

Meet the Teacher

Year 3



Staff Working in Year 3 and Roles

Mrs Ahmed – Class teacher 3A

Miss Goodall – Class teacher 3G

Miss Weall - Teaching Assistant 3A

Miss Fairhurst-Teaching Assistant 3G

Mrs Hayes- Music

Mrs Crossley – PE

LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Traditional tales and fables Persuasion	Instructions Poems with Structure - limericks	Author's style Biography	Explanation Take one poet – poetry appreciation	Adventure stories Recount	Newspaper report Poems with structure – haiku, <u>tanka</u> and kennings
Numeracy	Number: Place Value Addition	Number: Subtraction Multiplication and Division	Number: Multiplication and Division Measure: Money Statistics	Measurement: Length and perimeter Number : Fractions	Number: Fractions Measurement: Time Geometry: Properties of Shapes	Geometry: Properties of Shapes Measurement: Mass and Capacity
Science	Rocks	Light	<u>Animals including Humans</u> <ul style="list-style-type: none"> • Skeleton and Movement • Health and Nutrition 		Plants	Forces and Magnets
Computing	Information Technology	Digital Creativity	Online Safety	Data Handling	Digital Literacy	Computer Science
History	Stone- Age		Ancient Egypt		Ancient Romans	
Geography		Mapping it Out		Travel Agents		Ground Force

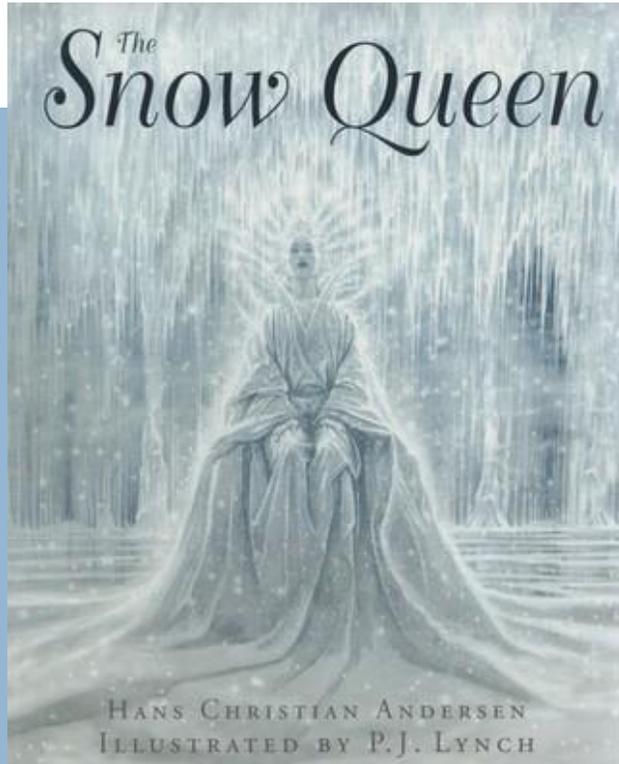
LONG TERM PLAN

Art & DT	Art Printing – Natural Objects Francis Sam <u>Lembark</u>	DT Construction – Photograph frames	Art Drawing - Charcoal John Sharpe	DT Food - Biscuits	Art Collage - Nature Andy Goldsworthy	DT Materials – Flying Kites
R.E.	What do Hindus believe God is like?	Harvest	Exploring the sadness and joy of Easter	Jesus The Man Who Changed Lives	What rules should we follow?	
P.E.	Rugby Football	Dance	Orienteering Hockey	Gymnastics	Striking and fielding	Athletics
Music	Harvest	Christmas	iPad Orchestra	Easter	Ancient Romans	Ground Force
PSHE	Relationships What makes a good friend?	Health & Wellbeing How do I feel when I...?	Living in the wider world Are we part of a community?	Relationships What makes a healthy family?	Health & Wellbeing How do I keep safe and healthy in school?	Living in the wider world Can I manage my money?
Mfl	Spanish		Spanish		Spanish	
Trips & Visits			Bolton Museum - Egypt		Chester - Romans	

