



St John's and St Clement's

WORKING TOGETHER IN THE LOVE OF GOD, LOVE OF LIFE AND LOVE OF LEARNING

Aspiration **Resilience** **Creativity** **Community** **Kindness**



Meet our team

Class teachers – Miss Clare Evans & Ms Danielle Deudney

Teaching assistants – Mrs Naomi T and Miss T

Phase Leader – Miss Rebecca Cosby

Art teacher – Ms Moya Hanif-Banks

PE teacher – Mr Nicholas Bus-Sam

Music Teacher – Miss Ellie Flynn



Aspiration

Resilience

Creativity

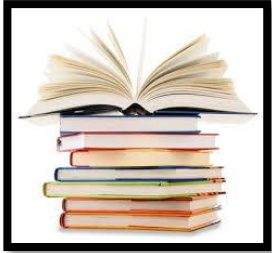
Community

Kindness



Learning at SJSC

I  learning



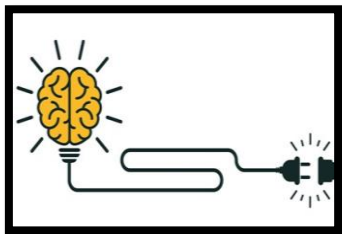
Empowering Knowledge

Gain a deeper level of knowledge and understanding and use their knowledge to develop new thinking. Children build a knowledge bank that has a high level of cultural capital and supports their understanding of wider concepts.



Personal Growth

Developing and practicing the skills that underpin learning: resilience, creativity, communicating, collaboration, well-being and the school values.



Critical Thinkers

Children explore and connect ideas. They problem solve, reflect and reason. Children are actively engaged in their learning.



Curriculum



Year 3 Curriculum Map Autumn 1, 2021

This term's value is: **Community**

In our learning we will be exploring the 'big idea' of: **Identity**

Key Information

PE: Mondays and Wednesdays

Please wear your PE kits to school on these days without the need to bring in or wear uniform.

Maths :

Place Value: Read, write, order and compare numbers to 200 and beyond

Addition: Using number lines and partitioning

Subtraction: Using number lines and partitioning

Properties of Shape: Polygons, quadrilaterals, right angles and symmetry

Multiplication: 2,5,10 and 3 timetables.

Missing number problems and multiplying a teen number by partitioning.

Please see the Calculation Policy on the school's website for clarification on methods.

Help at home: Maths skills are taught and often applied in a problem linked to the text or project. Therefore it is always valuable to practice skills such as quick recollection of times tables as often as you can at home. Please aim to use TTRS for at least 5 minutes a day and check Mathematics for weekly tasks that will be assigned.

English – 'Heart in the Bottle' and 'The BFG'

Over this half term, the children will be exploring theme of identity through discussing their hopes and dreams.

They will explore a range of feelings and emotions and provide advice to a character in need of help in 'The Heart in the Bottle'. They will use their descriptive language skills and imaginations to create character descriptions and diary entries in the 'BFG'.



PSHE: This half term we will focus on being a class team and discussing new beginnings and belonging. We will also be exploring ways to look after our bodies and minds and understanding our wellbeing.

Help at home: talk about respecting each other, working as a team and communicating our feelings.

Geography: In order to help the BFG explore, the children will be learning about the different cities and regions of the UK. We will be learning about the topography of London and using our knowledge to write a guide for the BFG.

Help at home: Use atlases to locate different areas where the children have been within the UK. Discuss what the areas were like i.e. countryside, seaside and mountains. Pick out the human and physical features of the area.

Science: To support the BFG to live a healthier lifestyle than a basic diet of snazzcumber, we will be learning about nutrition and the human body. We will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We will identify that humans and some animals have skeletons and muscles for support, protection and movement.

Help at home: by designing a healthy meal, thinking about the essential food groups. Can you create an exciting way of giving information about the human body, for example a model or a lift the flap diagram etc?

YEAR 3 PROJECT - Hopes and Dreams

What are your hopes and dreams? What would a world without fear be like?

Year 3 will be creating their own dream jars which will encompass their hopes and dreams for the future.

