

Year 3

Meet the Teacher



Who are we?



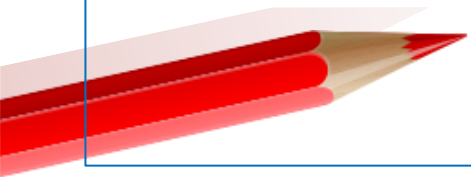
Seacole Class
Class Teacher:
Mr Stannard
Year 3 Lead
Mrs Grieve (Thursday)
Teaching Assistant: Mrs
Braund
Keyworker: Mrs Ball



Who are we?



Curie Class
Class Teacher:
Mrs Rayward
Teaching Assistant:
Miss Smith



Who are we?

Nightingale Class

Class Teacher: Mrs Bates
(Mon – Wed)

Miss Marle (Thur – Fri)

Teaching Assistant:
Mrs Howard



Topics



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What was life like in prehistoric times?		What is the geography of the United Kingdom?		How did the Ancient Greeks change the world?	

<https://www.discovery.kent.sch.uk/year-groups/year-3/>

<https://www.discovery.kent.sch.uk/curriculum/learning-updates/year-3-learning-updates/>

Curriculum Intent

- At The Discovery School our curriculum intent is focused on discovering new things.
- Each topic starts with a big 'Question for Discovery' that is then broken down into a series of lessons that the children explore to be able to answer the 'Big Question'.

Example:



Our current topic is 'What was life like in prehistoric times?' and the children will explore this by answering questions such as, 'What did people in prehistoric times wear? What did they eat? '

Term 1 and 2 Topic Web

English – How can we use our knowledge of pre-history to inspire different writing genres?
Key Texts: Stone Age Boy, UG, Pebble in my pocket, The Wild Way Home

Writing genres: Poetry, letter writing, recounts and narrative.

SPaG skills taught through key texts.

Music – How does music bring us closer together?

What stories does music tell us about the past?

Curie Class – How can we change the pitch and sound of a recorder?

Science

Term 1: Rocks and Soils – How are rocks, soils and fossils formed?

To investigate how rocks are formed.

To study at how fossils form over time.

To look at the different nutrients present in soil.

Term 2: Light – How does light impact on our everyday lives?

To find out about different light sources.

To know that light is needed to be able to see things.

PSHE – How can a growth mind-set lead to further success?

To understand how a mind-set can affect our thoughts and feelings.

To know about self-esteem and where it comes from.

French – How can we greet people and count in French?

Saying 'hello' and 'goodbye', asking 'how are you?' and saying our name.

Learning French numbers to ten and musical instruments.

Learning about words to describe things in the classroom.

Science – Rolling topic throughout the Year

Plants and their nutrients

To understand the structure of a variety of plants and what they need to stay healthy.

Art and Design – How humans express their feelings through art?

To explore pencil, oil pastels and acrylic paint to mimic modern and prehistoric art.

Artist Study Jackson Pollock - Who was Jackson Pollock and why is he famous?

DT – Textiles – How can I create a replica of a garment worn in prehistoric times?
(Hunter/Gatherer pouch)

To develop and use pattern pieces to develop a product and enable accurate manufacture.

To measure, mark out, cut and shape fabric and components with accuracy.

To join the fabric with increased accuracy and independence.

History – What was life like in prehistoric times?

Learning to place events from our own lifetime and key events in history on a timeline.

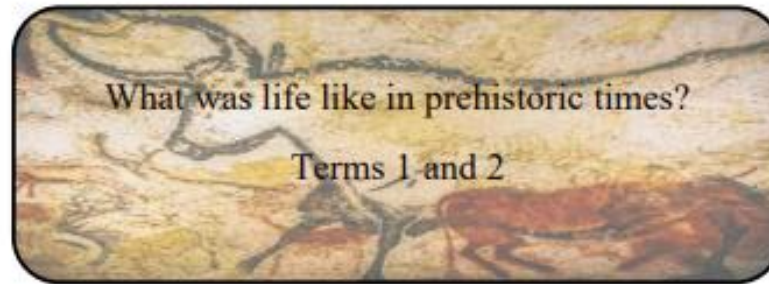
To use evidence to describe the past.

