



Curriculum Evening 2024

Mission Statement

*Through following Jesus,
we aim to be a caring, happy school,
where everyone is valued and appreciated
and can reach their true potential.
We hope to: act justly, love tenderly and walk humbly
with our God.*





Our Year 3 Team

Miss Cherry – Assistant Head & Teacher

Mrs Bowden - Teacher

Mrs Rutherford - Teacher

Miss Gardiner – Teaching Assistant

Mrs Phillips – Teaching Assistant

Miss Davidson – Music Teacher

PE coaches





Year 3 Timetable

8.30 – 8.45 Children arrive and complete morning job

Register

9.00 – 10.00 Lesson 1

10.00 – 10.25 Lesson 2

Playtime

10.40 – 11.15 Lesson 2 continued

11.15 – 12.15 Lesson 3

Lunch

1.15 – 3.00 Blocked foundation subjects



Reading

- Children have access to a rich Reading diet. They will participate in: whole class shared reading, VIPERS guided reading sessions, comprehension activities, daily story time and home-school reading.
- Every class has access to school library books, which promote reading for pleasure. We have a new school library which will be accessed by children fortnightly. Children may bring these books home if they wish.
- Please continue to leave comments in your child's reading record. When your child has finished their book please indicate this and the book will be changed.
- We are currently assessing all of the children's reading using PM Bench Mark, which is a thorough and comprehensive programme. Their reading levels will be changed in accordance with this assessment.



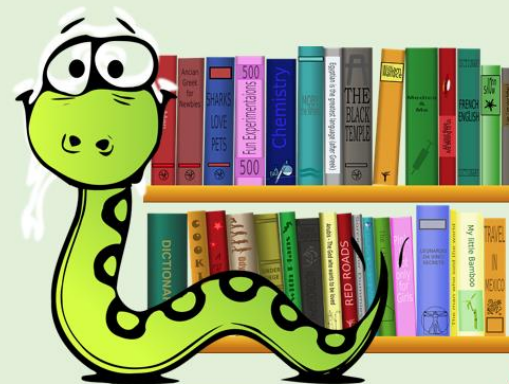
Reading VIPERS

Reading Vipers is a whole school strategy for teaching the key reading skills as outlined in the National Curriculum.

It ensures that children are accessing and improving in every reading skill.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





How to help your child with Reading in KS2

- Use the range of **VIPERS skills** to discuss your child's reading books with them:
- **Vocabulary** – Discuss the meaning of new and unfamiliar words; discuss why an author has chosen certain words and their effects.
- **Inference** – What clues has the author given you about characters, settings and atmosphere in the story? What does this make you think?
- **Prediction** – What do you think is going to happen next?
- **Explanation/Evaluation** – Why has the author set out the story in this way?

Do you like the story so far? Why/why not?

- **Retrieval** – Can your child remember key facts from the story?
- **Summarise** – Ask your child to summarise a chapter or even the whole story. Can they make up a headline, summarise in 10 words or recap the story in one minute?

Even when the children become free readers, they still need to read aloud to an adult regularly and to hear adults reading aloud to them. Examples of questions you can ask your child can be found on our school website.



Year 3 Handwriting

- This term we are concentrating on the basic skills including handwriting and presentation.
- Children need to be have a secure pencil grip and ability to form letters correctly and accurately.
- Secure handwriting helps with writing stamina, meaning that children will be able to write longer pieces of work when they are ready without tiring.



Year 3 Handwriting



Letter Formation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unlocking Letters and Sounds Unlocking Handwriting Copyright ©2024 Unlocking Letters and Sounds



Cursive Letter Formation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unlocking Letters and Sounds Unlocking Handwriting Copyright ©2024 Unlocking Letters and Sounds



Year 3 Spelling

Spelling tests take place every Friday in class.

To help your child learn their weekly spellings you can play games on Ed Shed.

Your child will be provided with a username and password for Ed Shed. It is a fun and engaging way to support spelling practise.





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St. John Vianney Catholic Primary School

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Sign In

 QR Sign In

 Signing in to **St John Vianney Catholic Primary School, Newcastle upon Tyne**
[Not your school?](#)

School Username 

Password
 

[Sign In >](#)



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EdShed

Assignments **0**

Games set for you.

[View >](#)

Challenges

Challenge others to play.

[View >](#)

Leagues

Player and class leagues.

[View >](#)

#

Enter 6-digit hive code to join game

[Join](#)





 Play!



 Play!

QUIZSHED

 Play!



Year 3 Curriculum - Autumn

Religious Education

Domestic Church - Family

God is present in every home.

Baptism/Confirmation – Belonging

The Promises made at Baptism and Confirmation are the call to a new way of life.

