



# Year 3 Curriculum Evening

# Year 3 Team

▶ Mrs Churchard and  
Miss Kelly

▶ Mrs Heaven and  
Mrs Large

▶ Mr Martindale



## Valley Primary School.

## School Values Map.

	RESPONSIBILITY	COLLABORATION	RESPECT	HONESTY	KINDNESS	COURAGE
	We are responsible, independent learners and young people. We understand what it means to be responsible and work well with others. We thrive on responsibility whilst learning from others and reflecting on situations to enable us to develop our responsibilities further.	We work and play together individually, as a pair or as a group. We respect one another and share our opinions, skills, knowledge and talents. We show responsibility for our future and the wider community sharing our opinions.	We show respect and tolerance for everyone in our community. We respect ourselves and others alike, taking care of friends, family, our community and the environment. We value what others say and do and we enjoy learning about different beliefs and cultures.	We understand that honest thoughts, words and actions are important. We always try to be honest but kind in everything that we do. We take responsibility for any mistakes that we make. We develop positive relationships within school and the community.	We show kindness to others and expect others to be kind to us. We show kindness in our thoughts, words and actions. We take steps to stop any actions which may lead to bullying.	We show courage as we learn and grow to be the best we can be. We never give up and see our mistakes as special opportunities to learn something new. We are future leaders. We face challenges, share and listen to different opinions, offer help and always set a good example to others.
Nurs	Can I look after my own things?	Do I share toys nicely with my friends?	Do I look after my classroom and school?	Do I know what it means to tell the truth?	Can I help another child to do something?	Can I talk in front of other children?
Rec	Can I dress myself?	Can I learn and play nicely with others?	Can I look after the things I use?	Can I tell my teacher if I do the wrong thing?	Can I be a good friend?	Can I lead games for my friends?
1	What can I do when I get stuck?	Can I work with my talk partner?	What can I learn from my friends?	Can I show kindness whilst being honest?	Can I help people who are hurt or have a disability?	Can I share my own ideas to improve our school?
2	What are my next steps with my learning?	Can I solve challenges and investigations in a group?	How can I learn more about different religions?	Can I use my mistakes to further develop myself?	Can I stop any actions which might lead to bullying?	Can I help younger children to know what is expected of them?
3	Can I set targets for myself?	Can I be part of a special team, council or focus group?	How is the culture similar and different in other parts of the world?	Can I give honest opinions about disabilities and differences?	Can I find something good in everyone?	Can I tell my peers if they are acting wrongly?
4	What can I do to help others at school and at home?	Can I use technology to help me reach out to others?	What ways can I think of to support and use British Values in my life?	Do I have the skills to identify what is going wrong and solve this?	Can I share with others less fortunate than myself?	Can I lead by example and challenge friends who don't use good manners?
5	Can I reflect on and use my learning in our local community?	Do I know when to talk and when to listen?	Can I negotiate a way forward whilst respecting differences?	Can I stand up for what I believe is right?	Can I treat everyone as my equal?	Can I help others to take safe risks?
6	Can I be a pupil leader helping younger children to be the best possible?	Can I have constructive disagreements and negotiate ways forward?	Can I empathise with people in other situations?	Can I challenge dishonesty and empower others to do the right thing?	Can I empower others to achieve their goals?	Can I actively demonstrate my beliefs and principles?

# Valley Values



Valley Primary School  
Brilliant Behaviour



We are always

## READY – RESPECTFUL- SAFE

READY for anything  
RESPECTFUL to everyone  
SAFE at all times

### Our Values

RESPONSIBILITY



RESPECT



KINDNESS



COLLABORATION



HONESTY



COURAGE



### Our Vision

ASPIRE for excellence...  
ENJOY learning...  
ACHIEVE success...

CHALLENGE yourself further!

### Expectations for Excellence

Wonderful Walking  
Super Smart Uniform  
Silent STOP!  
Marvellous Manners  
3B4T

### Rewards for Success

House points  
The Zone board  
Golden Tickets  
House Party  
Valley Stars

How will you show our vision and values today?  
#brilliantbehaviour

Encouraging  
Brilliant  
Behaviour

# VALLEY'S VISION

▶ GROWING AND LEARNING TOGETHER TO BE THE BEST WE CAN BE!

▶ We always...

▶ ASPIRE for excellence

▶ ENJOY learning

▶ ACHIEVE success

▶ CHALLENGE ourselves further.





