

MEET THE TEACHER 2019

Year 3

Teacher: Miss Hunter

Jackie (AM) Sandeep and Emma (PM)

Learning Support Assistants



HOLY TRINITY'S CHRISTIAN VISION

Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.

“Love one another. As I have loved you, so you must love one another” John 13v34





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SCHOOL VALUES

ASSOCIATED WITH OUR CHRISTIAN VISION

Autumn term - Koinonia (fellowship)

Jesus and his disciples gathered in fellowship the night before Jesus died.

Spring term – Forgiveness

In predicting Judas' betrayal and Peter's denial, Jesus demonstrated forgiveness for all mankind to be fulfilled the following day.

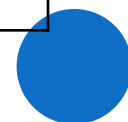
Summer term – Compassion

Christ set an example of service to all as he washed his disciples' feet.



GENERAL TIMETABLE

PE Days	Tuesday and Thursday (PE kits to be worn to school)
Homework out	Friday
Homework returned	Tuesday
Spelling Test	Tuesday
PPA Day	Thursday morning



HOMEWORK

- Regular reading – at least 15 minutes per day. *Optional reading response tasks.*
- Up to 40 minutes learning activity:
Maths chili challenge.
- Spellings to learn
Spelling bingo tasks to complete.
- Occasional topic research project –
links provided on homework sheet.

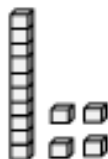




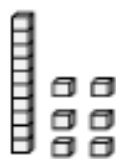
Extra
Mild

What number is represented
in each set?

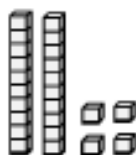
1 ten and 4
units



1 tens and 6
units



2 tens and 4
units



Mild

What number is represented
in each set?



Spicy

What is the value of the number
represented in the place value grid?

100s	10s	1s

Using all of the counters, how many
different numbers can you make?

Record your findings.



Hot

Tom says, 'This is the largest number
you can make using all 10 counters.'

100s	10s	1s

Do you agree?

Explain your reasoning.



Spelling Bingo Card 1

Each week, choose a different task to complete!

Write your words using one colour for the vowels and another colour for the consonants.

(vowels: a, e, i, o, u)

Write 3 or more silly sentences that use all your spelling words.



s
p
s p
s p e
s p e l
s p e l l

Write your words as a pyramid, or try your own shapes!

"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.

Find a synonym for each of your spelling words.
A synonym is a word that has the same meaning as another.

Write your spelling words with coloured pencils. Make each letter a different colour.

Write your spelling words forwards and then backwards. Remember to write neatly!



Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.

Write your words out with a rhyming word next to them. They do not need to have the same spelling pattern to rhyme.
e.g. men and again

Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day?
e.g. watch - cwhata

Create your own word search with your spellings. Show the answers to your puzzle in a different colour.

Write your Spelling words in bubble writing



Reading Chili Challenges

Choose a challenge and tick when complete.

 Extra Hot	Design a new front cover for the book you're reading. What things might you need to include? Don't forget the authors name!	
 Extra Hot	Draw a picture of your favourite character from the story. Then write some sentences to describe them.	
 Extra Hot	Draw a picture of a setting in your book. Then write some sentences to describe it.	
 Extra Hot	Create a story mountain for your book. What happens in the beginning, middle and end?	
 Mild	Create a poster, summarising the book you are reading. Use any key events or facts you have read and make it eye-catching!	
 Mild	Research 5 facts about the author of the book you're reading. Try and find out what inspired them to write the book.	
 Mild	Create 5 quiz questions about your book. Write the answers in a different colour, or make it multiple choice for more challenge!	
 Mild	Create a comic strip to retell the story you have just read. Can you include speech bubbles to show what the characters say.	
 Spicy	Write a list of 5 questions you would like to ask the main character. Why would you ask these questions?	
 Spicy	Word detective! Write 20 adjectives you can find in your book. Can you draw a picture to match some of them?	
 Spicy	Word detective! Write 20 verbs you can find in your book. Can you draw a picture to match some of them?	
 Hot	Write 2 paragraphs, one to explain what you liked about the story and another paragraph to explain what you didn't like.	
 Hot	Compare two of the characters in the story. How are they similar and different? Include their looks and their personalities.	
 Hot	Write an alternative ending for the story you have just read. Why did you choose to end the story this way?	
 Hot	Write a chapter you could include in the book! How will you add to the story?	