To use evidence to find out how events may have changed during a time period.

Describe similarities and differences people, events and objects.

RE - What does it mean to be a Christian in Britain today?
What does it mean to be Hindu in Britain today?

To explore the importance of belief for different people in Britain.



Computing – How can I program a robot to complete a task?

To be able to design, write and debug simple algorithms that accomplish specific goals.

How can I identify the most effective program to publish my work?

To use a wide range of programs to create documents and presentations.

PE – Outdoor: How can we use tactics to support our game play?

Indoor: How can we develop our strength and coordination?

Term 1 Outdoor: Tag rugby

Term 1 Indoor: Swing dance.

Term 2 Outdoor: Netball

Term 2 Indoor: Gymnastics





Year 3 example class timetable



Timing	Monday	Tuesday	Wednesday	Thursday	Friday
8:40am – 9.05am	Early morning work/ MFI	Early morning work/ MFI	Early morning work/ MFI	Early morning work/ MFI	Early morning work/ MFI
9:05 - 10:05am	Flashback 4 + Maths	Flashback 4 + Maths	Flashback 4 + Maths	Flashback 4 + Maths	Flashback 4 + Maths ----- Times Table Quiz
10:05 – 10:30am	Assembly	Singing Assembly	Class Assembly	Big Question Assembly	Celebration Assembly
10:30 – 10:45am	Break time				
10:45 – 11:15am	Guided Reading & Jungle Club	Guided Reading & Jungle Club	Guided Reading & Jungle Club	Guided Reading & Jungle Club	Guided Reading & Jungle Club
11:15am – 12:15pm	English	English	English	English	Spelling Practise & Quiz
12:15 – 1:15pm	Lunch time				
1:15 – 1:30pm	Handwriting				
1:30 – 2:15pm	Science / P.E (outdoor)	PSHE /	PPA - Music / PSHE / Art / French -----	PE (indoor)	PE (indoor)
2:15 – 3:05pm		Topic- History or Geography	Library	Art	French / Music
3:05 – 3:15pm	D.E.A.R. **				
	**Drop Everything And Read				



PE days

PE and Sports Kit

Navy shorts or a skirt.

Plain T-shirt in 'house' colour, with or without The Discovery School motif.

Plain navy, black or white trainers for outside sports (no bright or fluorescent colours, glitter or flashing lights).

Plain navy blue fleece hoodie, with or without The Discovery School motif.

During the winter months, children should have a winter sports kit of: navy blue jogging bottoms or plain long, navy leggings.

No patterns or sports motifs are permitted on any items of PE uniform.



Our PE days are as follows:

Seacole: Tuesday (outdoor) & Thursday (indoor).

Curie and Nightingale: Monday (outdoor) & Tuesday (indoor)

Please ensure your child comes to school in their PE uniform.

*see above

PE Questions for discovery:

Outdoor: *How can we use tactics to support our game play?*

Indoor: *How can we develop our balance & coordination?*

Term 1 Outdoor: OAA

Term 1 Indoor: Gymnastics

Exciting learning experiences

In Year 3 ...