	MENTAL HEALTH MANAGEMENT SKILLS	PHYSICAL HEALTH MANAGEMENT SKILLS	TIME MANAGEMENT SKILLS	DECISION MAKING SKILLS	HOME MANAGEMENT SKILLS	INTERPERSONAL SKILLS
	We have feelings and thoughts about ourselves and the world around us. These can affect how we cope with life's challenges and stresses.	We promote growth in confidence and awareness of control. This supports communication and language using large and small movements and gestures to convey messages to others.	We show good time management. This process helps us organise and plan how to divide our time between specific activities. Good time management enables us to work smarter – not harder – so that we get more done in less time.	We promote effective decision making. This involves choosing solutions to a problem. Decisions can be made through either an intuitive or reasoned process or a combination.	We promote good home management skills. This affects how we manage challenges and activities at home.	We think of the behaviours and tactics we use to interact with others effectively. This involves choosing good behaviour when interacting with others.
Nurs	Can I tell people if I am feeling sad, happy, angry, glad or excited?	Can I wash my hands and dry them?	Can I focus on one activity until it is finished?	Can I choose between two options?	Can I put my dirty washing in the washing basket?	Can I share when I am taking turns with my friends?
Rec	Can I say what I am good at?	Can I pick up my rubbish and put it in the bin?	Do I know who to ask for help if I am stuck on a task?	Do I know how to make a decision?	Can I tidy my room?	Can I be a good friend?
1	Do I know who to go to if I need help?	Can I eat 5 portions of fruit and vegetables per day?	Can I say how I am organised?	Do I know who to go to in school or at home to help me with my decision?	Can I share my toys with a person at home?	Can I work as part of a team?
2	Can I say what I am most proud of?	Do I know what a balanced diet is?	Can I be good with my time management?	Do I ask a friend if I am stuck?	Do I know how I can help my parents at home?	Do I know the behaviour I should show in class?
3	Can I say what I enjoy most about being in the classroom?	Do I help myself to relax?	Do I know how to improve my time management?	Can I use my mistakes to further develop my decisions?	Can I recycle things which I have finished with at home?	Do I understand the kind gestures I can use to everyone?
4	Can I say what I am good at and justify it?	Can I say why exercising is important?	Do I know the different types of equipment I can use to keep track of time?	Do I have the skills to identify what is going wrong and solve this?	Can I set home targets?	Do I understand why good manners are so important?
5	Do I know why it is important to be a good role model and friend?	Can I have a balanced diet?	Can I give an example of when I show good time management?	Do I choose the easiest choice or the quickest choice? Why?	Do I know how I can be a good role model at home?	Can I help others to behave better?
6	Can I be a positive role model and friend?	Do I know why it is imperative to wash and dry my hands?	Do I understand why good time management is important?	Can I describe a time when I made a great decision fast?	Can I justify which skills are important and why?	Can I challenge myself at school?

# Valley Life Skills

# We are powerful learners...



**Resilient Robbie**



**Resourceful Rosie**



**Reflective Rick**



**Reciprocal Ruth**

# A Typical Day in year 3

8.40 - ECAR and Register

8.55 - Assembly/Library/Handwriting

9.25 - English Lesson

10.25 - Activate

10.35 – Maths Lesson

11.45 - Lunch

12.30- Register

12.35 – Afternoon Lessons

2.20 – Afternoon Play

2.30 - Final afternoon lesson

3.30 - Home time

# A Typical Day in Year 3

On a Friday the children finish at 2.00pm.  
Some children will attend enrichment clubs in school.

Those children going home are encouraged to access the brain booster and curious challenge each week.

# English

## Power of Reading

We have seven Power of Reading books we will study this year:

- Gregory Cool
- Mouse Bird Snake Wolf
- The Green Ship
- Pugs of the Frozen North
- The Tin Forest
- One Plastic Bag
- I was a Rat

## Key Skills - Writing

We teach our English through these texts and the key skills for year 3 are:

- Expanded Noun phrases
- Writing in different tenses
- Using speech punctuation
- Apostrophes for plurals and possession
- Subordinate clauses

# English

## Key Skills – Reading

These are taught through our Reading sessions, which are based on our Power of Reading books.

These are:

- Discuss and compare books from a variety of genres
- To understand how language, text structure and presentation effect meaning
- To infer a character's thoughts and feelings
- To predict events from evidence in the text
- To summarise the main events
- To compare and contrast texts looking at similarities and differences
- To retrieve and record relevant information.

