

# Welcome to Year 3

Meet the Team!

3BC: Mrs Broughton, Mrs Clayton and Mrs Wood



3C: Mrs Mackenzie and Hannah



Proudly part of

**Kernow Learning**



Welcome

# Big Questions in Year 3

**Autumn** – How did Stone Age people live?

How do different cultures compare to our own?

**Spring** – Why are humans animals too?

How does the River Fal influence the lives of Falmouth people?

**Summer** – How are shadows formed?

What legacy did the Romans leave for modern British life?

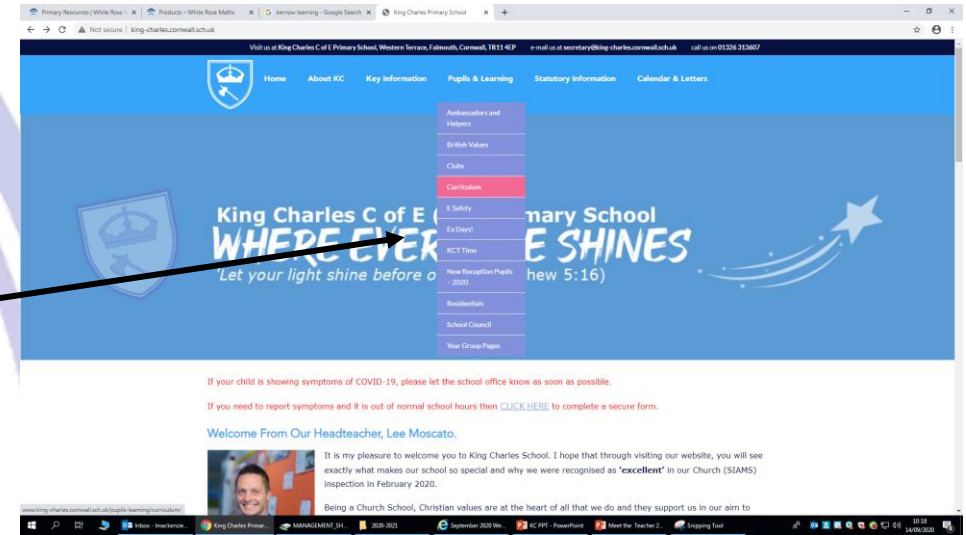


Topics

# Year 3

Further information about learning in our wider SHINE curriculum can be found on our school website. Select curriculum.

Scroll down to find the year group and then click the link to discover more details about that big question.



King Charles C of E Primary School – Our SHINE Curriculum								
Reception	Welcome and Goldilocks 	Fireworks, Nocturnal animals, Gruffalo and Christmas 	Frozen world, People who help and Noah's Ark 	Healthy me, St Piran and Cornwall 	Jack and the beanstalk, Bugs and Sports 	Rainbow fish, Pirates and Transitions 		
Year 1	What makes me shine? 	How do we keep people safe at sea? 	How are animals grouped? 	Why do we still remember the great fire of London? 	How have toys changed over time? 	What is it like to live surrounded by ice and snow? 		
Year 2	What do we need to survive? 	Why does Falmouth have a castle? 	How does our nation shine? 	How do we help plants to grow? 	Which would you choose; home or away? 			
Year 3	How did Stone Age people live? 	How do different cultures compare to our own? 	How are humans animals too? 	How does the River Fal influence the lives of Falmouth people? 	How are shadows formed? 	What legacy did the Romans leave for modern British life? 		
Year 4	Why do people move? 	How are Christmas decorations made? 	Why was Falmouth a pivotal port? 	Where might mythical creatures live? 	How does sound travel? 	What makes the Amazon Amazing? 	What are the consequences? 	Were the Tudors really terrible? 

**KING CHARLES C OF E PRIMARY SCHOOL**

Term: Autumn 1 Topic: How did Stone age people live?

**AS A WRITER AND READER I WILL**  
Core text: Stone Age Boy  
Create a narrative based on a story I know, write a diary based on a recount I have been told and improve my vocabulary and inference skills when reading fiction and non-fiction.

**AS A MATHEMATICIAN I WILL**  
Understand place value, order numbers and partition and calculate with numbers up to 1000 and beyond.  
I will develop my calculation strategies for addition and subtraction and use fluency and reasoning to solve problems related to this.

**AS A SCIENTIST I WILL**  
Compare and group together different kinds of rocks on the basis of their properties, develop an understanding of rock formation and recognise that soils are made from rocks and organic matter.

**AS A LINGUIST I WILL**  
Ask and answer simple questions and talk about my interests.  
I will take part in discussions and tasks.  
Demonstrate a growing vocabulary.

**LOOKING AT RELIGION I WILL**  
Learn more about what Christians learn from the Creation story, as well as Harvest and responsibility.

**AS A GOOD CITIZEN I WILL**  
Being Me in My World:  
Set personal goals, understand self identity and worth, see things from others' perspectives and understand rules, rights and responsibilities.

**AS A HISTORIAN I WILL**  
Use dates and terms to describe events, use appropriate historical vocabulary, place events on a timeline and describe the characteristic features of the past and the attitudes and experiences of men, women and children.

**AS AN ARTIST I WILL**  
Create original pieces (cave painting) that are influenced by studies of others.

**AS A DESIGNER I WILL**  
Follow a recipe, assemble and cook ingredients and prepare ingredients hygienically.

**AS A SPORTS STAR I WILL**  
Practise gymnastics by linking movements together. I will play invasion games, learning to dodge, take up position and shield.

Year 3



Topics

# Year 3 Timetable

- **PE**: Indoor – See newsletter in September
- **PE**: Outdoor – See newsletter in September
- Please remember to name all school clothing including PE kit and shoes. PE kit should remain in school. Long hair must be tied back.
- **Library**- If your child is a free reader, they can use the library every day with adult supervision. We aim to visit the library once a week as a class.
- **Ex Days** are every other Wednesday.