- We learn French
- We learn to play the recorder:

Seacole – Term 1&2

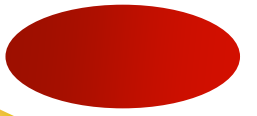
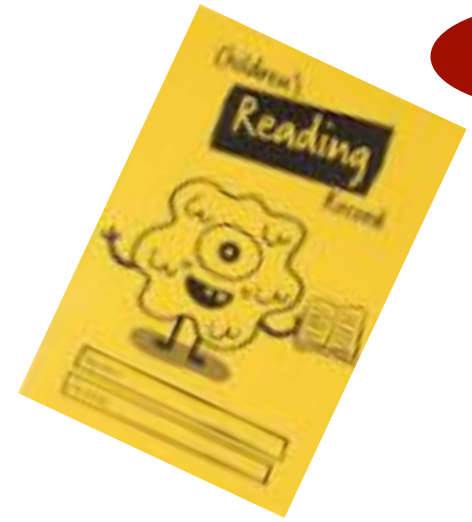
Curie – Term 3&4

Nightingale – Term 5&6

- Our wider enrichment trip day is Brogdale Farm (T6)
- We have a Stone Age WOW day (Term 1)
- We have an Ancient Greek themed day
- We create a dish from seasonal ingredients



Homework

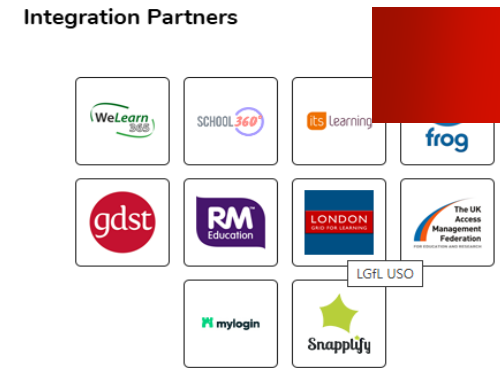
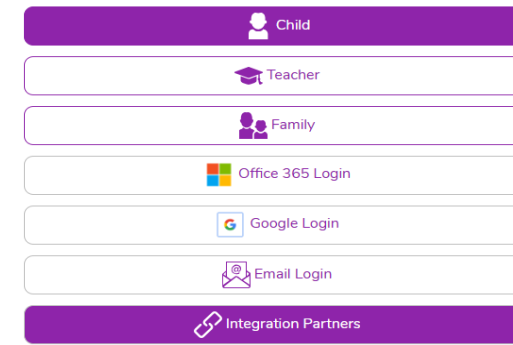
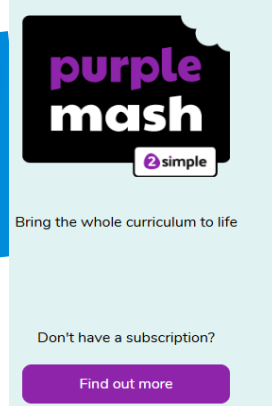


- 10 minutes of reading every day 🙏
- Weekly times table tests practice
- Weekly spelling quiz practice



Homework will be set on Purple Mash. Each child has a log in for this. They have used Purple Mash in school and lots of them are already confident with logging on.

Purple Mash



- We will also set spelling and times table activities on our online resource 'Purple Mash'.
- The children will become familiar with how to log onto Purple Mash through practising it at school.
- The work will be listed under their '2dos' and will be used to assess their progress.
- To log on type in Purple Mash LGFL
- If you need help accessing an online platform, please refer to our Year 3 webpage.

Purple Mash

Google purple mash lgfl

About 2,660 results (0.31 seconds)

<https://www.purplemash.com> > WAT > London > login_shib

LGfL USO - Purple Mash

No information is available for this page.
Learn why

You've visited this page 4 times. Last visit: 07/09/22

<https://www.purplemash.com>

Purple Mash

You can log in to **Purple Mash** on desktops, laptops and tablets. If you're not already a **Purple Mash** subscriber you can find out more here: ...

