Rushmere Hall Primary School
IPSWICH, SUFFOLK

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Meet the Teacher

Class: 3R
Teacher: Miss Redgrave

Content

- Class Specific Information
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  - Timetable
  - Homework
  - P.E.
  - Year Group Expectation
  - Curriculum for this term
  - Trips planned
  - Concerns / Issues / Phase Leader
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- School Information
  - Website
  - Clubs
  - Attitude to learning / growth mindset

Timetable (Key Facts)

Class 3R Timetable

	9:00 – 9:30am	9:30-10:30am		10:45- 11:45am	11:45am – 12:30pm		1:30 – 1:45pm	1:45 – 2:30pm	2:30 – 3:30pm
Mon	PE (Sports coach)	French	10:30 – 10:45am Playtime	Numeracy	Literacy	12:30 – 1:30pm Lunch	Maths Meeting	ICT	Guided Reading 2:30-3:00pm Handwriting 3:00-3:30pm
Tues	Guided Reading	Music (9.30-10.30)		Numeracy	Literacy		Maths Meeting	Spelling	Singing Assembly 2.30-3.20pm
Wed	Guided Reading	Literacy		Numeracy	RE		Maths Meeting	Science	
Thurs	Guided Reading	Literacy		Numeracy	SPAG		Maths Meeting	DT & Art Library	3:00-3:30pm Assembly
Fri	Guided Reading	Literacy 10.10-10.30 (assembly)		Numeracy	PE (S. Hall)		Maths Meeting	History/Geography	3:00-3:30pm PSHE

- PE Kit on school on Monday **and** Friday
- Spelling test on Tuesday

Homework

- Spellings home each week for children to practice
- Weekly reading expectation

  5x per week
- School are currently looking into new homework options, but until then…
  - SPAG activity / maths task / topic activity

P.E.

- School PE-shirt
- Dark blue or black shorts
- Trainers
- Named PE bag

KS1 & KS2

P.E Kit

Seasonal Options

Dark coloured tracksuit
Year 5 & 6

School PE-Shirt

Dark Blue or Black Shorts

Swim shorts (above knee) / trunks or fitted shorts
ANY COLOUR

Swimming hat
ANY COLOUR

1-piece swimming costume
ANY COLOUT

Sports Trainers for P.E.
Year 3 - 6

Black plimsolls
Year 1 & 2

P.E. Bag (including your child's name)

Autumn Term	YR 3

Romans

Topic Outcome

Pupils will set up a Roman Museum

Career Visitor

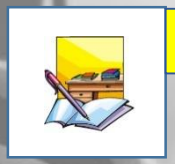
Librarian
Interview with a curator

Educational Visitor

Archaeologist

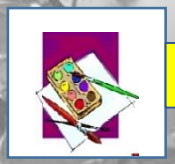
Planned Trip

Ipswich Museum



Man on the moon, A Bus of their Own,

Romans In Britain



Textiles / 3D

Dance and Music re-enactment of a Roman invasion

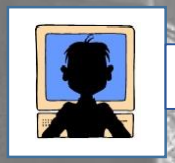
Packaging

We Are All Stars! Be friendly, be wise!

Place value, Addition & Subtraction, Measurement, X ÷

Christianity – Individual & across the world

Invasion games, dance, gymnastics, football



We are presenters We are communicators

We Are Astronauts, Earth Rocks

Topic Linked	Non Topic Linked

Year Group Expectations

Maths

Year 3 Expectations: Number
• Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
• Count from 0 in multiples of 4, 8, 50 and 100
• Recognise the value of each digit in a 3-digit number
• Understand and count in tenths, and find the fractional value of a given set
• Add and subtract fractions with a common denominator
• Derive and recall multiplication facts for 3, 4 and 8x multiplication tables
• Add and subtract mentally combinations of 1-digit and 2-digit numbers
• Add and subtract numbers with up to 3-digits using formal written methods
• Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)
• Solve number problems using one and two step operations

Spoken Language

Year 3 Expectations: Spoken Language
• Sequence and communicate ideas in an organised and logical way in complete sentences as required
• Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
• Participate fully in paired and group discussions
• Show understanding of the main points in a discussion
• Start to show awareness of how and when Standard English is used
• Retell a story using narrative language and added relevant detail
• Show they have listened carefully through making relevant comments
• Formally present ideas or information to an audience
• Recognise that meaning can be expressed in different ways dependent on the context
• Perform poems from memory adapting expression and tone as appropriate

