

Year Three News

Welcome message

We hope you had a lovely week making memories with your little people! Even the sun decided to make appearance for a few days and signs of Spring are starting to appear.

Our value for this term is wisdom. We will be making links to knowledge we already have, seeing how much progress we have made and working on new targets for the term. We are looking forward to the weather warming up, the days getting lighter and Spring being in the air. We have new clubs starting this term and some events to welcome you into school for.

Have a look at the dates page of the newsletter so you know what is coming up and the termly overview for what we will be getting up to in class.

If you have any questions regarding the information in this newsletter, or other more general queries, please don't hesitate to talk to us.

Thank you,

The Year Three Team



Don't forget to follow us on...



@KingfisherCE



Kingfisherceacademy

"Discovering and Learning Together, so all can Flourish".

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)

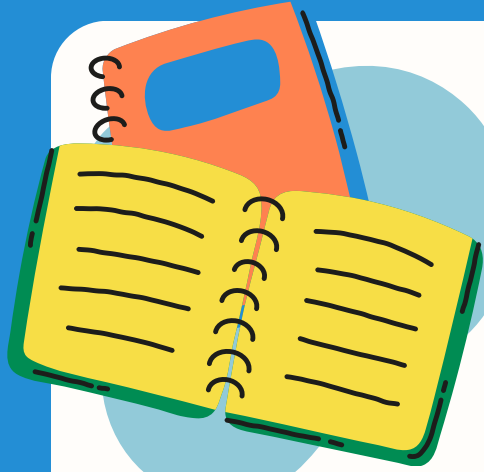
Wisdom – Hope – Service – Resilience



Kingfisher
CE ACADEMY



LIFE IN ALL ITS FULLNESS



Important updates

Please remember school begins at **8.45am**. This is when children begin their learning. Please be on time. Year 3 are now coming straight upstairs to meet Miss Baddeley in the classroom to encourage independence and get started with their day. The playground gate locked at **8.55am**. This is to safeguard all our children.

Don't forget to book your school lunches for the term on the Schools Food United app.

Please name ALL uniform to ensure it gets back to you.

We are a mobile free zone. We would appreciate all phones to be switched off or put away on the playground. Please greet your child with a smile and not your phone!



Term dates

- Thursday 6th March - World Book Day
- Monday 10th March - National Science Week - more details to follow
- Friday 21st March - Red Nose Day.
- Wednesday 26th March - Parents' Evening 1.30-6pm. SCHOOL CLOSSES AT 1pm.
- Thursday 27th March - EYFS Make a Noise concert at the Platform 3.45pm
- Friday 28th March - Explorer Dome
- Monday 31st March - Mother's Day Afternoon tea - details to follow.
- Thursday 3rd April - Year 2 Class Assembly
- Friday 4th April - End of term - SCHOOL CLOSSES AT 1.00PM

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Artists wanted

Art week upcoming

In term 6, the week commencing DATE, Kingfisher will be getting creative! The children will be getting involved in various activities, lessons and projects over the week.



Art class

We would love for the children to have the opportunity to have a whole school art class from an artist or a very keen and talented artist. If you are interested in teaching our children how to paint or draw something, then please contact Mrs Dixon (Hart Class, Year R/1 class).



Donations

Some of the activities planned we may ask for some donations or contributions to so that each child is able to use and have access to. We will ensure we let you know in enough notice so that if items such as for junk modelling are required, we can let you know before recycling days! Thank you in advance.

Term overview



Each term we will send you an overview of our learning in each area of the curriculum for the term. You can also find it on the website. It looks like this:

Computing

- Create questions with yes or no answers.
- Identify the attributes needed to collect data about an object.
- Create a branching database.
- To explain why it is helpful for a database to be well structured.
- Plan a branching database.
- Create an identification tool.

History

- Explore when and where the Stone, Iron and Bronze Ages.
- Explore what life was like in the daily life like in the Bronze Age.
- What are the main characteristics of the Iron Age?
- Explore what life was like in the daily life like in the Iron Age.
- Compare the Stone Age, Bronze Age and Iron Age.

Modern Foreign Languages (MFL)

- Recapping our French speaking so far.
- Explore different verbs.
- Include je peux (I am not able)
- Include je ne peux pas (I am not able).

Maths

Multiplication & Division

- Multiples of 10
 - Multiply a 2 digit number by a 1 digit number with and without exchange.
 - Divide a 2 digit number by a 1 digit number with and without remainders.
 - Reasoning and problem solving.
- ### Fractions
- fractions on a number line
 - equivalent fractions.
 - adding and subtracting fractions.
 - partitioning the whole.