<http://www.purplemash.lgfl.net>

Purple Mash - London Grid for Learning

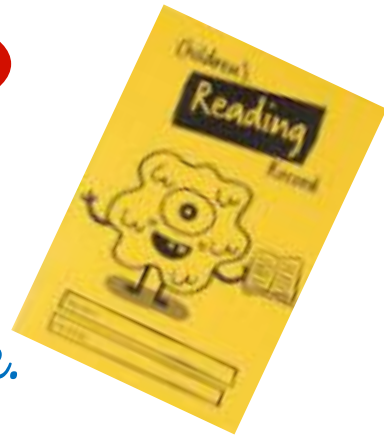
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Learn why

<https://www.lgfl.net> > SearchResults > find=purple mash

Search: purple mash - London Grid for Learning

Purple Mash This resource is for USO subscribers to **Purple Mash** only; it is not part of the

Reading Records



- New books will be issued as soon as a child has finished their book.
- We expect children to remember to hand in their books and reading records every day, but we will prompt them to do this initially.
- We ask that children hand in their books **every day**, even if they haven't finished it so that we can monitor their reading.
- Once a child has finished the reading scheme, they become a 'Free-reader'. This means that they can select books from the book area to read at home. Please continue to enjoy listening to your child read, even when they become a free reader. Your child should discuss what they have read with their teacher who will then recommend some other titles to read.

Reading trees

Year 3 Reading Tree Spine



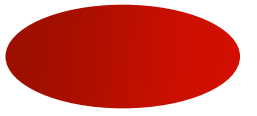
- There are 36 high-quality books in each class.
- The list of these books are on the school website:

<https://www.discovery.kent.sch.uk/curriculum/reading-at-the-discovery-school/>

- The aim is for children to read 30 books to earn a Gold Certificate.
- If they read 20 books, they can earn a Silver Certificate.
- If they read 10 books, they can earn a Bronze Certificate!
- Children can read these books to you, and you can read them to your child.
- Books can be taken home, but we ask that they are well looked after and returned. Teachers from each class will be monitoring which books are going home.



Why read 20 minutes at home?



STUDENTS WHO READ:

 20 minutes

PER DAY

3,600 minutes per school year

1,800,000 words per year



SCORE IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 5 minutes

PER DAY

900 minutes per school year

282,000 words per year



SCORE IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENTS WHO READ:

 1 minute

PER DAY

180 minutes per school year

8,000 words per year



SCORE IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

www.ReadFortWorth.org

Source: Nagy, W. E., R. C. Anderson, and P. A. Herman. 1987. Learning word meanings from context during normal reading. American Educational Research Journal 24: 237-70.

The importance of Reading

A growing body of evidence...consistently links **reading for pleasure** with a wide range of benefits, from **improved academic outcomes** and **future employment prospects** to **enhanced mental wellbeing**.



Figure 1: Percentage of children and young people aged 8 to 18 who enjoyed reading in their free time either very much or quite a lot from 2005 to 2024

3).

In 2024, just 34.6% of over 1 million children questioned said that they enjoyed reading in their free time very much or quite a lot. In 2005, the figure was 51.4%.

There was almost a 10% decrease in children who enjoy reading in their free time between 2023-2024.



How can we support children with their reading?

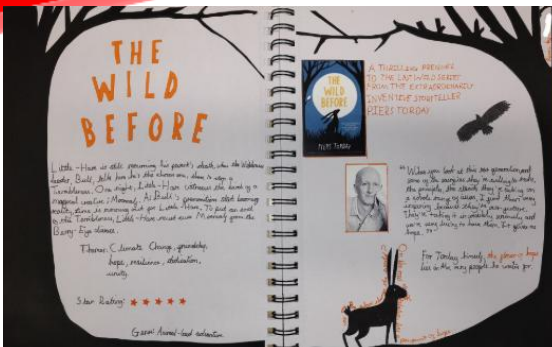
Read to your child (even though they might think they can already do it.)



Read alongside your child.



Support your child with creating an imaginative page or two for a Reading Scrap Book which children could bring in and share.



Be a role model by reading and talking about what you have read.



Borrow books (including audio books) from the local library.



How can we support children with their reading?



Encourage your child to borrow an ambitious, age appropriate book from our Reading Trees and earn a Bronze, Silver and Gold Reading Tree Award!

Fill in your child's reading record and encourage them to do the same. This is a written record filled in by teachers, adults at home and children to share and celebrate the children's reading progress.