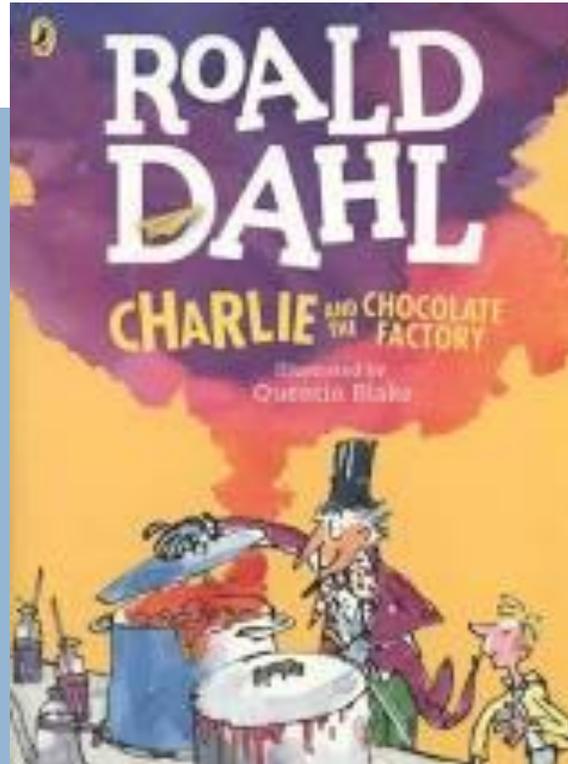
Our Year 3 English Learning

In Year 3 we will be reading lots of amazing books like 'The Snow Queen' by Hans Christian Andersen, 'Charlie and the Chocolate Factory' by Roald Dahl and 'Escape from Pompeii' by Christina Balit.

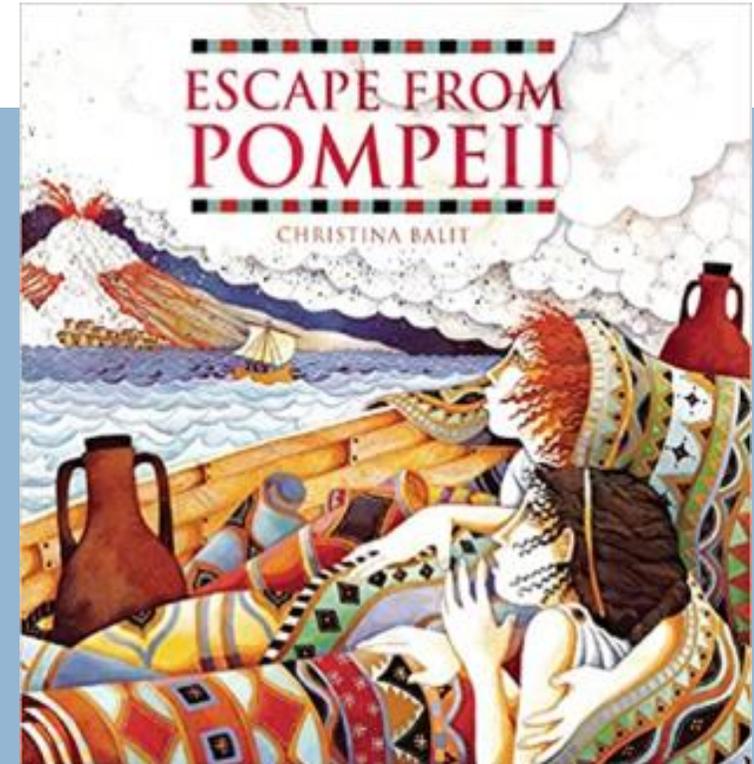
Autumn Term



Spring Term



Summer Term



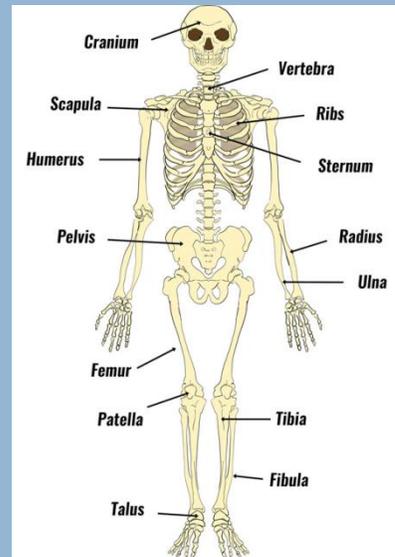
Our Year 3 Science Learning

In Science we will be learning about rocks, light, animals including humans, plants and forces and magnets