(please save a jar for your children!)

We will be engaging the children in various experiences and challenges to develop a culture of discussion and wonder about the world around them. Within this, we will be encouraging the children to think about their identity, and their place in our community.

Help at home: by talking about their hopes, dreams and fears and encouraging them to ask questions and enquire. Discuss hopes and how they can drive us forward and fears and how we can overcome them and learn from them.

ART

In art this half term, we will be learning about our class artist and making art inspired by their styles and techniques. We will also be working on large scale and collaborative exhibition pieces for our upcoming SJSC Arts Festival.

Help at home- these are ideas you can do with your child at home. It would be fantastic for children to bring any home learning into school to share with the class. These are optional. Homework will be sent separately.

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Home Learning

Reading


Daily reading is invaluable

Please read with your child as much as possible – aim for daily reading for at least 15 minutes, to increase stamina and to ensure it becomes part of their routine.

Please **sign the reading record** and bring it into school to be checked every **Friday**.

Library and book scheme books can be changed whenever you would like. When you're ready, bring the book in and give it to the class teacher or TA.

Home learning



Year 3 Home Learning **10/9/21**

The purpose of home learning is to enable children to practise and consolidate the skills and ideas they have learnt at school.

Home learning does not replace the many enriching activities a family can offer and prioritise out of school, such as riding bikes, outings to parks or museums, playing with friends, baking, visits to the library and other brilliant activities.

Reading
Please read with your child as much as possible- aim for daily reading to ensure it becomes part of their routine. Encourage the children to write down tricky words when they are reading on their own so that they can then discuss them with you.

Reading question of the week to discuss:
Who is the villain in your book? How do you know?

Maths
We have been learning about measuring length in class. Have a go at practising using a ruler at home by drawing straight lines of different lengths using centimetres.

Mathletics!
Check out Mathletics for tasks that have been assigned.

TTRS
Don't forget to play TTRS daily for at least five minutes.

Weekly Spellings
(we will explain the focus of these spellings during Meet the Teacher)

house	glass	letter	skipped
puppet	door	duck	monkey
who	write	toy	tube
nurse	hair	eight	cakes
night	fruit	should	picture



Spelling Like a Ninja!

- Children will be given a list of words every Friday ahead of the following week.
- On Mondays, children are then introduced to the words as a class and the rules/spelling patterns are taught.
- In class, they will practise these spellings using a range of engaging activities.
- We encourage children to continue to practise their weekly spellings at home and, where possible, use them in their writing before having a spelling check in on a Friday.



YEAR 3 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Revision of the alphabetic code - Phonics <i>The children use this rule. They have to use their knowledge with addition.</i>	2. Common words from Year 1 and adding non-recognisable	3. Statutory word list and adding prefixes and suffixes to these where appropriate	4. Revision of Suffixes. Revision from Y2. <i>ing, ed, er, er and ible</i> for end	5. Adding suffixes beginning with vowel letters to words of more than one syllable	6. The /f/ sound so/e elsewhere than at the end of words	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Common words from Year 1 and adding non-recognisable	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The /u/ sound <i>spit, cut</i>	4. Prefixes <i>mis-, dis-</i>	5. More prefixes <i>re-, sub-, sub-</i>	6. More prefixes <i>super-, auto-, pre-</i>	7. Review and assessment of spelling taught this half term.
Spring 1	1. Common words from Year 1 and adding non-recognisable	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The suffix: <i>-tion</i>	4. The suffix: <i>-ty</i>	5. Words with endings sounding like /ʒə/ or /tʃə/	6. The suffix: <i>-ous</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common words from Year 1 and adding non-recognisable	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Endings which sound like /ʒə/ <i>-tion</i>	4. Endings which sound like /tʃə/ <i>-sion, -sion, -sion, -sion</i>	5. Endings which sound like /tʃə/ <i>-sion, -sion, -sion, -sion</i>	6. More prefixes <i>re-, sub-, sub-</i>	7. Review and assessment of spelling taught this half term.
Summer 1	1. Common words from Year 1 and adding non-recognisable	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Words with the /i/ sound <i>ch (Greek in origin)</i> Words with the /j/ sound <i>ch (mostly French in origin)</i>	4. Words ending with the /i/ sound <i>que and the /i/ sound</i> (French in origin)	5. Words with the /i/ sound <i>que (Latin in origin)</i>	6. Words with the /i/ sound <i>que (Latin in origin)</i>	7. Review and assessment of spelling taught this half term.
Summer 2	1. Common words from Year 1 and adding non-recognisable	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Possessive apostrophes with plural words	4. Homophones and near homophones	5. Homophones and near homophones	6. Statutory word list and adding prefixes and suffixes to these where appropriate.	7. Review and assessment of spelling taught this half term.

