Anthony and Deacon Geoffrey .
Our Catholic Life encompasses our work in RE and also the Worship Life of our school.



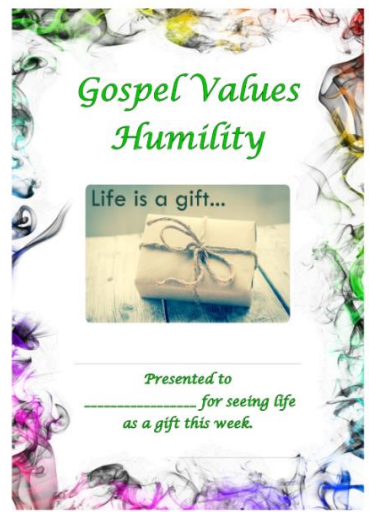
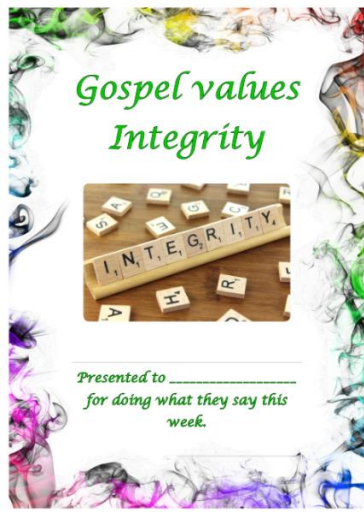
Our Gospel Values



Our Gospel Values are important to the Catholic Life of our school. They are the qualities that underpin the way we approach our life at school. Here are our Gospel Values displayed on our school certificates.



We start each week with a whole school Liturgy and during this worship time, focus on a gospel value to incorporate into our learning during that week. The children who demonstrate the gospel values are awarded Gospel Value certificates every two weeks and their achievements in relation to the values are rewarded in Celebration assembly.





Laudato Si' – On Care for our Common Home



LAUDATO SI'

ON CARE FOR
OUR COMMON HOME



POPE FRANCIS



ENCYCLICAL LETTER

*Laudato Si-On Care for the Common Home –
An Encyclical Letter from Pope Francis on Care for our World*

We find opportunities through our topic teaching and through explicit RE lessons, to learn about, explore and discuss ways to care for one another and how we as caretakers of our world can learn to care for the environment. The children are encouraged to be mindful of the way they use resources responsibly and are careful in the way they consider energy use both at school and in their own homes.

Our curriculum is designed to allow children from Reception to Year 6 to consider how we all have a responsibility to care for our home, our planet, our common home.



YEAR 3 TIMETABLE - AUTUMN 1

		8.40 - 9:00	9.00 - 10.00		10.00 - 10.30	10:30-10:45	10.45-11:45		11:50 - 12:55	12:55 - 2.00		2.00-3.00		3.00 - 3:15	
Mon	Early bird	Liturgy	9:30-9:50 GR & HW	9:50-10:30 English			Maths (PE if raining)			1:00-1:30 RE	1:30-2:00 RHE/PSHE		2:00-3:00 PE (<u>maths</u> when raining)		
													Interventions		
Tues	Early bird	9:00-9:30 GR & HW	9:30-10:30 English			Maths			1:00-1:30 RE	1:30-2:15 Computing (1:30-2:00 when S+P)	2:15-3:00 Art (2:00-2:30 when S+P)	2:30-3:00 Sing and Praise (<u>alternate</u> weeks)			
										Interventions					
Wed	Early bird	9:00-9:30 GR & HW	9:30-10:30 English			Maths			1:00-2:00 PE (Julian)		2:00-3:00 RE (<u>in</u> chapel)				
									Interventions						
Thu	Early bird	9:00-9:30 GR & HW	9:30-10:30 English			Maths			1:00-1:30 RE	1:30-2:15 Science	2:15-3:00 Music				
										Interventions					
Fri	Early Bird	9:00-9:30 GR & spelling	9:40-10:30 English			Maths			1:00-2:55 History	2:00-2:25 French	2:30-3:00 House meetings and celebration assembly				

Registration & Reflection Time

SNACK & PLAYTIME

LUNCH TIME

Reading class book

Year 3 timetable

The school day starts between 8.40 and 8.55.