English

- Warning poster,
- warning announcement,
- alternative ending,
- performance poetry,
- letter of apology
- Narrative poem
- cautionary tale
- Poems
- setting descriptions
- diary entries
- dialogue
- letters of thanks
- Extended fantasy narrative

Year 3- Term 4

DT

- Preparation- Techniques workshop, How would you present your snack?
- Make- Follow a recipe, Prepare ingredients
- Evaluate- Does it fit design criteria? Check your fruit kebabs taste good. : Evaluate your snack

PSHE

- Explore how are families different from each other.
- What makes a family?
- Common features of positive family life often include shared experiences.
- How do people show they care?
- How to ask for support?

Science

- Identify parts of a plant and their functions.
- Observe how leaves make food for a plant.
- Explore how requirements of different plants change depending on their location.
- Exploring, making and using plant classification.
- Explore the life and works of Joseph Dalton Hooker.

RE

- What you know about different religious festivals?
- Explore meanings of the stories behind key religious festivals.
- Identify similarities and differences between the way festivals are celebrated.
- What is the deeper meaning of these festivals?

Art

- Explore the life and artwork of Yayoi Kusama.
- Explore techniques colour mixing, surfaces, painting over found images
- Large- Scale composition.

PE

- - Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end
- -Link phrases to music
- -Begin to improvise with a partner to create a simple dance.
- -Perform with some awareness of rhythm and expression.
- -Perform dance to an audience showing confidence
- -Show co-ordination, control and strength (Technical Skills)
- -Show focus, projection and musicality (Expressive Skills)
- -Show awareness of different dance styles and traditions.
- -Compare and comment on their own and other's work – strengths and areas for improvement
- -Modifies parts of sequence as a result of self-evaluation.

Our value for the term is Wisdom!



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Our team



There are lots of people who are part of our extended Kingfisher family. You and your children may see them around the campus.

Senior Leadership Team



Ms Bishop
(our Headteacher
and Designated
Safeguarding Lead)



Miss Telling
(Deputy Head, SENCO
and Deputy Designated
Safeguarding Lead)



Mrs Bishop
(Campus Co-Ordinator)

Our Nursery Team



Mrs Lane
(Nursery Manager
- Pre-School)



Miss Watts
(Deputy Nursery Manager -
Two year olds)



Mrs Engley



Mrs Khan



Mrs Brown

(EYFS Teaching Assistants)

Our EYFS Team



Miss Telling
Reception Teacher



Mrs Dixon
Reception Teacher

Our key Stage 1 Team



Miss Bowron
(Year 1 teacher)



Mrs Connell
(Year 2 teacher)

Our key Stage 2 Team



Miss Baddeley
(Year 3 teacher, Curriculum Leader,
Deputy Designated Safeguarding Lead)

Our team



Our Teaching Assistants

Our team have so many different skills and experiences. They work across the school to utilise these:



Mrs B



Jill



Mrs Sara



Mary



Mrs Shim



Miss Coe
(our Higher Level Teaching Assistant who will work across the school)

Admin Team

Our Kingfisher Admin will be front of house to answer your questions and provide you with support:



Mrs Strange



Mrs Rahmen

Reverend Owen Green

Owen leads a Collective Worship assembly each week. He also works with us across the school.



Safeguarding



Safeguarding and Child Protection Worried about a Child?



If you have a concern about the safety or well-being of a child, please speak to one of our safeguarding team. In this school this is:-



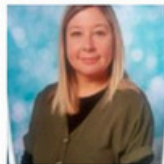
Sharon Bishop
Designated
Safeguarding Lead



Sally Telling
Deputy Designated
Safeguarding Lead



Naomi Luckman
Deputy Designated
Safeguarding Lead



Jodie Lane
Deputy Designated
Safeguarding Lead



Hannah Baddeley
Deputy Designated
Safeguarding Lead

Please contact 'Children and Families Contact Swindon' if you are concerned about a child.

E-mail:

Contact childrenandfamilies@swindon.gov.uk

Telephone: 01793 464646

8.30am to 4.40pm Monday to Thursday 8.30am to 4.00pm Friday

The Emergency Duty Service (EDS) is available outside office hours on

01793 436699

If you think that a child is in immediate danger, please ring 999 and speak to the police.



Reading

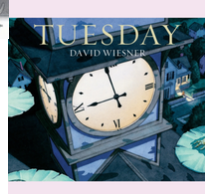
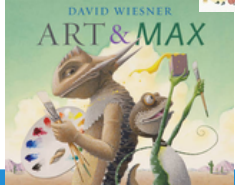
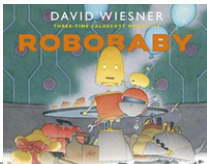
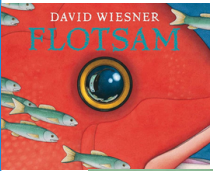


We are committed as a school to ensuring all children develop the skills they need to read independently and have access to life long learning.

Our team believe in ensuring all children find themselves represented in books. We aim to expose our children to high quality, award winning and diverse literature.

Author of the term

Our Author of the term is David Wiesner who has written some excellent picture books.



Book change days

In year 3, book changes will be a little different.

