



# Welcome to Maple Class

MISS CONROY

# Daily Routines

All classrooms have different routines. In Maple, ours will usually be:

8:45- All children gather **on the playground** when the bell rings

8:45- 9.00 ~ Maths operations questions

9.00 – 9.15 - Register (All children read quietly during this time)

9.15 - 9.45 ~ Act of Worship (intervention and guided read)

10:00- 10:45~ Maths(Session 1)

10:45- 11:05~ Break time

11:05-11:55~ English

12:05- 1:10~ Lunch

1:10- 1:30~ Silent reading and register (Some intervention time)

1:30- 2:15~ Project...PE, PSHE, RE, French.....

2:15- 2:30~ Afternoon Break

2:30- 3:15~ Project...PE, PSHE, RE, French.....

3:15- 3:30~ Tidy up and get ready for home time

# Maple Class

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23 Year 3 children. 11 boys, 12 girls.

Key Stage 2 – spans 7 – 11 years

**1:1 Support LSA:** Miss Lawrence (morning) and Miss Archer (afternoon)

# During our Register

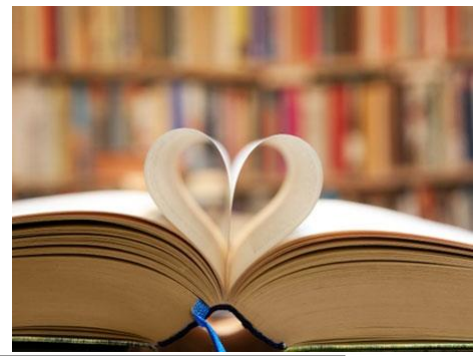
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All children will be reading quietly.

Due to the various abilities in reading throughout year 2 and year 3 (cross over from phonic books and simple texts to a higher level of free reader), I encourage you to please support your child/ children in selecting reading books to have in their tray for these reading sessions. I will also support with choosing.

Guided reading books will be selected by myself and Miss Archer.

# Guided Reading and Interventions



**Guided reading** groups are taken by myself and often, volunteers. We will alternate to ensure I hear all children reading and know how much progress and impact interventions are having.

I take **morning interventions** with children who may need clarification on a topic or subject we have previously studied the day before. These vary and are not set groups. All about *confidence!*



**Just a  
reminder...**

# Break and Housekeeping

- Fruit is for KS1 unless there is spare, so please do send snacks.
- These **MUST** not contain nuts. We have children and teachers in the school with epipens.
- Please clearly name bags, coats and jumpers as our peg space is small and it helps the children find their things with ease.
- PE kit – named; in school always. PE on a Thursday.
- Hair!!!! School appropriate hair accessories and clothing....

# Reading

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**Key Performance Indicators (KPI's) – see Reading in packs.**

Much bigger emphasis on inference and deduction- reading between the lines- need a very secure level of comprehension.

Also a focus on the way we read, becoming storytellers. Audiobooks are fantastic for this – and also for non-bookworms!

Must be reading a range of texts (fiction, non-fiction, picture books, information text, plays) - encourage and we do this is Guided Reading.

Comprehension....Can make relevant predictions and can retrieve information to support

Questioning and discussion will help with all of these.

# English

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KPI's - See English in pack.

Secure sentence structure and punctuation

**Quality** over quantity

Organising paragraphs around a theme with accurate proof reading and checking for errors

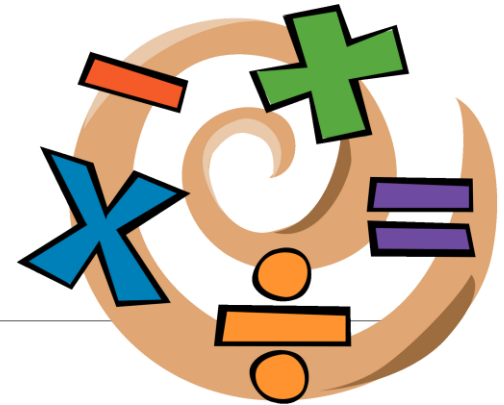
Spelling of common and high frequency words must be accurate for working at ARE. *Very important with confidence and flow!*

Handwriting must be joined and legible - this is a non conditional



# Maths

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Key Performance Indicators (KPI's)- see Maths packs.

A sizeable jump from year 2

Weekly times tables – Times Table Rockstars!

Emphasis on times tables (should know 2, 5, 10, and learning 3, 4, and 8)- inclusive of inverse.

Must have secure place value for up to 3 digit numbers.

To know a variety of methods for the 4 operations by the end of Y3, showing a level of fluency within number skills

Continuing to develop understanding within other aspects- Measurement, Time, Fractions, Statistics , Money, Shape & Space and Measure.

**Maths for Mums and Dads - Rob Eastaway** - Fantastic for supporting explanations in Maths and abstract concepts

# Children's exercise books

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What you will see....