The school day finishes at 3.15pm.



PE days – Monday and Wednesday
Wednesday lessons will be with Julian Lawes.



Year 3 units



Term	Science	History	Geography
Autumn	1: Rocks and fossils 2: Light	Stone Age to Iron Age	The UK
Spring	1: Living organisms 2: Plants	Ancient Rome	Volcanoes
Summer	1: Forces and motion 2: Friction and magnetism	Roman Britain	Europe



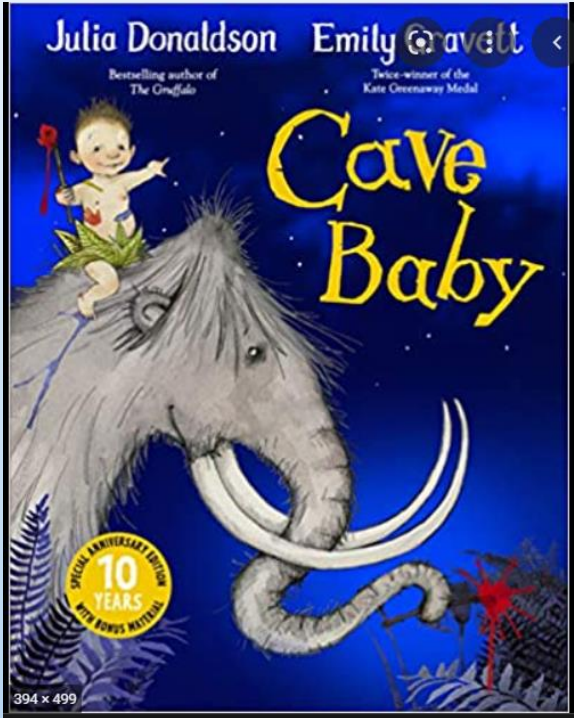
Parents in Partnership and Home learning



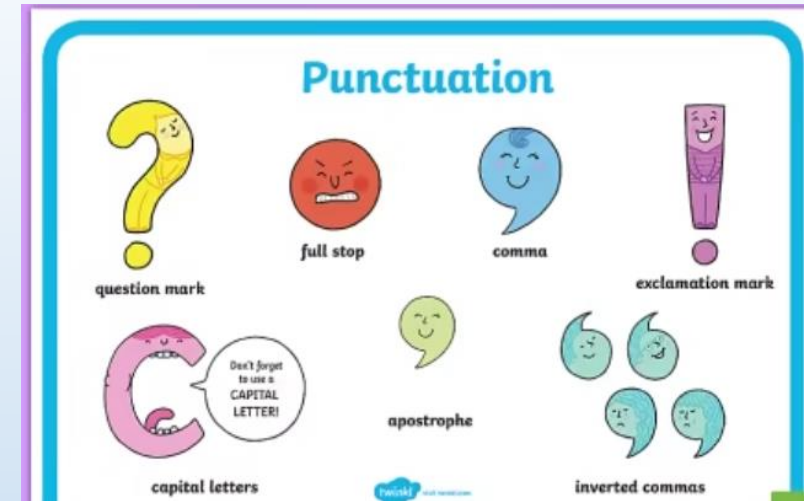
- Google Classroom
- Set on Friday
- Spellings will be on Google Classroom and stuck in books.
- Reading expectations – we aim for all children to be reading with an adult during the week when possible.
- Home Learning Grid
- TT Rockstars
- Home learning English and Maths tasks will be set using an online platform called IXL. These are optional.



Writing



In English, we are continuing to use a book stimulus, linked to our topic, to develop different skills. This includes the use of exciting adjectives, noun phrases and building up to the use of paragraphs and increasing and improving the children's vocabulary.