Advent/Christmas – Loving

The coming of God, in the person of Jesus, 2000 years ago at Bethlehem.

Other Faiths - Judaism

The synagogue and symbols in Judaism.

Mathematics

Number and Place value: Children will work with numbers up to 1000. They will compare and order numbers and explore number patterns and place value.

Addition and Subtraction: Children will add and subtract numbers using the column method of Addition and Subtraction. This includes changing the tens and ones.

Multiplication and Division: Children will multiply and divide by 3, 4 and 8 and they will solve word problems. Children will multiply and divide two-digit numbers and solve reasoning challenges using the strategies developed.

History

Stone Age:

Prehistory – what does this mean? Survival in the Stone Age – dwellings, hunter gatherers, beliefs, farming in the Stone Age, Skara Brae case study

English

Poetry: Poems on a Theme – ‘In Flanders Fields’ by John McCrae

Children will read, recite and write poems, including Acrostic and Blackout poems.

Guided reading:

Stone Age Boy and David Attenborough

Handwriting: Revisit Number Formation, Revisit Lowercase Letter Formation, Revisit Uppercase Letter Formation, Cursive Letter Formation, Cursive Letter Joins

Grammar: Noun focus (common nouns), Noun focus (proper nouns), verb focus (being verbs and to have), Verb focus (regular action verbs), Verb focus (irregular action verbs & verb phrases).

Year Three – Autumn Term



Science

Rocks: The children will learn to identify, examine and understand how different types of rocks are formed.

Animals, including humans: Children will learn about the human body and the diet and habitat of animals.

Computing

E-safety: The children will learn about password safety and security of devices used. They develop their awareness of appropriate behaviour online.

Geography

Where I Live: Children will learn about their local settlement, different types of settlements and problems in towns/cities/rural areas.

Art

Botanical Drawing: Children will develop shading and drawing techniques to create botanical inspired drawings.

Design Technology

Levers and Linkages: Children will explore various levers and linkages and design their own moving Christmas card.

French

The children will learn to use greetings, nouns and proper nouns, classroom instructions and numbers, and they will study Paris, countries of the UK and capital cities of the UK.

P.E.

Games: Focus on: speed, agility, quickness.

Music

Singing: Posture, Pitch, Dynamics, Tempo, Call and response, Harmonies, Reading Rhythms and Composition.

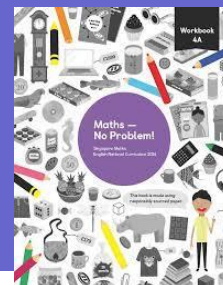
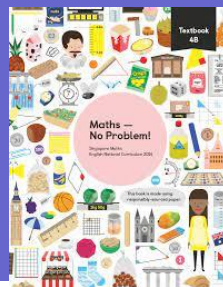
PSHE

Health and Wellbeing; Relationships; Living in the Wider World.



Maths-No Problem!

We are continuing to embed the mastery approach of Maths No-Problem from Year 1 to Year 6. It is delivered using the concrete, pictorial and abstract methodology to ensure children have a deep understanding of mathematical concepts. It is much more focused on pupils refining their problem solving and reasoning skills.





Maths Calculation Policy

Our Maths Calculation Policy can be found on our school website and is a fabulous resource to see how we teach Maths in school.

Addition Calculation Policy

Year 3



Year	Topic/Strand	Representation	Key Idea
Year 3	Part – Part – Whole	 $9 + 8 = 17$ $8 + 9 = 17$ $17 - 9 = 8$ $17 - 8 = 9$ 17 is the whole. 8 and 9 are the parts.	This is a mathematical structure that underpins all addition situations. Numbers can be understood in terms of their parts; understanding that the parts are part of a larger collection. Pupils develop an understanding of the parts and the whole within an equation.
Year 3	Counting on Using a Number Line	 $287 + 500 = 787$	The use of the number line is further developed when counting starts from a given number, relying on pupils' ability to locate and count from a given number, including starting from a 3-digit number. Initially a 1-digit number is added to a 3-digit number, then this progresses to a number line shown with intervals of 1, then 10 and eventually to 100.
Year 3	Base 10 Blocks	 $287 + 500 = 787$ 287 fans watched the game in total. $200 + 500 = 700$ $87 + 700 = 787$	The use of base 10 blocks provides a representation of the place value of 3-digit numbers. This representation is related to the formal written method but also encourages pupils to use their understanding of adding the same noun to add 3-digit numbers. For example, 200 + 500 can be understood as 2 hundreds + 5 hundreds. The sum of these numbers is 700 or 7 hundreds. Progression is made by adding ones, then tens and finally hundreds before the addition of all 3 is undertaken. An understanding of place value will support addition as well as subtraction, multiplication and division.