Marking and feedback – Stamped work. Always looked at and sorted for next day lesson.

Non-negotiables

'I can' statements (learning objectives)

The learning journey – Growth Mindset introduction

Hampshire Assessment Model 'I cans' at the end of a unit





**Sent home on a Tuesday and is due back the following Monday.**

If it is not back on the Monday, it will not be marked.

Spellings – 3 spellings EVERY week!

Maths Homework – Always times tables practice on Times Table Rockstars. (10 games at the moment)

Topic Homework  
English and Maths – on occasion

Always useful...

Please check the homework book which will always have a sheet glued in with instructions. Focus on independence for children to complete homework on their own...  
Also on VLE

According to our Home Learning Policy-

Year R: Short time daily

Year 1 & 2: 20-30 minutes\* on reading, HFW/ phonics and project related tasks

Year 3 & 4: 30-40 minutes\* a week

Year 5 & 6: 50-60 minutes\* per week

\*Timings may vary

# Virtual Learning Environment

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- Using the VLE to communicate homework to parents/carers
- Children have personal log in – encourage them to use
- I will be uploading updates and pictures when appropriate
- Access to project/topic overviews

# Project!

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We are learning about the Stone Age.

There will be [a Home Learning activity](#) that shows on our curriculum letter. However, please wait for the letter from myself about it because sometimes it is not due until midway through the project.

We are travelling to Stonehenge next Thursday. We are hoping to chat to a real archaeologist who has close links with the project before we go.

We will be focusing on the History, but also looking at farming through the ages as well as the Art that came from the stone age.



# Stig of the Dump



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**TITLE: Stones and Bones**YEAR: 2016 TERM: Aut 1 CLASS:  
Maple YEAR GROUP: 3**RATIONALE:**

After an unscheduled visit from a stone-age man who has lost his way in time, the children are challenged to bring this important period of history to life. Through re-creating life during this time, our historians will create a time tunnel re-enacting everyday life through the Stone Age, Bronze Age and Iron Age. Our invited guests will leave having been immersed within this period of history. In order to ensure a greater understanding of chronology, the children will also study the theme of farming, linking this to two other periods of history and modern day life.

**HOOK:**

Year 3 are interrupted by a Stone Age character banging on the classroom window. He is stuck in time, does not speak our language, lost and frightened. He has some signs with writing to explain to the children he is lost in time, ending with the question- where would you rather be, Stone, Bronze or Iron Age?

**L1 History:**

Children will learn to:

Develop a chronologically secure knowledge and understanding of the Stone Age to Iron Age through research and ordering events on timelines.

Note connections, contrasts and trends over time- a particular focus on farming and how it has changed.

Organise relevant historical information and understand the use of first and secondary sources

Use information and objects to study the past

Understand the differences between the Stone, Iron and Bronze Age and how they came to be.

**L2 English:**

Children will learn to:

Write informative reports using gathered evidence and suggestive phrases

Recognise the way historical settings effect characters appearance and actions

Use figurative and expressive language to build fuller pictures of characters and settings

Explore narrative structure through the use of paragraphs

Plan, create and edit the story short stories

To use devices such as the senses to aid description of settings

**L3 Art:**

Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

They will:

- use sketch books to record observations
- improve their techniques in drawing, painting and sculpture using a range of materials
- Learn about the formation of art from the Stone Ages.

**Ap 1: Computing**

Children will learn to:

- Organise files within their desktop
- Create animations using Scratch
- Paint cave pictures using specific art programs after experiencing virtual tours of caves
- Research information related to the Stone Age

**Thinking:**

Children will continue to use the thinking hats to aid learning and opportunities are planned for use of graphical organisers throughout all areas of curriculum.

**Ap 2: RE**

We will be looking at the key concept of Rituals in the context of Sukkot- the Jewish harvest festival. Children will understand the difference between routine and ritual and will gain an insight into the rituals of the past at Stonehenge.

**Interdependence:**

- Appreciate the views of others and negotiate to achieve compromise
- Work towards a common goal and arrive at an agreed outcome
- Listen actively and respond sensitively to the ideas of others

**OUTCOME**

To create the time tunnel which runs around the hall and shows the different stages in history through the Stone, Bronze and Iron Age. Open to parents and visitors.

**HOME LEARNING**

Each child will have a character from the time tunnel. They will need to provide a costume and props for the time tunnel outcome.

WEEKS  
6

This gives you a good overview of what we will be learning about over the next 5 weeks.

# The individual child

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1. A growth mindset
2. Rates of development
3. Rapid and sustained progress
4. The home/school partnership



FOSS  
presents:

# Summer's Over!

*A Back-to-School Bash*

**Sat  
29 Sept  
2018**

Winchester Racquets &  
Fitness Club from 7.30pm.  
Two course dinner, live band  
and raffle.  
Tickets £20

*Be there!*

Raising funds for Sparsholt School

Thank You - we can't wait for a fantastic year! 😊