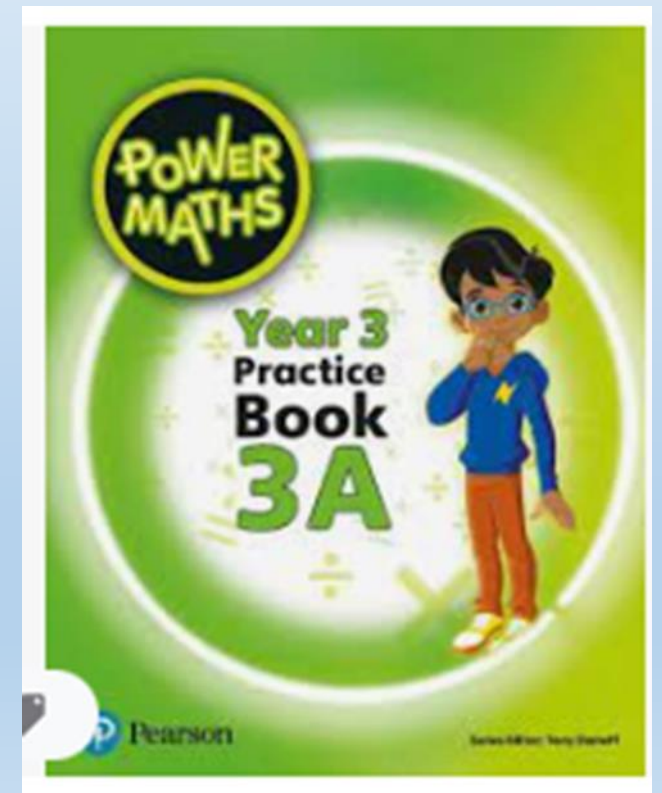


The correct use of punctuation is another skill that will be taught across all written subjects this year.

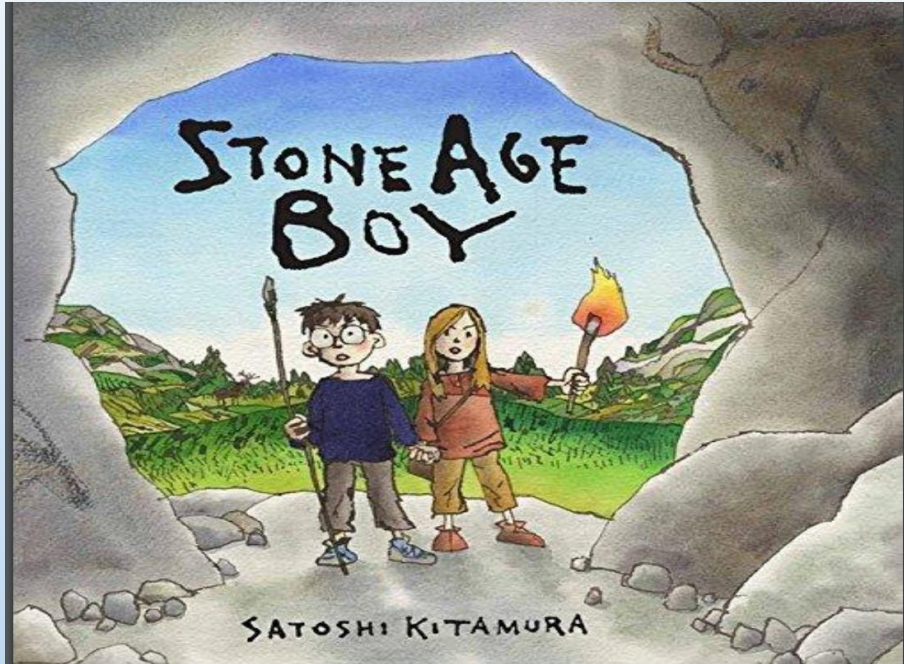
Maths



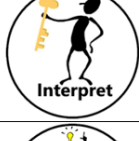

We are using the 'Power Maths' scheme this year to inform our teaching and planning. This structures the learning so that it follows on progressively.

This is not prescriptive however, and we often adapt the work, add reasoning questions or work practically to ensure understanding.



