



Y3

Expectations

Vision & Values

‘Confident People Shining’

We are all STARS; developing **SKILLS** for life, supporting each other in our **TEAM**, to **ACHIEVE** our best and always showing **RESPECT** because **SUCCESS**ful learners are the **STARS** at Calton Primary School.



Y3 Team

- **Phase Leader Year 3 and 4:** Mrs Preedy
- **Middle Leader Year 3:** Mr Coughlin
- **Sapphire class:** Mr Coughlin, Mrs Wilkins
- **Emerald class:** Miss Westerberg, Miss Presdee
- **Ruby class:** Miss Thomas, Mrs Trigg
- **PPA Teachers:** Mrs Thomas, Mrs Preedy



Year 3 Expectations

- High expectations of work and behaviour.
- Opportunities for pupils to achieve, (enrichment and extension) in order that pupils have high expectations for themselves.
- Expectation is under-pinned by routines in school and support at home.



Y3 Independence

- The children come into school independently and put their belongings away in their lockers (in a tidy, quick and considerate way).
- They are responsible for handing in letters, dinner money etc. and having their resources ready to start the day.



Things to remember

- Ensure all uniform is correct and named, including shoes and coats.
- White blouse, shirt or polo shirt.
- Dark grey or black skirt, shorts or trousers.
- Black closed toe shoes (no trainers).
- Red/grey or black tights or socks – socks can be white.
- Full PE Kit in School at all times. Space team coloured t-shirt, black shorts and black trainers or daps. No football kit or t-shirts with large logos.
- Remove earrings before PE lessons, hair to be tied back.
- Jewellery: only studs to be worn (no hoops or dangly earrings), no bracelets, necklaces or anklets please. No jewellery to be worn at swimming.
- Toys to stay at home.



Behaviour Ladder

- Good behaviour shown in the quality of their work, their attitude and their play is rewarded by moving up the ladder.
- The children accrue credits to spend in the Calton Shop.
- Poor behaviour will result in a move down the ladder which may lead to isolation within the class or time-out in another class.
- Red and yellow cards may be issued for persistent poor behaviour.



Restorative Practice

- What happened?
- What were you thinking? Do you think differently now?
- How did you feel?
- Who do you think has been affected by your actions? In what way were they affected?
- What do you need to happen now?

Our STARS/Staff will be following this method.



Overview of the day

- Doors open 8:45 – 8:55
- Register
- Early Work – reading, Maths Inter rail tickets
- Assembly or Inter Rail
- Maths
- Guided Reading/Quest
- Break
- Read, Write, Inc/Spellings/Inter rail practise
- SPaG/English Quest
- Lunch
- Quest/PE
- Story time
- Home time 3.20pm



Homework

- The Home School Learning Agreement has been read and signed by parents, children and teachers this details homework expectations.
- Reading and Maths Inter Rail passes to be conducted at least 4 times a week and **recorded** in WOW books. Calton credits are issued for each entry.
- At the end of the academic year, children should know their times tables and division facts for their 3, 4 and 8 times tables.
- Spellings are tested and issued every Thursday in the Spelling book. Each child is expected to write a sentence in context containing each of their spellings their homework book. Please practise them in there too.
- **Recording homework** - Please write down and encourage your child to write down, each time your child has completed one of the tasks in their Wow book. They will receive a credit for every task completed.



Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

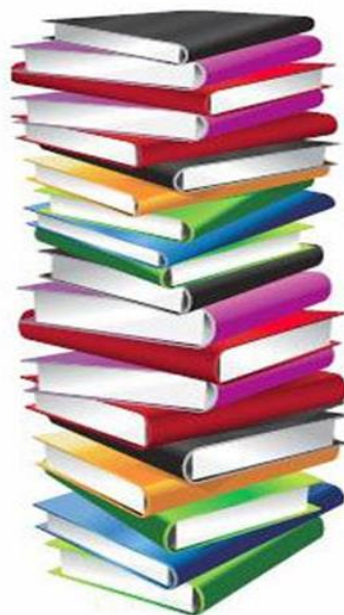
Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



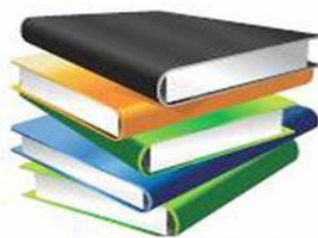
Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Assessment

- Children are grouped at the Teacher's discretion based on personalities, independence and ability. These can be changed daily and even by lesson.
- Daily Formative Assessment.
- Termly teacher assessments of the objectives taught will help:-
 - inform plans
 - set targets
 - implement interventions



Doodle Maths

- To download DoodleMaths and DoodleTables visit www.doodlemaths.com/available-apps/
- This programme uses algorithms to tailor learn to your child's individual needs.
- Certificates and small prizes are given in school to celebrate children's achievements on the apps.
- Regular home use will help extend classroom learning.



Curriculum

- In **Maths**, Year 3 children are expected to know place value to 1000, telling the time to the nearest minute, add and subtract fractions with the same denominator, know Roman numerals, know multiplication and division facts 2, 3, 4, 5, 8 and 10 times tables.
- In **English**, the SPaG content for Year 3 includes verb tenses and types, sentence types, using paragraphs and cursive script, all of which will be developed in their writing. They are expected to have better structure and punctuation too.
- In **Science**, we will cover Rocks and Soils, Plants, Animals, Light and Forces.



Quest Themes

- The Foundation curriculum is covered with each of our three themes throughout the year, our themes this year are:
 - Glorious Gloucester
 - The Romans
 - Fascinating Fossils



Interventions

- A wide range of interventions are available and can include, academic, social, emotional, EAL and behavioural support.
- Each intervention is tailored to meet the needs of individuals or small groups.
- Social and emotional support is also available for families via the Family Support Worker, Stella Smithson and the Thrive team.



Reports

- We will send home an interim report in the Spring term.
- There will be a Consultation Evening in the Autumn and Spring term.
- At the end of the year, we will send home a full report.



Pupil Premium Funding

- The school can receive money for families who are eligible for Free School Meals.
- This money can be used to fund all trips and residential visits as well as extra tuition and in school support for your child.
- Children qualify if you receive the following benefits: Universal Credit (net income of £7,400 or less), Income Support, Income based job seekers allowance, Income related employment and support allowance, support under part IV of the Immigration and Asylum Act 1999 and the guaranteed element of state pension credit, child tax credit.
- You can apply online via Gloucester County Council Website.



Swimming

- Children will have swimming lessons in Year 5 in the Autumn term.
- There will be a catch class for those that have not achieved 25m in Year 6 in the Autumn term and Summer term.



Parents

- Finally we see parents as important partners in the process of developing children's language, reading, writing and numerical skills.
- We offer an open door policy to parents if there are issues in school, although if there is a specific concern it is advisable to make an appointment with the Class Teacher or Phase Leader.
- We have high expectations of learning and behaviour and would like you to support us in these areas.



How parents can help

- Sleep is vital, 9-11 hours for Primary age children
- Provide healthy snacks – fruit and vegetables – no nuts please
- Provide healthy lunch boxes
- Participate in home learning
- Screen time limited and e-safety
- Use the library (school and local)



Communication

- Newsletter will be put on to eschools
- Facebook
- Website – www.caltonprimary.co.uk
- Text messaging
- WOW books
- Check children's bags daily
- Quest webs