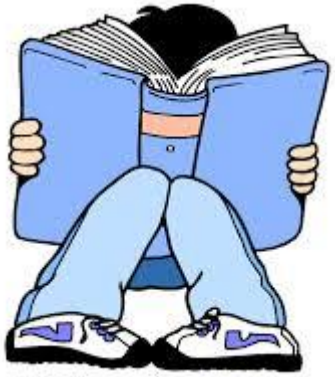
End of Year 3 Expectations

This booklet includes the end of year 3 expectations for children in our school based on the new National Curriculum. These are the minimum requirements your child must meet in order to be graded as working at 'National Expectation.'

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading



Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 3 Expectations: Reading Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

Year 3 Expectations: Reading Comprehension (continued)

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

Writing

Trips Planned this term

Please note: -

Across the course of the school year, the school intends to increase the amount of trips for the children. Whilst the school will try to ensure that some of these trips will be free, some inevitably will require a parent contribution. The school is able to subsidise **some** of these trips, however, without your support we may have to reduce these down.

Children will be given opportunities to carry out fundraising activities in order to bring the overall cost of trips down.

All trips planned link directly to your child's learning.

- Trip to a local museum (location TBC)

RUSHMERE HALL PRIMARY SCHOOL

Concerns or Issues

Learning / class issues or concerns

- Class Teacher
- Phase Leader
- Assistant Head / Deputy Head

SEN Concerns

- Class Teacher
- SENCO
- Assistant Head / Deputy Head

Safeguarding Concerns

- SENCO / Family Liaison Officer
- Head teacher

If Parents feel the issue remains unresolved after the informal stages listed above then they must follow the School's Complaints procedure from this point onward. Parents who bypass the above lines of communication and take issues to a higher level may have concerns passed back to the person most able to deal with the issue.