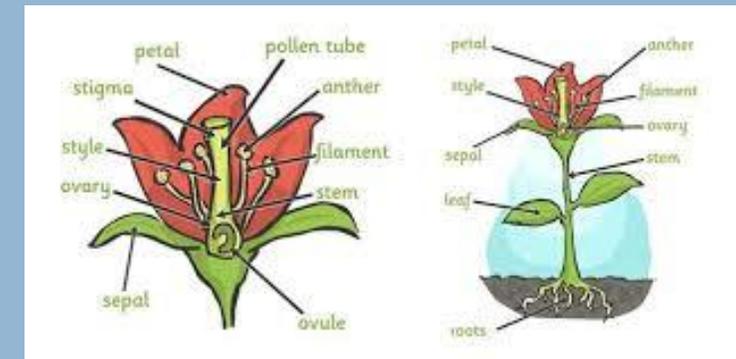
Autumn Term



Spring Term



Summer Term



Our Year 3 History Learning

In History we will be learning about the Stone Age, The Egyptians and the Romans.

Autumn Term

Our first History topic is The Stone Age



Spring Term

In our second History topic, we will study The Ancient Egyptians.



Summer Term

Finally, we will study The Romans.



Our Year 3 Geography Learning

Our first Geography topic, is called 'Mapping it out'.

Autumn Term



Next, we will be studying Europe in our unit called 'Travel Agents'.

Spring Term



And our final topic we will be studying a unit called 'Ground Force'.

Summer Term



Year 3 Weekly Timetable

PE – Monday mornings. Children are to come dressed in their PE kit and will wear it the whole day.

Spellings – the test will take place on **Friday**, and new words will go home that day too

Homework – to be handed in each **Friday**, when it will then be sent back ready to complete the next challenge.

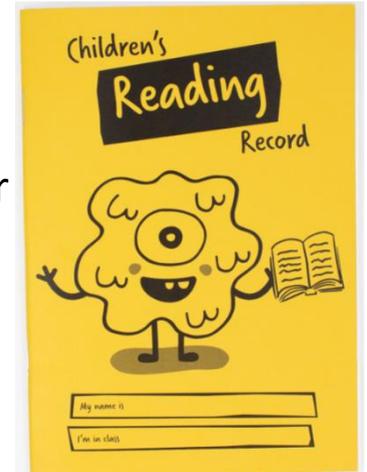
Times Table Facts – Practice daily in the homework book or TTrockstars or Purple Mash

Hygiene – the children regularly clean their equipment and learning spaces throughout the day and are reminded to use the hand sanitizer.

Reading

We are Striving for Five reads a week!

- Reading at home **helps to support the development of the reading** skills being taught at school;
- Your child should aim to read at least **five times a week**; they have all been given a book to match their reading ability, which they take home each day;
- They should read to an adult or older sibling and **have their record signed** to show this has happened;
- Children **bring in their reading records every day** to school and place them in the white box when entering the classroom;
- A member of **staff will check** and sign the record;
- There will be time during the day/week when children can change their book when they have finished it;
- If a child has lost their book, there will be a **charge of £9 to replace it**;
- Reading is celebrated in our celebration assemblies by awarding certificates. If your child receives a certificate, they are invited to come to the library the following Friday, bringing an adult from home to join them.



Homework

- Spellings – Spellings will be sent home every **Friday**. Please practise these with your child ready to be tested the following Wednesday. A paper copy will be sent home with your child. If your child achieves full marks in their spelling test, they will be rewarded.
- Mathematics –Children will be given a weekly challenge of visiting Times Table Rockstars. Children will be expected to complete 10 minutes of this 3 times per week.
- Homework Challenge – Each half term, your child will be sent home with a range of challenges from different curriculum areas to complete across the half term. We advise that you complete one challenge per week. These tasks can be completed in your child's homework book or posted on Class Dojo.

School Website / Policies



← → ↻ <https://tongemooracademy.org/policies> ☆ ☆ 🗄 👤 ⋮

TONGE MOOR
PRIMARY ACADEMY

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MULTI ACADEMY TRUST

Home Covid 19 Admissions & Virtual Tour Achievements Curriculum Parents Pupils School Information Contact

Policies

- Acceptable Use
- Accessibility
- Administration of Medicines
- Anti-Bullying
- Assessment
- Attendance
- Behaviour
- Complaints Policy
- Curriculum Policy
- Drugs
- Educational Visits
- Equal Opportunities
- First Aid
- Growth & Change
- Handwriting
- Health & Safety
- Homework
- Pest Control
- Marking
- Online Safety
- Playground
- Prevent
- PSHE
- Pupil Privacy Notice
- RE
- Reading
- Remote Learning
- Safeguarding
- SEN Policy
- Single Equalities
- Target Settings
- Teaching & Learning
- Uniform
- Whistleblowing
- Worship