CURRICULUM TOPICS



- Animals and Humans – teeth, food and nutrition
- Light
- **Rocks and Soils**
- Plants
- Forces and Magnets
- **Changes in Britain from the Stone Age to the Iron Age**
- Locate world's countries – UK, Europe and North and South America
- The achievements of the earliest civilisations – Ancient Egypt



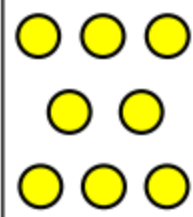
MATHS THIS YEAR

We are having a big push on reasoning

- Explaining our thinking
- Making connections



Whitney thinks the place value grid is showing the number eight.

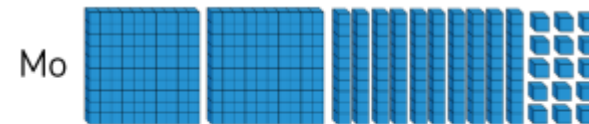
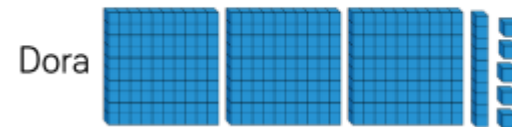
Hundreds	Tens	Ones
		

Do you agree? Explain why.

Using all of the counters, what is the smallest number you can make?

What other numbers could you make?

Which child has made the number 315?



Explain how you know.



MATHEMATICAL REASONING

Getting Started		Restarting	
What do you know? What do you need to find out?	How could you begin? Are there any words you don't understand?	How could you make a diagram for this problem? Is there anything you have overlooked?	Where can you find the information you need? Did your teacher give you an example to check?
Promoting Reasoning		Reflecting	
How can you organise the information? Can you make a prediction?	Does that always work? If you broke it into parts, what would the parts be like?	Has the question been answered? Can you convince me this answer makes sense?	What strategy did you try that did not work? Can your explanation be written more clearly?
Comprehension		Persevering	
What is the problem asking? Can you reword that in simpler terms?	What should you do next? What do you know about this part?	Is there another way you could try this?	Do you see any patterns or relationships you can use?

LEARN BY HEART

- We also need to know **key** number facts
e.g. number bonds, times tables
- Daily practice is important
- Look on our website for ideas to help
- Homework – each week there will be a fact(s) to practice at home and then a quick ‘test’ in school



MATHS ON OUR WEBSITE

The screenshot shows the website for Holy Trinity C of E Primary School, East Finchley. The URL is www.holytrinityceschool.org/maths. The page features a navigation bar with links: HOME, ABOUT US, ADMISSIONS, CHILDREN'S PAGE, COMMUNITY, CURRICULUM, GOVERNORS, HTSA, PARENTS, PREMIUM FUNDING, and POLICIES. The 'CURRICULUM' link is highlighted, and a dropdown menu is open, showing options: EYFS, Maths, RE and Collective Worship, Music, Results, and Special Needs. The 'Maths' option is selected. Below the navigation bar, there is a large banner with the text 'Maths is fun' and an illustration of two children. To the right of the banner, there is a quote: 'Holy Trinity we believe all children can believe in Maths. We don't believe there are the people who "just can't do maths".' Below the banner, there is a section titled 'National Curriculum Aims for Maths' with the text 'All children should develop:' and a list of bullet points: 'Fluency - quick and accurate recall of key facts like times tables and number bonds, choosing appropriate strategies to solve a calculation' and 'Reasoning - noticing the structure of numbers, ...'. To the right of this section, there is a green box titled 'Our Approach' with the text 'To help everyone understand new ideas in Maths, we use the Concrete Pictorial Abstract (CPA) approach:' and 'Concrete - we use physical resources to bring the maths to life e.g. Numicon, blocks, counters'. In the bottom right corner, there is a book cover titled 'HELP YOUR KIDS WITH maths' by CAROL VORDERMAN, described as 'A UNIQUE STEP-BY-STEP VISUAL GUIDE'.

www.holytrinityceschool.org/maths

School PUPIL TRACKER

Holy Trinity C of E Primary School East Finchley

HOME ABOUT US ADMISSIONS CHILDREN'S PAGE COMMUNITY CURRICULUM GOVERNORS HTSA PARENTS PREMIUM FUNDING POLICIES

Maths is fun

Holy Trinity we believe all children can believe in Maths. We don't believe there are the people who "just can't do maths".

Using Maths is like playing a musical instrument - it takes practice. Your Maths brain is like any other muscle that gets better the more you use it.