Phase Leader

- Miss Megan Steward

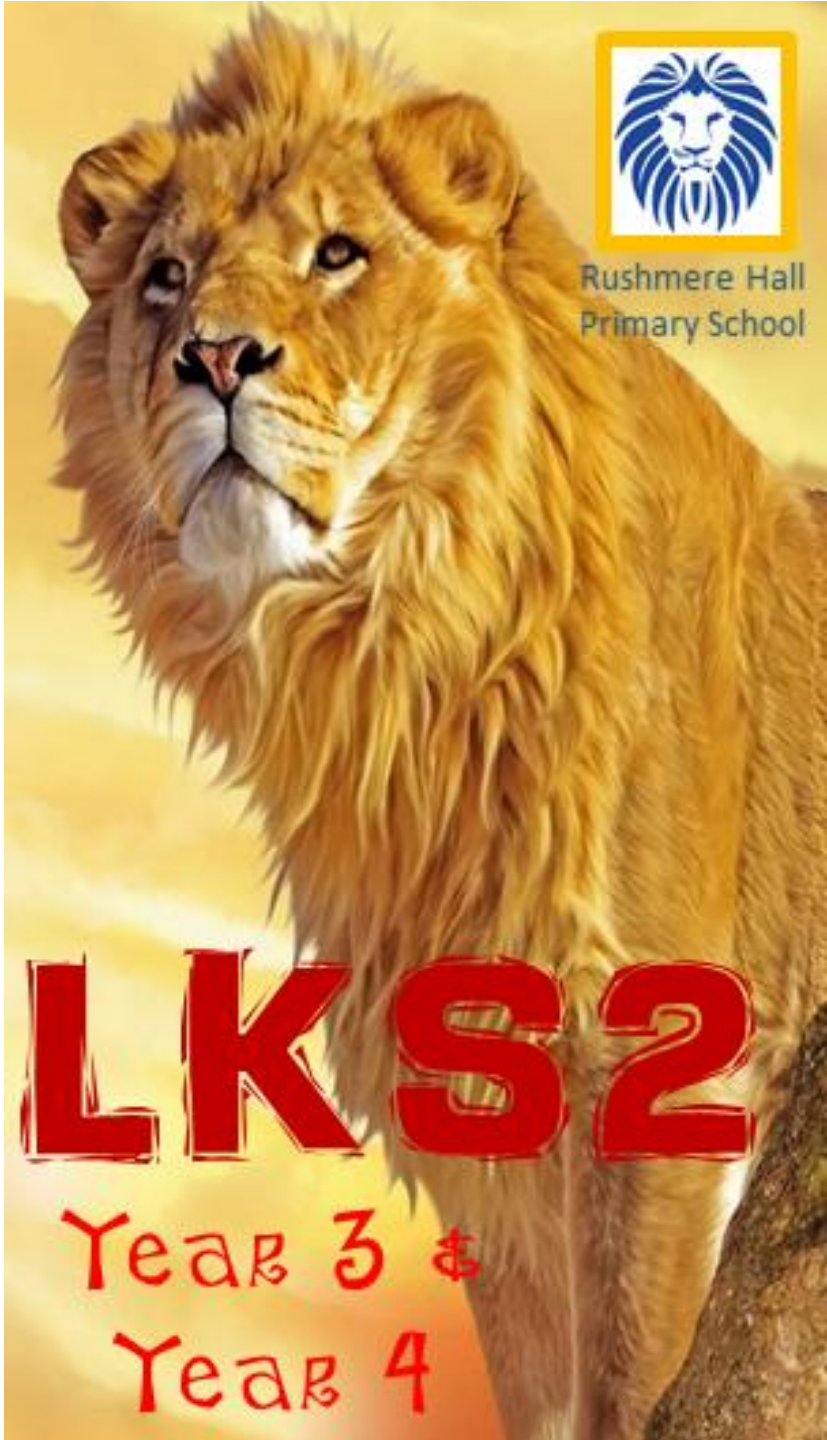


Photo Permission Reminder

Photograph Permissions

What is it?

During the course of a year, the school likes to take photos of the children for displays inside and outside the classrooms, for the school website and for the local media.

In order to gain permission we run an 'opt out' approach with regards to photos. The reason for this is that around 95% of parents are happy to have their children's photo used within the school and on the website.

In general, when we use children's photos on the web we never include a name . On occasions where we use names , we will never use a photograph. This is to ensure that children cannot be named by the photos for safeguarding purposes. Photos are only stored on school devices.

What do I do if I don't want my child's photo to be used in school, on the website or in the local media?

If you want to opt out you have two weeks to submit the form below to us. After Friday 16th September, if we have not received an opt out form we will assume you are happy for us to use your child's photo . The school will send out another reminder before the 16th September.

Opt out form – 'I do not want my child/childrens photos to be used on the website, in school or in local media'

Pupil name: _____ Class/Year Group: _____
Pupil name: _____ Class/Year Group: _____
Pupil name: _____ Class/Year Group: _____