# Spellings

Children will bring home spelling lists that include words to learn for weekly Friday assessments and half termly Wizard words.



## **Weekly spellings**

- Spellings linked to a spelling rule.
- Lists will include up to 10 words and the children will be assessed on 5 of them on a Friday through dictated sentences.
- Teachers will assess if the children are applying new spellings in a variety of ways or are still working towards.

## **Wizard words**

- These are the common exception words for each year group.
- Divided into half terms.
- The words will be talked about and used in school across the half term and should be learnt at home across the half term.
- All words will be tested at the end of each half term.

# Spelling Sheet

 <b>Year 3 Spellings</b> Autumn 1      Group A		Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps your child develop their vocabulary skills, accuracy and confidence.				
The expectation is that the children will learn their weekly spelling rule, practising both reading and spelling it, alongside practising their Wizard Words which are the focus common exception words for this half term. In school, teachers will focus on these spelling rules for that particular week. On a Friday we will allow the children the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess the children's progress in learning their Wizard Words.						
Test date: 13.09.24	Test date: 20.09.24	Test date: 27.09.24	Test date: 4.10.24	Test date: 11.10.24	Test date: 18.10.24	Test Date: 25.10.24
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Suffix - 'ly'	Suffix - 'ful and less'	Suffix - 'ment'	Suffix - 'ness'	The short vowel /i/ sound spelt y	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
swiftly	beautiful	arrangement	blackness	pyramid	This week is a 'Review week'. Children will be tested on a variety of spellings from the previous weeks for this half term.	actual
hardly	forgetful	appointment	hotness	crypt		actually
quickly	painful	assessment	illness	calypso		centre
kindly	hopeful	attachment	freshness	oxygen		difficult
angrily	powerful	excitement	happiness	physics		experience
happily	heartless	amazement	tidiness	lyrics		group
gently	homeless	apartment	goodness	symmetry		material
sadly	useless	agreement	kindness	system		possess
importantly	careless	achievement	happiness	Egyptian		possession
differently	helpless	experiment	cheekiness	gymnastics		recent
 <b>WIZARD WORDS THIS HALF TERM:</b>		actual	actually	centre	difficult	experience
		group	material	possess	possession	recent

# Maths

We follow the White Rose Maths scheme and use this to teach the main areas:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measure - area, money and time
- Geometry – shape, position and direction.

# Maths

## Key skills

Within our Maths Curriculum we have key skills that we will focus on in our skills sessions:

- Counting, recognising and comparing numbers up to 1000
- Mental addition and subtraction
- Formal written addition and subtraction skills
- Multiplication facts for all times tables
- Multiplication and division formal written methods
- Recognising right angles and turns in Shape
- Using concrete materials and pictorial representations in number and calculation work.

Autumn 1    Autumn 2    Spring 1    Spring 2    Summer 1    Summer 2

Science	Rocks and Soils	Animals Including humans (Skeletons)	Light	Forces and Magnets	Plants
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# Science

At the beginning of each new unit the children will take part in an ENGAGE event to immerse them in their new learning and excite them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rocks, Relics Rumbles	Masters of Metal	Are we Nearly There Yet?		Terrible Tudors	All Around the World

At the end of each unit the children will take part in an EXPRESS activity where they will be given the opportunity to share their learning in a variety of ways to their peers in the same or different year group, to adults in school and, at least once a year, to parents.



# Topic

# Other Curriculum Opportunities

## Healthy Schools

- PE - in PE children will study gymnastics, dance, athletics and ball skills.
- As well as these sessions, we will use 'Get set for PE', an activity-based PE curriculum, to get the children active and enjoying physical exercise.
- The children have 2 PE lessons a week – where possible this is one indoor session and one outdoor session.
- Please ensure that any earrings are covered or removed on PE days.
- Please ensure that children come in on PE days in PE kit and that pumps are left in school. PE kit is a purple t-shirt, black shorts or black jogging bottoms and a purple fleece. Trainers should be plain black.

# Other Curriculum Opportunities

## PSHE & SMSC

- RE: The children will learn about Hinduism and Christianity.
- PSHE: We use the Jigsaw scheme to help us teach the children about responsibility, family, hopes and dreams, making healthy choices, getting on and falling out and growing-up. These sessions are linked to our Middle Phase Assembly on a Wednesday

# English Homework

Reading– it is crucial your child reads most nights. This can just be a small amount but will really help them develop their skills and widen their vocabulary and understanding.