National Curriculum Aims for Maths

All children should develop:

- Fluency - quick and accurate recall of key facts like times tables and number bonds, choosing appropriate strategies to solve a calculation
- Reasoning - noticing the structure of numbers, ...

Our Approach

To help everyone understand new ideas in Maths, we use the Concrete Pictorial Abstract (CPA) approach:

Concrete - we use physical resources to bring the maths to life e.g. Numicon, blocks, counters

HELP YOUR KIDS WITH maths
A UNIQUE STEP-BY-STEP VISUAL GUIDE
CAROL VORDERMAN

On our website we have calculation guidance, videos, helpful apps and website links

No Nonsense Spelling

This year there is a greater emphasis on spelling in writing rather than a specific spelling test. Children cannot achieve the 'Expected' standard without confidently applying spelling knowledge.

What is No Nonsense Spelling?

A comprehensive scheme which is in line with the expectations for the new curriculum

What is different?

- 5 spellings per week
- Children learn spelling rules to embed and apply knowledge to independent writing
- We are teaching the children more spelling strategies to help embed the patterns
- Spelling journals at school



READING

FAQs

- How often should I read with my child?
- Do I need to fill in their Home Reading Diary?
- What is Guided Reading?
- How often is Guided Reading?
- When will my child be heard reading at school?
- Stay and Read – Tuesdays 9:00 – 9:20



Guided Reading Activities



Spellings



Miss Hunter



Grammar



Handwriting



Comprehension

BEHAVIOUR

- Behaviour Policy incorporating Physical Restraint and Anti-Bullying policies available on the website or from the school office
- Rewards and Sanctions information available likewise
- Focus on positive reinforcement; Class Dojo
- “Catch them being good.”
- Practising mindfulness



OUR CLASS REWARDS

- Class VIP
- Class Reward – Dojo Points
- Notes home
- WOW work wall
- Individual rewards – colour in chart/stamps
- Class mascot – weekend visit
- Postcard home, silver and gold awards



UNIFORM

Winter Uniform	
Junior Boys	Junior Girls
Grey trousers	Navy pinafore/ skirt/trousers
White shirt/school tie*	White shirt/school tie*
Jumper *	Jumper*/Navy cardigan
Plain grey socks	White/navy socks/ navy or red tights
Black/navy shoes (no open toes or logo'd shoes)	Black/navy shoes (no open toes or logo'd shoes)
Summer Uniform	
Junior Boys	Junior Girls
White polo shirt *	Blue checked dress
Grey shorts	White polo shirt
Grey trousers (<i>year 6 only</i>)	Tailored navy blue skirt or Navy/grey tailored knee length shorts
Jumper *	Jumper*/Navy cardigan
Plain grey socks	White/navy socks
Black/navy shoes (no open toes or logo'd shoes) shoes)	Black/navy shoes (no open toes or logo'd shoes)



PE Kit (all pupils)
Navy blue shorts
Red T-shirt *
Plimsolls
Y3 – Y6 Trainers for outdoor sports
Y3 – Y6 Black or blue track suit bottoms for outdoor sports
Sports bag* Navy or Red
School Bags (all pupils)
Rec – Y2 (Juniors optional) Book Bags* Navy or Red
Y3 – Y6 School Back Pack with Logo



UNIFORM REMINDER

- Please make sure ALL clothes are named (including ties!)
- No Jewellery except for studs and watches
- Long hair should be tied back (boys and girls)
- No trainers, school shoes only
- No nail varnish



OUTDOOR CURRICULUM

- **Physical activity is a vital aspect of children's development**
- **Appropriate clothing is vital**
- **PE Kit (all pupils)**
 - Navy blue shorts
 - Red T-shirt
 - Plimsolls
 - Red Sports bag
- **Outdoor wear**
 - Navy Waterproof Jacket
 - School Navy Fleece (*optional*)
 - Sun hat (*summer only*)
 - Book Bags Navy or Red
- **Sporting Activities and Educational visits**



FRUITS AND SNACKS

- Children in KS2 may bring in a piece of fruit to eat during their morning and/or afternoon break.
- This can be fruit or vegetables, please do not bring biscuits, chocolate, fruitie sweets etc



DATES FOR THE DIARY



- Harvest Service: Friday 11th October
- Christingle Service: Friday 6th December
- Parents Evening:
 - 4—7.30pm Wednesday 16th October
 - 4—6.30pm Thursday 17th October 2019

<http://www.holytrinityceschool.org/>



ANY QUESTIONS?