Timetable

# Year 3 Homework

- Daily reading – This is extremely important and should be a priority for home learning. Bring your reading record into school **every day**. This is also a useful means of communication. Please make sure an adult has signed the daily read box.
- Weekly: Maths and English – CPG books. Set on a Wednesday and returned on Mondays. 10 minutes should be allocated for each of these. Your child may take more or less time to complete these and should aim to reach the end. The paged will be date stamped.
- Practise times tables (2, 3, 4, 5, 6, 8 and 10) and corresponding division facts. TT Rockstars logins, watch YouTube clips etc.
- Year 3 spellings - Your child will bring home their own personalised list of common exception words to practise.



Homework

# Reading Records and Rewards

To reward reading in Year 3, we will still use the Reading Karate colours and use our familiar system. After every landmark read your children will receive a different coloured band and should aim to collect the whole set!



## Reading Karate

	25 reads
	50 reads
	75 reads
	100 reads
	125 reads
	150 reads
	175 reads
Bronze Award	220 reads
Silver Award	265 reads
Gold Award	310 reads

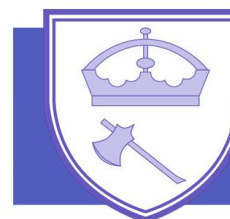
Week beginning: Monday 7th September 2020			
	Book	Comment	Signed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

This week's spellings:		Total in test:
Information for Parents and Carers:		
Comments from home:		

As usual, please support your child to complete their reading record.

Children should read at home at least 4 times a week.

As well as reading for pleasure in 'their heads', it is also important for children to read aloud to an adult to practise their fluency and also to talk about what they have read.



Reading Records

# Behaviour

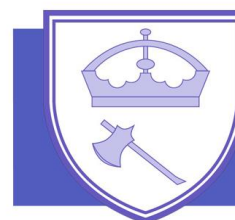
Behaviour at King Charles is RAG rated (Red, Amber, Green).

King Charles C of E Primary School		
Green Behaviour	Amber Behaviour	Red Behaviour
<ul style="list-style-type: none"> <li>Care for everyone and everything</li> <li>Follow instructions with thought and care</li> <li>Show respect and good manners at all times</li> <li>Team Learning</li> <li>Own Learning</li> <li>On-task Learning</li> <li>Keep Learning</li> <li>Busy Learning</li> </ul>	<ul style="list-style-type: none"> <li>Calling out</li> <li>Distracting others</li> <li>Not looking after belongings</li> <li>Swearing or using offensive language</li> <li>Being unkind</li> <li>Not following instructions</li> <li>Running in the corridors</li> <li>Pushing-in in the line</li> <li>Talking in assembly</li> <li>Rudeness to adults</li> <li>Being inside when shouldn't be</li> </ul>	<ul style="list-style-type: none"> <li>Hurting an adult</li> <li>Hurting another child</li> <li>Consistently swearing and using offensive language</li> <li>Consistently being unkind</li> <li>Consistently not following instructions</li> <li>Deliberately damaging equipment</li> <li>Walking away from an adult</li> <li>Stealing</li> <li>Spitting</li> <li>Refusing</li> <li>Fighting</li> <li>Leaving the classroom or learning space without permission</li> <li>Throwing equipment or furniture</li> </ul>

King Charles C of E Primary School		
Green Behaviour Rewards	Amber Behaviour Consequences	Red Behaviour Consequences
<ul style="list-style-type: none"> <li>Praise</li> <li>Keep and earn back Golden Time</li> <li>Class-based rewards e.g. charts, stickers, raffles tickets, prizes</li> <li>Shine Award</li> <li>Headteacher sticker</li> <li>Sharing learning on newsletters and displays</li> </ul>	<ul style="list-style-type: none"> <li>Clear verbal warning</li> <li>If this behaviour continues, lose 5 minutes Golden Time</li> <li>After losing 15 minutes in one session, spend remainder of session with a Phase Leader or Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>If at break or lunchtime, lose the rest of this break and be taken to space outside SLT office</li> <li>Lose 15 minutes Golden Time</li> <li>Parents informed by class teacher - recorded on SIMS</li> <li>Phase Leader informed</li> <li>SLT informed at discretion of Phase Leader</li> <li>SLT to decide on further actions</li> </ul>



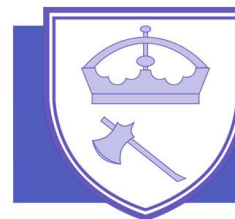
- Children are rewarded in many ways at KC for good behaviour.
- Consequences are also in place to support children.



Behaviour

# Golden Time and Classroom Rewards

- Golden Time is there for each child to keep and lasts for 30 minutes, once a week.
- As a class, children can choose what do from different activities but it is not formally planned.
- If Golden Time is lost, there will always be an opportunity to earn it back.
- Children move up the chart for good behaviour for learning, never down. On reaching the top, children earn a sticker for their chart. Once the chart is full, they can choose a prize from the box.



**Golden Time and  
Classroom Rewards**



# Educational Visits

- Visit to a restaurant in town to explore different cuisines
- Newquay zoo
- River Fal boat trip
- Falmouth town Geography fieldwork trip
- Truro museum
- Roman battle re enactment on the school field.



## And finally...

- If you have any questions, please don't hesitate to email us
- Our Y3 email address is [year3.kingcharles@kernowlearning.co.uk](mailto:year3.kingcharles@kernowlearning.co.uk)
- Please be reminded that these inboxes are checked regularly although during the day our focus will always be on our teaching. Any urgent messages should be directed to the office in the first instance.

Many thanks for your continued support



Contact