Ask questions about the books your child is reading.

You might ask them to:

- Summarise what they have read,
- Share their favourite part,
- Describe their favourite (and least favourite) character,
- Explain why they think the author chose a particular word or phrase.



Expectations & Rewards



- Our school values encourage our pupils to be respectful, to persevere, to be kind, to be honest, to be a good friend and to be the best they can be!
- We expect the children to present their work to the highest possible standard and begin to use a pen to practice handwriting.
- The children are expected to write the date and question of discovery in all subjects and underline them using a ruler.
- In maths, the children are expected to write one digit in each box and set out their work correctly to lessen the potential for calculation errors.
- Throughout the year, we will model our expectations so that the children know and understand what is expected of them.

End of the day



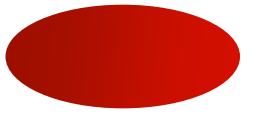
- Please note that in Year 3 children are only able to be collected by siblings if their sibling is over 16 and the parents have already given written permission.
- If you know that you regularly have someone else pick up your child, please email the class teacher a list of **pre-approved adults** who you are always happy for your child to be released to. The class teacher will keep a list of these ready for pick up.
- If collection is on an ad-hoc basis, please let the class teacher and the school office know each time arrangements change.
- If your child is due to attend an after school club, please make sure that they know this in the morning so that they are clear on what they need to do at the end of the day.

Medication

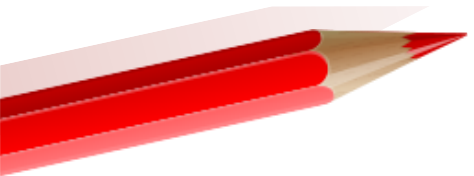
Please could all medication be sent to the office where it can be safely stored and not in your child's bag.



Contacting Us



- We always recommend talking to us after school at the door if you have any worries or concerns. This is always the quickest and easiest way to resolve any issues. However, if this is not possible, our email addresses are below. Please bear in mind there is a 48 hour window for us to respond. If it is urgent then please contact the school office directly.
- If you need to, you can always book an appointment with one of us for a longer discussion.
- Our school policy is to only answer emails in office hours so we cannot respond to emails before 7:30am or after 5pm on week days.



Seacole

kstannard@discovery.kent.sch.uk

Nightingale

rbates@discovery.kent.sch.uk
lmarle@discovery.kent.sch.uk

Curie

jrayward@discovery.kent.sch.uk

Other information

Absences

If your child is ill or absent for another reason, please email the office staff in addition to the class teacher. office@discovery.kent.sch.uk

Break-time Snacks

Please ensure that your child comes to school with a healthy snack for morning break. We recommend a piece of fruit, cheese or breadsticks (fruit yoyos are also acceptable). As a nut free school, we ask that you check that any snacks do not have nuts.

Chocolate is not permitted as a snack.

The school website – pages to view

<https://www.discovery.kent.sch.uk/year-groups/year-3/>

<https://www.discovery.kent.sch.uk/curriculum/learning-updates/year-3-learning-updates/>

Follow us on Instagram for exciting learning updates!



@DISCOVERY_KH





The FODS committee are a group of volunteers made up of parents, teachers and staff members.

We plan and run multiple fundraising initiatives over the year to raise money which is donated to the school including:

- Fireworks night
- Christmas Fair
- Summer Fair
- Raffles
- Easter Egg hunt
- Christmas cards designed by your child to buy and send at Christmas

These donations go towards various projects which benefit your children day to day in school.

We are always looking for volunteers and committee members to help make all our work possible.

We welcome anyone who would like to give some of their time to help the FODs in their plans, that can be in the lead up to or on event day itself.

If you would like to find out more or offer your help, contact Amy Russell and Lou Bettridge at discovery.fods@gmail.com



Any questions?

*We look forward to teaching
your children this year and
to working with you!*