Whole Class Reading



	What does the word SPIKING mean?
	Which adjectives does the author use to describe the fish?
	Do you think Stone Age Boy was impressed with the men? Why?
	Predict what will happen next.

We demonstrate how sections of the book should be read before the children then read it back.

We discuss different parts of the book, looking for words that we can use in the future.

Either verbally, or in our books, we answer a range of questions relating to the story.



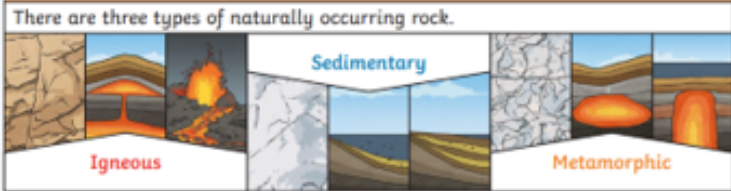





Some children go out during the guided reading sessions to have extra phonics lessons.

This should enable them to make accelerated progress in this area to enable them to become more confident within their reading.



How can I help?

Knowledge Organisers Year 3

St Augustine's Catholic Primary School				
Science Knowledge Organiser				
Subject Focus	Chemistry: Rocks	Year 3	Autumn 1 2022	
Prior Knowledge:		Vocabulary		
• In Year 2 children learnt that materials have physical properties that makes them better or worse for certain uses. • They learnt that living things are called organisms and that everything in the world is either living (or used to be living) or not-living		Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat.		
Knowledge to be taught this term:				
<ul style="list-style-type: none">• A rock is a naturally occurring material which is made up of different minerals.• The Earth's crust is the outermost layer of our planet. It is made of rocks and minerals.• Natural rocks are either igneous, sedimentary or metamorphic and how they are formed.				
<div>There are three types of naturally occurring rock.</div> <div></div>				
<ul style="list-style-type: none">• Different rocks have different properties, including permeable/impermeable.• A fossil is physical evidence of an ancient plant or animal. This could be their preserved remains or other traces that they made when they were alive.• Fossils are formed when a living thing or trace is buried under sediment. The remains break down slowly and as layers of sediment build up the layers are squashed, turning them into sedimentary rock. Fossils can form when dead organisms are frozen in ice or preserved in amber				
Fossilisation				
An animal dies. It gets covered with sediments which eventually become rock.	More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.	Over thousands of years, sediment might enter the mould to make a cast fossil . Bones may change to mineral but will stay the same shape.	Changes in sea level take place over a long period.	As erosion and weathering take place, eventually the fossil becomes exposed.
				



Prior Knowledge:

In KS1 we learnt how to order and sequence events on a timeline.
We learnt about change and continuity, similarity and difference and cause and effect.

Prehistory
Stone Age
Paleolithic
Mesolithic
Neolithic
Bronze Age
Iron Age
culture

Vocabulary

hunter-gatherer
farmer
agriculture
community
hillfort
afterlife
tribe
kingdom
government
archaeology
theory
evidence
timeline
duration
interval
cause
effect



An artist's impression of Maiden Castle hillfort during the Iron Age.

Knowledge to be taught this term:

Prehistory refers to the vast period of time before written records.

Prehistoric Britain is split into the Stone Age (Paleolithic, Mesolithic, Neolithic), Bronze Age and Iron Age.

Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather.

Agriculture is the farming of plants (arable) and animals (pastoral) to eat.

Roundhouses

- thick thatch
- door
- wattle
- daub
- timber frame
- upright loom
- hearth (fire)
- beds
- logs for sitting on



Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period.

The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated.

The lack of written sources mean that it is difficult to know what people believed, but archaeological evidence has helped historians to come up with many theories about prehistoric culture and beliefs.

Burial evidence suggest that people believed in an afterlife, and reflects the lives that they lived.