Uniform (including PE kits)



School Uniform:

- Purple crew neck or v-neck sweatshirt/jumper/cardigan
- Pale blue polo t-shirt or collared shirt
- Grey skirt/pinafore dress/grey school trousers
- Tonge Moor Primary Academy clip on school tie (optional)
- White/grey socks or tights
- Flat sensible black school shoes/black trainers (plain black with no coloured logos or soles)
- No boots
- In winter, children can keep wellington/weather proof boots in a bag on their peg to wear outdoors on rainy/snowy days
- In summer, purple gingham dress/ grey shorts - no culottes or skorts
- Small, purple hair ornaments can be worn (clips, headbands)

Year 3 children kit – PE day is on a Wednesday

Pale blue t-shirt.

Plain black joggers/leggings/shorts or school logo joggers.

Black plimsolls or trainers of any colour.

School sweatshirt

Uniform items with school badge are available from: **Whittaker's (School Outfitters)** Deansgate, Bolton and Smart Clothing, Blackhorse St, Bolton.

Please ensure that all items of clothing, shoes, bags and coats are clearly marked with your child's name

The school does not accept responsibility for loss or damage to property or clothing, but a lost property box is kept in the reception office, where items will be kept for half a term.

No jewellery is to be worn at all. This includes stud earrings, as many accidents and problems have arisen in the past.

Please note that no child of primary school age should have their hair cut in a severe fashion, or with lines/patterns, nor should they have it dyed or highlighted. Please do not allow your child to wear nail polish. We encourage our children to enjoy their childhood, and put education before fashion.



School Culture

Definition of Culture: *A pattern of values, beliefs, and expectations shared by a group's members that powerfully shapes the behaviours of individuals within the group.*

Our School cultures is inclusive and aimed at building a positive and predictable school environment. We value systems and routines; however, in order to keep that culture strong, we must remind the children of what it means to build that cultures.



Our School Culture Model

For smooth safe transition around school the model we use is called the **FIVE Ss**.

Which is as follows:

- Hand up signal to indicate 'Give me 5''
- Wait until all pupils have stopped and are engaged
- Ongoing reset of expectations – 5s recall is as follows:

- 1. Silent & Still**
- 2. Shirts tucked in**
- 3. Straight and single file**
- 4. Hands by side**
- 5. Sensible walking**



When we Set off walking, adults regularly look back and check (every few seconds), reinforce, praise and correct, move throughout the line.

Behaviour - Rewards and Sanctions

Ready to learn

Children's behaviour will be monitored and rewarded using our 'Ready to Learn' system. If they demonstrate the school values at any point during the day they will move up the chart. If they consistently demonstrate outstanding behaviour during the day, they will be entered into a daily prize draw. If a child does not follow our school values or behaviour expectations, then their name moves down. In some instances, a phone call home will be made to discuss the child's behaviour.

Class Dojo

Children will receive a dojo for demonstrating our school values.

Behaviour - Rewards and Sanctions

Behaviour & Motivation Policy

General aims

1. To provide a happy atmosphere
2. To strengthen children's interest in learning
3. To allow for personal achievement and satisfaction
4. To foster a sense of pride in attending the school and in taking full advantage of the opportunities offered to learn

The fundamental principle that underpins our whole approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. The general standard of behaviour in school has to be the collective responsibility of the whole staff.

Ownership of rules is given to the children in the first week of the academic year, when the teachers and children collaboratively write the school golden rules. These golden rules are displayed throughout the school and referred to as and when appropriate.

Behaviour - Rewards and Sanctions

Staff responsibilities

- to treat all children fairly and with respect;
- to raise children's self-esteem and develop their full potential;
- to provide a challenging, interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to encourage independence and self-discipline;
- to use rules and sanctions clearly and consistently;
- to act as good role models;
- to form positive relationships with parents and carers;
- to recognise that children are individuals and to be aware of their needs;
- to offer a framework for social education;

Behaviour - Rewards and Sanctions

Parents and carers' responsibilities (to be shared with all parents at the beginning of the academic year)

- set a good example to their children at all time, demonstrating how to get along with all members of the school and the wider community.
- treat all members of the school community with respect
- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to make sure that their children arrive on time, in appropriate clothing for the weather, and make sure that they are collected on time;
- to get their children to bed and asleep at a reasonable time so that they are fresh for school the next day;
- to show an interest in all that their child does at school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy.

