

Welcome to Year 3!

A Week In Year 3 (example)

	8:45		9:00	9:10	9:20	10:15	10:30	10:45	11:00	12-1	1-1:15	1:15 – 2:00		2:00 – 2:55
Monday	EMT	WAKE + SHAKE	HW	Guided Reading	English	Assembly	BREAK	Spelling	Maths	LUNCH TIME	ERIC	Computing		French
Tuesday	EMT		HW	Guided Reading	English	Assembly	BREAK	Spelling	Maths		ERIC	Music		PE (AJ)
Wednesday	EMT		HW	Guided Reading	English	Assembly	BREAK	Spelling	Maths		ERIC	ART/DT		Geography/History
Thursday	EMT		HW	Guided Reading	English	Assembly	BREAK	Spelling	Maths		ERIC	Science		PE (AJ)
Friday	ASSEMBLY		HW	Guided Reading	English	BREAK		Spelling	Maths		ERIC	WFaP	PSHE	Science

Every Day

Children will need:

- Reading book
- Reading log
- Water bottle – Plastic ones preferred. If you know the sound of 30 metal water bottles being knocked over, you will understand why!
- Coat (for the ever-reliable, great British weather!)
- Packed lunch (if required)
- Healthy snack for breaktime (if required)
- Pencil case (best left in classroom) - including: pencil, rubber, 30cm ruler, glue stick, scissors, pencil sharpener which catches the shavings, white-board pen, red biro, highlighter, colouring resources
- Please. Label. Everything.

Learning Behaviours

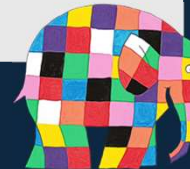
Learn from
their mistakes



Respectful



Good listeners



Confident



Self-control



Positive



Persistent



Brave



Team player



Year 3 Website

- Will share snapshots of our learning and activities each week (Friday).
- Useful websites and home learning links too.
- Curriculum Newsletters
- Follow up at home with discussion!
- Year 3 Non-Negotiables to access on Y3 page.
- Lists expectations for Year 3 for the end of year.
- E-Safety Charter
- Class Charter

Home Learning

- Home learning information will be available on Y3 website every week.
- A mix of Purple Mash games and activities, Spelling Shed Lists, practical activities, research and Times Table Book activities will be available.
- Login details to required services can be found in your child's Reading Log.
- Home learning is expected every week in addition to reading. Reading should be taking place every day (at least 10 minutes)

Reading

- We read every day.
- Children should be reading at home daily. This does not have to be recorded in the Log every day, but please record a comment on your child's reading once a week so that we may monitor. Please don't waste space in Reading Logs. They do fill up fast!
- Children will change colour banded books (or Busy Bee/free reader books) during daily reading if they have completed one of the sections in the reading log to share their thoughts on their book. (Blooms question)

PE/Forest School/Uniform

- PE days are Tuesday and Friday. Children must be in kit on those days.
- PE lessons will be shared between Mr Gillard and Mr James.
- Forest School will be in blocks. Year 3 will have a block of Forest School later in the year. More information will follow closer to the time.
- Second hand uniform shop in school.
- We will advise you when wellies are required.

Independence

- Zippers, laces, ties etc.
- Carrying bags
- Organising things at home – child-friendly timetable
- Home learning – routines
- Telling time

Internet Safety & Screen Time Considerations

As technology continues to evolve, helping children navigate the online world safely remains a key priority for our school.

This year and beyond, we will continue to:

- Promote a smartphone-free childhood, encouraging children to engage, play and connect away from screens wherever possible. This includes ensuring screen free alternatives to home learning and considering how and when smart boards are used in classrooms. No smartphones are permitted on site for children; this is in-line with our local secondary school's policy.
- Teach children about Artificial Intelligence (AI), helping them understand both its opportunities and potential risks, and how to use emerging technologies responsibly.
- Develop online safety knowledge and skills through our curriculum, equipping pupils to make informed and safe choices online.
- Work in partnership with families to ensure children receive consistent messages about online safety at school and at home.

New for September - Online Safety Corner

Rather than sending occasional online safety newsletters, from September we will be launching a dedicated Online Safety Corner on our *Nutshell* to:

- Up-to-date guidance and resources
- Information about emerging online trends and risks
- Practical tips for supporting children at home
- Updates on what pupils are learning in school

"Technology will continue to change. Our commitment to helping children use it safely, responsibly and confidently will not."



Restorative Conversations

Last year, our School Council reviewed some of our school language to ensure it reflects our revised behaviour policy. We believe that the words we use matter. They can shape how children view themselves, their learning and their mistakes.

Our approach focuses on:

- ✓ Person-centred language that sees the child before the behaviour
- ✓ Blameless conversations that focus on understanding and improvement
- ✓ Accurate and respectful terminology that values every member of our community
- ✓ A growth mindset, recognising that mistakes are opportunities to learn

For example, "Reflection Sheets" have evolved to "Reflect & Reset", which may be used collaboratively to support and capture restorative conversations. When appropriate, the outcome of these conversations may be a social story to support the individual instead. This change helps emphasise that the process is about learning, repairing and moving forward, rather than punishment.

Our aim is simple: to help every child feel respected, supported and empowered to make positive choices.



Reflect & Reset

Name: _____ Date: _____

What happened?

What were you feeling?

Who was affected?

☐ me
 ☐ my friends
 ☐ my teacher
 ☐ other: _____

They might have felt...

How can I change my red behaviour to a green behaviour?

Next time I will... (link to self-regulation road map if possible)

Who can help me?

Completed with: _____







At every stage of a child's journey, we want pupils to feel valued, motivated and proud of their achievements. As children grow, the way we recognise success develops too, reflecting their increasing maturity and helping them build aspiration and resilience. However, this year we wanted to do things slightly differently to ensure we support our pupils in the best way possible.

Going forward, we are going to celebrate across the school like this:

Year R & Key Stage 1

- We celebrate a wide range of achievements and aim to ensure **every** child has opportunities to be recognised throughout the year.
- This helps to build confidence, belonging and a love of learning.

Key Stage 2

- As pupils mature, Celebration Assembly becomes a more prestigious recognition.
- Awards are given to those who have demonstrated exceptional achievement, effort, improvement or contribution linked to our values of ambition, belonging and curiosity. **Not all pupils will be celebrated every year.**
- This helps children to develop determination, resilience and pride in working towards a meaningful goal.
- At secondary school, pupils are not celebrated quite as much as in primary schools, and we want to support our pupils to ease into this transition

As children move through the school, our approach to celebration evolves alongside them. In the early years, we focus on building confidence by ensuring every child experiences recognition and success. By Key Stage 2, celebration becomes more selective, recognising those who have demonstrated exceptional effort, achievement or personal growth. This balance allows all pupils to feel valued while encouraging them to aspire to excellence.