Signed: _____ Relationship to child: _____

Date: ___ / ___ / ___

DEADLINE…
FRIDAY 16th SEPTEMBER

Website

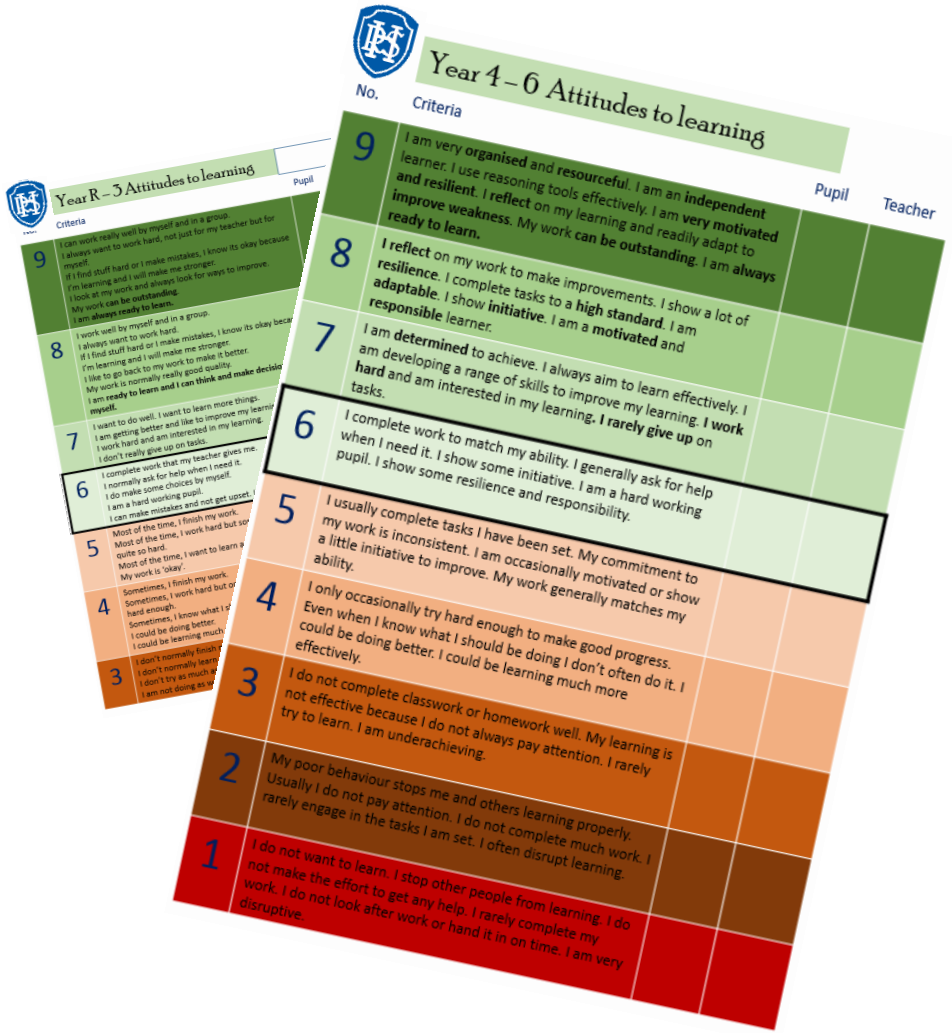
www.RushmereHallPrimarySchool.com

Clubs

‘School-run clubs’ brochure will be published online along with a online booking facility.

External club providers will send out their letters separately.

Attitude to learning



<u>Attitude to learning FAQs</u>

Why might there be a difference between the teacher's and my child's grading?

[e.g Teacher grade higher than pupils grade]
– This occurs generally with children who lack confidence. The child is unable to identify how good they are or the skills they have.
Or pupil doesn't fully understand the phrases included in the report
[e.g Teachers grade lower than pupils grade]
– This occurs generally with children who are overly confident. They may feel they are working hard when in fact their teacher may be aware that they can do so much better!
Or pupil doesn't fully understand the phrases included in the report.

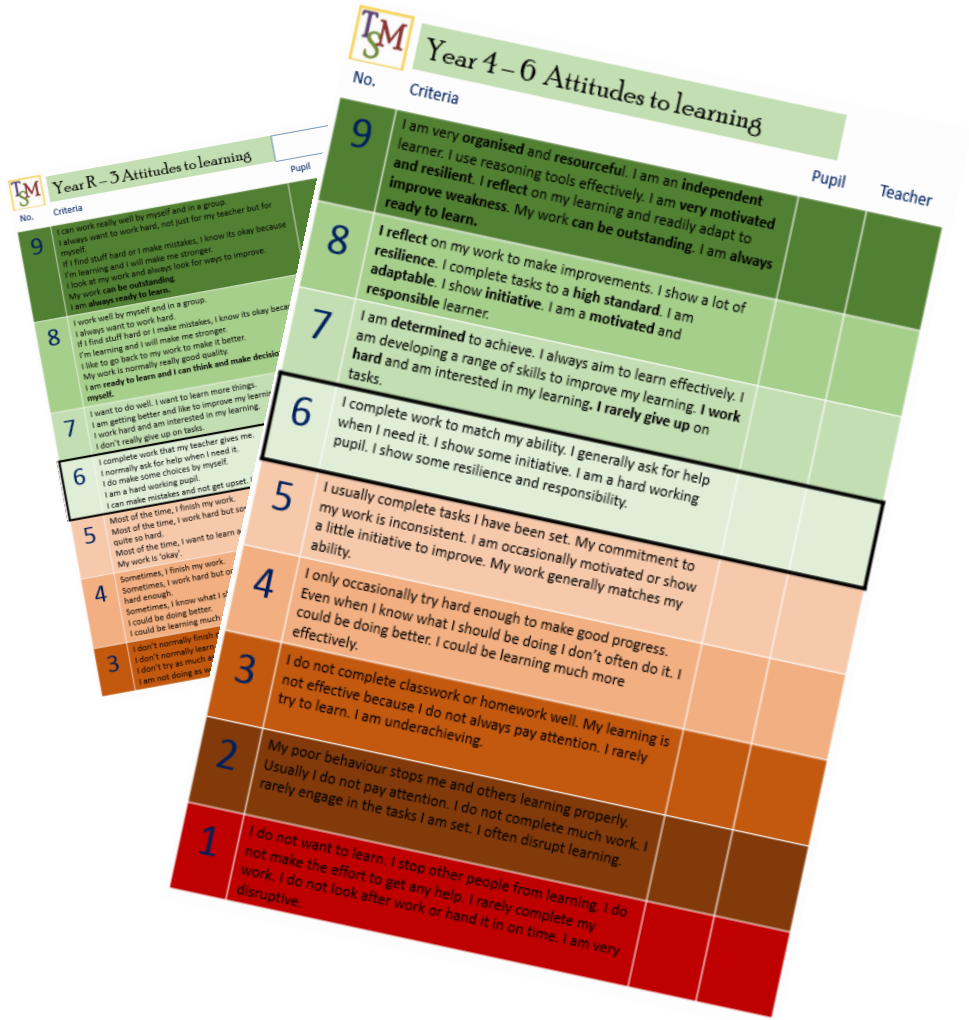
I don't agree with the teachers grading! My child is a good learner at home!