(Please note that incidents of rudeness and/or threatening behaviour will not be tolerated and will be logged with the Department of Education)

Packed Lunches and Water Bottles

Lunch Bags

Lunch bags must be clearly labelled with the child's name and class. Packed lunches must support our healthy eating policy, which means it should support a healthy, balanced diet. Chocolate bars, sweets and fizzy drinks are **not** allowed.

Water Bottles

Children should bring a reusable plastic bottle of water with their name clearly labelled. (Only water is allowed.) If children do not bring a bottle of water to school, they will not be able to get a drink in class time due to limiting the sharing of resources such as cups and water fountains.



SEND

Every child is unique and many at some time during their school career may have additional needs. Here at Tonge Moor Primary School, we have experience of supporting children with a variety of special requirements ranging from Speech & Language, ADHD, Autism, Sensory Impairment, Medical conditions and Specific Learning Difficulties. Through careful planning, we ensure that all children access a high quality broad and balanced curriculum in which their social and emotional needs are also a priority.

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO, Mrs Zoe Ashton, may then be arranged, depending on the nature of the concern.

ashtonz@tongemooracademy.org



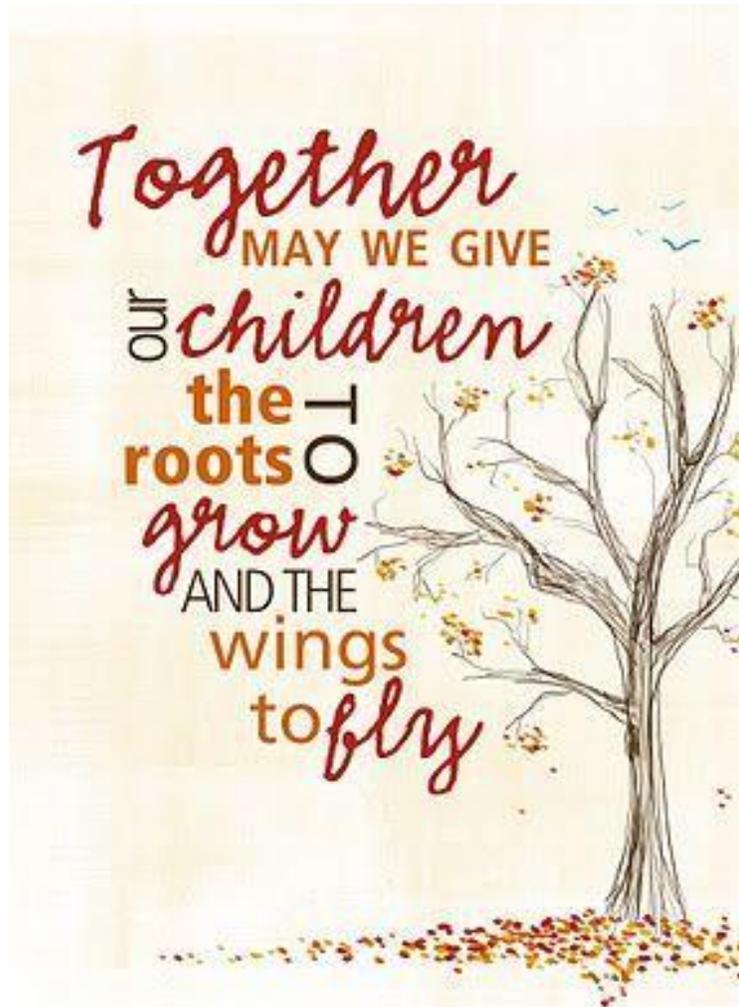
COMMUNICATING WITH SCHOOL

- Phone number (school office) – 01204 328994
- We are currently in the process of setting up a new parent app
- You can send a message via Class Dojo
- Appointments / Absences
- Speak to teachers

Questions

Any Questions?

Parents



Thank you for your continuing support. We are looking forward to working with you to support your child's learning journey.

Thank you!

The text 'Thank you!' is written in a large, elegant cursive font. It is surrounded by several small, five-pointed gold stars of varying sizes. Below the text is a thick, gold-colored swoosh that curves under the words, also decorated with small gold stars.