Year 3 Times tables

- Year 3 children will learn to count in steps of 3, 4 and 8
- Times Tables can be practised using Times Tables Rockstars. This online programme is designed to advance as your child makes progress. Don't worry if they struggle at first as they will pick it up and gain speed and maths fluency the more they play.
- If your child struggles with TTRS please login to Numbots, which supports fluency in addition and subtraction.



How can you help at home?

- Listen to your child read little and often
- Read to your child for pleasure
- Encourage them to play TTRS
- Support them to learn their spellings (Spelling Shed)
- Help them to form letters correctly and accurately during homework activities or when writing at home (shopping lists, birthday cards etc)



Uniform Policy

Please can you ensure EVERYTHING is labelled with your child's name.

No earrings in school please.

Warm coat for winter playtimes.

PE kits to be worn on Wednesday.



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Safeguarding

St John Vianney is a safeguarding school where children's safety is absolutely central to all that we do.

Please encourage your children **to talk to** a responsible adult if they have any concerns. It is this step that allows us to support vulnerable children.

As part of the Computing curriculum, the children will be taught about how to stay safe online. Cyber-bullying is an important issue that children of all ages will be made aware of in lessons and assemblies throughout the year.

There are further resources for parents online, to address this subject sensitively.

<https://www.thinkuknow.co.uk/parents/>

All staff are trained in the PREVENT agenda and our Designated Safeguarding Leads are:



Mrs Thorpe



Mrs Meldrum



Mrs McDine



Miss Cherry



Mrs Spencer



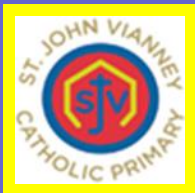
Mr Bell



Positivity and Wellbeing

Strategies used across school to promote positive mental health in children include:

- Daily 'Check In'
- Worry boxes
- Mindfulness activities and breathing techniques
- GoNoodle



Reporting about your children

Autumn parents evening

Spring parents evening

Summer reports



The Behaviour and Rewards System

The current Behaviour Policy was introduced in January 2023 and is now embedded across school. READY, RESPECTFUL, SAFE ensures all pupils know what is expected of them. It has had a really positive impact in school. This half term the focus is on manners.

We continue to emphasis and promote positive behaviour, rewarding those pupils who consistently behave appropriately and track those pupils who find it harder to meet our expectations of behaviour in school.





High Expectations so that everyone can reach their true potential

Standards are high and a certain expectation is required – from writing 1 digit in each box in a Mathematics book to writing on the line with the long date for all pieces of work. Underlining titles and dates using a ruler is new for the children so practice at home would be beneficial!

Positive behaviour is promoted through house points. The gospel values are referred to and encouraged daily. Boundaries are established and respected to ensure our classroom remains a safe and welcoming learning environment.



Behaviour and Rewards System

We continue to emphasis and promote positive behaviour, rewarding those pupils who consistently behave appropriately and track those pupils who find it harder to meet our expectations of behaviour in school.

Whole-school House Points system - Every child is part of a House Group (there are six houses in total) and children are awarded house points for following our school rules. Every Friday, the house points for each house are added together and the house with the most house points is praised during our Celebration Assembly. We know that these systems continue to enhance the behaviour and reward systems already in place here at St. John Vianney school.

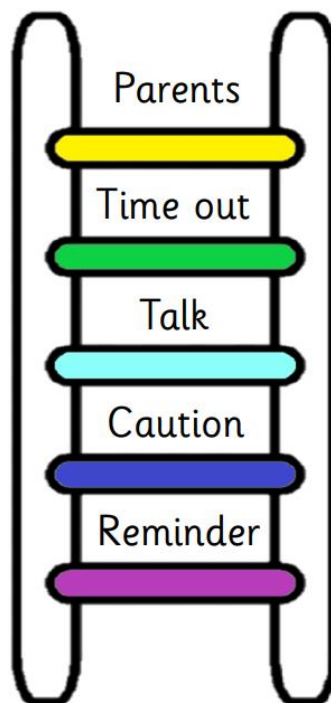


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Behaviour Ladder





Important Class Information

Spellings – given out half termly to learn for Friday's test.

Homework – Daily (Spellings, Reading and Times Tables
Rockstars)

P.E. – Wednesday

Reading Books – Changed weekly on a Tuesday (JC)
Wednesday (AB) if finished and signed off.



Questions

If you have any further questions arising from this PowerPoint, please contact us at office@stjohnvianneynewcastle.org and we will be more than happy to help.

Thank You.