It is very helpful if you can ask them to discuss their reading or ask them specific questions about what they have read.

Stickers are given at the end of every double page completed in their reading diaries alongside a house point. This year, we are continuing to give extra house points for every multiple of 10 books read. E.g 10 books = 10 house points, 20 books = 20 house points, 30 books = 30 house points etc. This should be recorded on the inside covers of the reading diaries.

**WE EXPECT EVERY CHILD TO READ AT LEAST 3 TIMES PER WEEK FOR A MINIMUM OF 10 MINUTES EACH TIME AND FOR THIS TO BE NOTED IN THEIR READING DIARIES BY AN ADULT.**

# English Homework

Spellings - it is vital your child practises these to help them develop their vocabulary skills, accuracy and confidence when writing/decoding.

Each week, they will focus on a spelling rule and have a list of words which use that rule to help them practise.

Children will be given dictated sentences to apply a selection of these on a Friday and will be rewarded for learning the key rule with house points and the chance to move up the zone board if they get them all correct. Alongside this, they will have Wizard Words which are common exception words they should practise throughout the term ready for their Wizard Word Activity to test these at the end of term.

**WE EXPECT EVERY CHILD TO PRACTISE IN DIFFERENT WAYS AT LEAST 3 TIMES PER WEEK FOR A MINIMUM OF 5 MINUTES EACH TIME.**

# Maths Homework

Times Table Rock Stars– An activity will be set each week for the children to complete in order to practice their times tables. Children should complete 30 minutes in total and will be moved up the zone board for doing this.

KIRFs – Key Instant Recall Facts.

Each half term, we choose a different focus and ask you to help us to encourage your child to learn their instant recall facts. We will be testing the children every Friday through 5 questions to ascertain how the children are progressing with their learning. We use the 6 second rule set by the government for the Times Tables Test to define whether recall is instant, so please do encourage your child to answer quickly.

Again, we will be moving children up the zone board if they get all questions correct.

**WE ASK EVERY CHILD TO SPEND 30 MINUTES EACH WEEK ON THEIR TTRS ACTIVITY AND TO PRACTISE THEIR KIRF AT REGULAR INTERVALS THROUGHOUT THE WEEK (3 TIMES A WEEK FOR 5 MINUTES)**

# Wider Curriculum Homework

## Topic Home Learning Projects

*A choice of suggested cross curricular tasks will be sent home at the beginning of each topic. Please encourage your child to complete as many tasks as possible including a minimum of one per continent to enable them to travel around the world each half term. We encourage all children to bring in their work for their class to celebrate on a Friday. Each piece of completed work will be rewarded with house points and may be shown in celebration assembly.*

# Wider Curriculum Homework

2) Life Skills Activities – A focus Life Skill will be set each half term and your child is encouraged to try and show this during the half term. WE ENCOURAGE ALL CHILDREN TO BRING IN EVIDENCE OF THIS FOR THEIR CLASS TO CELEBRATE ON A FRIDAY. EACH HALF TERM A CHILD WILL BE CHOSEN AS THE LIFE SKILLS CHAMPION FOR THE CLASS. THE WINNER WILL RECEIVE A GOLD STAR PIN BADGE.

3) Curious Challenges and Brain Boosters – As part of our Feel Good Friday, a suggested Curious Challenge and Brain Booster are set each week for your child to choose to complete at home. WE ENCOURAGE ALL CHILDREN TO BRING IN EVIDENCE OF THIS FOR THEIR CLASS TO CELEBRATE ON A FRIDAY. EACH HALF TERM A CHILD WILL BE CHOSEN AS THE MENTAL HEALTH CHAMPION FOR THE CLASS. THE WINNER WILL RECEIVE A SMILEY FACE PIN BADGE.

# Further Information

- Please ensure that all items from home are named so they can be returned should your child misplace them.
- Reading books should be in school every day. Books will be changed once an adult has signed the reading diary and the child has answered a question about their reading to demonstrate their understanding.
- Please ensure your child has their water bottle in school every day with water in. They may bring in a separate drink for lunchtimes.
- Should you have any queries or need to speak to your child's teacher, please email using the class email address or ring the school office and request for a telephone call home. You can also contact the parent liaison lead should you prefer or have any whole school concerns or feedback.