Year 3 – Autumn Term – Week 1

Insert school logo here

Spelling Rule / Weekly Focus – Alphabetic Code

Recap of the alphabetic from the alphabetic code and the corresponding spellings.

- The word list should be introduced on Monday and revisited throughout the week.
- Children should learn the meanings and be able to apply these words in sentences.

house	glass	letter	skipped
puppet	door	duck	monkey
who	write	toy	tube
nurse	hair	eight	cakes
night	fruit	should	picture





Timetable

ST JOHN'S AND ST CLEMENT'S Y3 TIMETABLE Kandinsky Spring 1

	9:00	9.00-9.30	9.30-10:30	10:35-10:55	Break 10.55 – 11.10	11:15-12:10	Lunch 12:10-1:10	1:10 – 2:20 Naomi/TA – 2:10	2:25-2:35	2:00 – 2:50	2:50 – 3:10	3.10-3.20	
Mon	REGISTRATION 8:55 – 9:00	English (9.00-10:10)	Whole school CW (10:10 – 10:30)	Guided Reading	TA Clare	Maths		PE	Mindful break	RE	Handwriting	Home Time Be Outside by 3.20	
Tues		Guided Reading	English	CW IN CLASS PSHE	TA Danny Naomi	Maths		Humanities	Mindful break	French	Handwriting		
Wed		PPA Art and PE				Naomi TA	Maths		English	Mindful break	ICT		Guided Reading
Thurs		8:45-9:20 Music	9:20-10:10 Music GR	CW/Alex		TA Naomi	Maths		English	Mindful break	Science		Handwriting
Fri		Guided Reading	English	Celebration Assembly		TA Naomi	Maths		Science	Mindful break	Jigsaw		Handwriting

On PE days are on Monday and Wednesday.

The children should wear their PE uniform to come to school.

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Uniform

* Please make sure that **all your child's clothes and belongings are named.**

* We would appreciate your support in ensuring the children wear their correct school uniform as outlined on the school website.



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Attendance and Punctuality

- Please ensure that your child is in school, on time, every day.
- Children to be in the school gates at **8:45am**
- School finishes at **3:20pm**
- Please try to make all medical appointments outside of the school day wherever possible.
- If you have any attendance questions, please ask Chris Ptohides or contact the office.



Working together

It is important to communicate and work together

Speaking with me:

- Make an appointment to see us
- For non urgent matters - email

(We will reply within the week. Emails are not checked during the school day)

- If it is urgent, please phone or email **the office**
- School will be sending out information outlining the school's virtual learning approach should you need to self-isolate

Email address:

clare.evans@sjsc.southwark.sch.uk and danielle.deudney@sjsc.southwark.sch.uk





Key Reminders

- **PE is on Mondays and Wednesdays.** The children should come to school wearing their PE kit and will remain in their PE kit until they go home. Hopefully this will save time for all and make sure clothing does not go missing! **Please ensure your child's uniform and PE kit both have their names on.**
- **Year 3 will begin their swimming lessons in the afternoons from the start of spring term to the first half of summer term.**
- Please help your child to develop a love of books by encouraging reading and talking about what they have read. Please ensure your child's **reading record**, and books, are in their book bag on the day that their book will be changed.
- Please bring in a full water bottle everyday that has your **child's name** on it.
- This term's theme is: **Our hopes and Dreams**

We are looking forward to our exciting year together!

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Thank you for attending.

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