- This judgment is based on what the teachers see in school. If your child does show good learning skills at home, then it may be worth reminding your child that they need to show this in school.

What score should my child be at?

- As a school we are aiming for at least stage 6. This is the first time we have done this and so we have a number of children in the 3,4 and 5 section. Over time we hope to see this improve as we work with the children and help them to understand the importance of being a good learner. Children will also start to understand what is meant by each of the levels more and in turn be able to make a more accurate judgment of their own learning.

Attitude to learning



Why?

-To highlight to children that it will be their Attitude to Learning that will enable them to be successful in life, regardless of where they are academically.

-A chance for those children who often struggle to receive recognition for commitment and dedication towards their leanring.

-A kick up the bum for those who may be coasting… they'll soon be catching you!

Year R – 3 Attitudes to learning

No.	Criteria	Pupil	Teacher
9	I can work really well by myself and in a group. I always want to work hard, not just for my teacher but for myself. If I find stuff hard or I make mistakes, I know its okay because I'm learning and I will make me stronger. I look at my work and always look for ways to improve. My work **can be outstanding**. I am **always ready to learn.**		
8	I work well by myself and in a group. I always want to work hard. If I find stuff hard or I make mistakes, I know its okay because I'm learning and I will make me stronger. I like to go back to my work to make it better. My work is normally really good quality. I am **ready to learn and I can think and make decisions for myself.**		
7	I want to do well. I want to learn more things. I am getting better and like to improve my learning. I work hard and am interested in my learning. I don't really give up on tasks.		
6	I complete work that my teacher gives me. I normally ask for help when I need it. I do make some choices by myself. I am a hard working pupil. I can make mistakes and not get upset. I know I'm learning.		
	Most of the time, I finish my work.		

Volunteers

- Sign up to what you can offer…
- Signing up doesn't mean we will take up your services!
- DBS check will be needed
- We will try to cater for all offers… however, there are some occasions / lessons where too many adults may be a hindrance.
- Key areas of need – Parent Readers, Art lesson support, resourcing, improving learning areas in the school.

Volunteers

Class: _____

- ✓ Leave name
- ✓ Contact number

	Mon	Tue	Wed	Thu	Fri
AM					
PM					

Getting a chance to speak to Teachers

- After school is best.
- Messages can be given to any adults who are on duty in the morning.
- Notes can be passed to the class teacher, or written in the home school logs. Pupils must alert teachers to the fact that a comment has been written in the school (*as they are not checked on a daily basis*).

Child Protection

- Report all child protection concerns to an appropriate adult.
- However small the information may be, we may already have other information about the child.

Any questions?