Music Knowledge Organiser

Subject Focus

Music: Time

Year 3

Autumn 1 2022

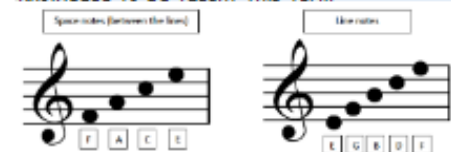
Prior Knowledge:

- Understand rhythm
- Understand metre
- Understand the relationship between rhythm and metre
- Understand what a phrase is
- Know what tempo means
- Begin to read rhythmic notation
- Recap ostinato

Vocabulary

- Beat
- Rhythm
- Metre
- Ostinato
- Dynamics
- Pitch

Knowledge to be taught this term:



The space notes spell out the word FACE

The line notes can be remembered using the following rhyme:
Every Green Bee Drives Fast

- Identify a metre of 2,3 or 4
- Play a rhythm from notation

- Write rhythms
- Copy a rhythmic phrase
- Clap the rhythm of a song while others tap the pulse
- Tap the metre of a song and play on beat 1
- Set a tempo
- Mark the phrases of a song
- Create a rhythmic ostinato
- Clap and play ostinato simultaneously and begin to work on performances.



Relationships and Health Education (RHE)



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



From September 2020, it has become a statutory requirement that children are taught Relationships and Health Education.

Here is some background information for you to read, published by the Department for Education. For further guidance, please refer to :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

As a Catholic School, we teach RHE from a faith perspective, using an approved scheme called 'Life to the Full' which is produced by Ten Ten Resources.

We will inform you of the lesson focus for each week and you will be given access to a Parent Portal that will provide you with further information.



The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.





Reading at Home



At St Augustine's we know that the development of early reading and writing skills are of paramount importance and can affect a child's progress in reading and writing for the rest of their lives.

In each bookbag children will have:

- 1 reading book at their stage of reading, for your child to read to you.
- Their reading record
- A Reading Journal with activities stuck in the front cover to complete
- Please remember to complete the online quiz so that your child will be able to change their book.



These books will be changed if you have signed that you have heard your child read and they have completed the online quiz.



Rewards



House Points – Each child is allocated a 'House Team' this may be red, blue, yellow or green. Children can be rewarded for their attitude to learning, behaviour and how they follow our Gospel Values.

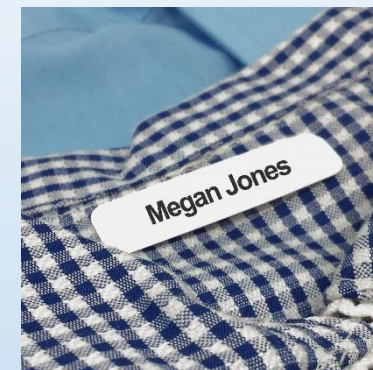
Celebration Assembly - During Friday Celebration Assembly, your child may be awarded a certificate for effort, achievement or attainment.





Uniform

You will see clear guidance on the school website on school uniform. We ask that when you send your child to school in Autumn, you have every item of School uniform clearly named, including your child's shoes. As you can appreciate, school uniform is expensive and when we teach the children become warm and need to take off their cardigan or jumper, or when they are dressing for PE. Everything needs to be named to make sure that lost items can be returned to the correct child.



Free School Meals, Fruit and Drinks

If you are continuing to buy hot school meals, please ensure you order online at Local Food Links and ensure this is completed with your child so that they are happy with the choices you have made.

If you choose to provide your child with a packed lunch, discuss the contents of the lunch with your child to avoid upset.

If possible, please give your child a named piece of fruit for the morning.

We also ask that your child has a clearly named drink bottle that they can drink from at suitable points in the day.





Communication



As you can appreciate it is extremely important for us to know the arrangements you set up to have your child collected at the end of the day. If you know you will not be collecting your child in person, please inform us at the beginning of the day who you have arranged to collect your child. If arrangements change during the day, please ring the school office.



The school phone number is

01305 782600.

If your child is absent, please inform us before school, either by Parent Mail or by leaving a telephone message. We need to know the reason for your child's absence every day that they are away. Similarly, it is essential that we know of any medical conditions your child may have as soon as possible please.

Please use our new Year 3 Tab on the school website for Home Learning, letters and any other communication.

Fell free to contact us on Google Classroom if you have any queries around homework.