On a **Monday**, our Book club scrapbook will go home with 1 child each week. It is a chance for children to share books that they have enjoyed.

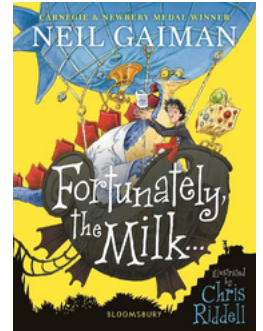
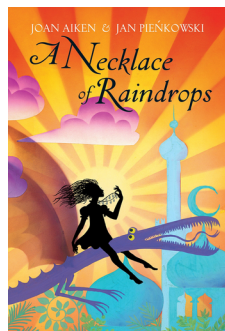
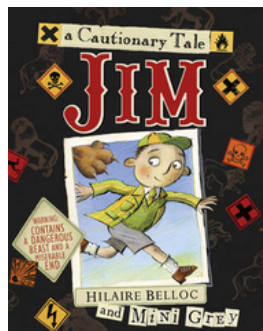
This will then get shared with the class on a **Monday** before the next child takes it home.

On a **Wednesday**, we will be reading our class novel 'Perijee and Me' together. It would be great if they could bring it in to read together.

On a **Thursday**, we will be going to the KS2 library. Their library books will be their reading books but they do not need to finish these books in a week as some of them are longer than previous books.

Our Writing and Reading core texts

Our theme for English this term is Confidence & Caution and we will be using these texts for our writing and whole class reading.



How you can help at home

Share books that your children bring home from school. Read any books you have at home. Read recipes, magazines, print in the environment. Let your children see you reading!

Spelling



Our spelling programme provides weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practice and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum.

Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules in this spelling programme ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Week	Objective
	Word list words
	Adding suffixes beginning with vowel letters to polysyllabic words
	The /l/sound spelt y elsewhere than at the end of a word
	The /n/ sound spelt ou
	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)
	The suffix -ation
	The suffix -ly
	Words with endings sounding like /ʒə/ or /tʃə/
	Endings which sound like /ʒən/
	The suffix -ous
	Endings which sound like /ən/, spelt -tion, -sion, -ssion, -cian
	Words with the /k/ sound spelt ch (Greek in origin)
	Words with the /ʃ/ sound spelt ch (mostly French in origin)
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que
	Words with the /s/ sound spelt sc (Latin in origin)
	Words with the /eɪ/ sound spelt ei, eigh, or ey
	Possessive apostrophe with plural words
	Homophones and near-homophones

How you can help at home

Ask children to share their spelling learning with you. Can they practice the spelling rule?
Can they find words with the spelling rule?

Reading



Reading comprehension skills:

Pupils should be taught to understand what they read by:

- **listening** to and **discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a **range of purposes**
- using **dictionaries** to check the meaning of words that they have read
- increasing their familiarity with a **wide range of books**, including fairy stories, myths and legends, and retelling some of these orally
- **identifying themes** and conventions in a wide range of books
- **preparing poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **discussing words** and **phrases** that capture the reader's interest and imagination
- **recognising** some different forms of poetry

See the content coverage for our Reading units.

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence form the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

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How you can help at home

Check that the text makes sense to them.

Ask questions to improve their understanding.

Encourage them to make predictions about what might happen next.

Discuss the book with your child.

What you will need...

P.E.

PE will be on a **Monday** and **Friday**. Please send your child to school with their PE kit on. Please remember our PE uniform is a white polo shirt, navy/black shorts or trousers and plain trainers or daps. They will be in this all day, so please ensure it is weather appropriate.

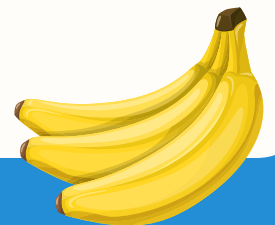
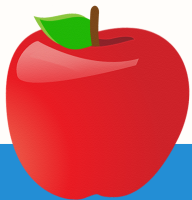


Outdoor learning and breaks

We will be doing outdoor learning and breaks. Please make sure that children always bring a coat and wellies so we can get outside.



They will also need to bring a healthy snack for morning breaktime as free snack is only available to KS1.



PLEASE LABEL EVERYTHING!

Christian Authenticity

In Collective Worship...



This term our value is **Wisdom**. In our collective worship we will be focusing on stories from the Bible and elsewhere that reflect this. Our Collective worship with Owen now takes place in our Chapel which is a lovely calm and peaceful space.

Child of Hope



We are maintaining our relationships with the community at the Child of Hope school in Uganda.

Last term, the children drew pictures and wrote letters to the children at Child of Hope school. We shared them in assembly and look forward to hearing back from them.



Festivals

We will be learning about Shrove Tuesday, Lent, Easter and celebrating Mother's Day this term.

We continue to celebrate all our families' cultures. This term we will be learning about Ramadan and Eid.

