

Year 3 Parent Meeting

Mr Byrne and Miss Graham

Date 14.9.26

Vision and Values

Be a curious, motivated learner.

Be independent and embrace challenges.

Be respectful and responsible citizens of the world.

Be healthy and positive in mind and body.

BE GRANGE FARM.

Respect
Responsibility
Resilience

Senior Leadership Team (SLT)



Mr Walters - Headteacher



Mrs Noone – Deputy Headteacher



Ms Wallis – Inclusion Lead



Mrs Scott – SENDCo



Mrs Solman – Maths Lead

Key School Staff



Mr Walsh
School Business Manager



Mrs Jacques
**Finance and Administrative
Assistant**



Mrs McKelvie
Clerical Assistant



Miss Hobson
Apprentice Clerical Assistant



Mr Ell
Site Services Officer



Mrs Heath
Pastoral Manager

Cover Staff



Mrs Ramzan



Mr Cotton



Mr Bryant

Attendance

- ◆ School gates open at 8:45am and close at 9am in the morning and again at 3:30pm in the afternoon until 3:45pm.
- ◆ If your child is unable to attend school, call the school or email the attendance email address (absence@grangefarm.coventry.sch.uk) for that day.
- ◆ Where school feel we do not have sufficient information, we may contact parents and carers as this is part of our Child Protection and Safeguarding Policy.
- ◆ Where your child has an appointment (i.e. medical, optician), evidence needs to be provided to school.
- ◆ Leave of absence requests will only be agreed for exceptional circumstances. The school is within it's right to fine parents where there is a leave of absence in term time.

Behaviour Expectations and Rewards

- ◇ Building relationships and positive praise is used at the heart of managing behaviour.
- ◇ Important to set high standards of behaviour and have consistency across the school.
- ◇ Emphasis on the school values of respect, responsibility and resilience.
- ◇ Praise based approach with the use of Dojos for rewards.
- ◇ Where children have been given a consequence through our Behaviour Policy, we use reflection and reparation time to educate the children. For yellow and amber behaviour levels, parents will be informed either via MCAS or a conversation with the teacher.
- ◇ Achievement assemblies weekly and termly governor assemblies celebrate those children who have shown our school values or an exceptional effort in their work.

Communication

- ◆ All parents will need to have signed up for our school app – MyChildAtSchool (MCAS).
- ◆ All school communication is sent through this and we suggest parents enable push notifications so they are notified when new information is added.
- ◆ This is also the method we use for such things as (not an exhaustive list): paying for trips, ordering and paying lunches, information about school clubs, receiving school reports.
- ◆ Please ensure that any medical or dietary needs are completed on MCAS and also that you put the name of anyone you wish to collect your child in the 'data collection' section.

Uniform Expectations



- ◆ The school colours are blue and black. Logo items are not essential and items can be purchased from supermarkets. Please ensure ALL uniform is labelled clearly with child's name.
- ◆ Moved towards 'active uniform' to support with OPAL and children enjoying play. There will be no separate PE kit so uniform must be suitable for children to do PE in.
- ◆ We ask that all children bring in a pair of wellies that can be left in school on the racks. All of the information regarding uniform can be found on the school website and within your pack.
- ◆ Years R to 2 must use book bags to bring items into school (your first one is provided and after this they can be purchased from the office) and Key Stage 2 can use rucksacks that fit into the lockers.

Safeguarding and Wellbeing Team



Mr Walters
Safeguarding
Lead



Mrs Noone
Senior Mental Health
Lead



Ms Wallis
Mental Health First
Aider



Mrs Heath
Mental Health First
Aider

Safeguarding and Wellbeing Team

- ◆ Safeguarding and the wellbeing of children is the first priority.
- ◆ All staff are safeguarding trained.
- ◆ Although Mr Walters is the Designated Safeguarding Lead, Mrs Noone, Ms Wallis and Mrs Heath have also had the elevated training.
- ◆ There are trained staff in mental health first aid.
- ◆ Support is available for children and families and referrals can be made to outside agencies on your behalf by school.

Lunchtimes

- ◆ Everybody has lunch at the same time (12pm – 1pm).
- ◆ Dinners must be ordered by parents on the MCAS app a week in advance. This ensures we have the correct amount of food ready for children and also that allergies are catered for.
- ◆ Years R, 1, 5 and 6: 12-12:30 dining room, 12:30-1 playtime.
- ◆ Years 2, 3 and 4: 12-12:30 playtime, 12:30-1 dining room.
- ◆ Our older children support younger children during lunchtimes.
- ◆ OPAL based outdoor setting continues to grow and be a highlight of the school as we embrace positive play.

Outdoor Play and Learning (OPAL)

- ◇ A recent change to school over the past 2 years.
- ◇ Play is an important part of a child's personal and social development.
- ◇ OPAL principles are used to provide children with a range of activities, equipment and play opportunities whilst they are outside.

“It is just amazing! I just can't tell you how much better lunchtimes are now!”
– Y6 child

“I used to just stand and talk to my friends. It was pretty boring. Now there is so much to choose from every day.” – Y3 child



Curriculum

- ◆ Children have full access to a broad and balanced curriculum set out in the National Curriculum.
- ◆ Core subjects are taught discretely with a focus on children learning the basics early.
- ◆ Our Cornerstones Curriculum covers the foundation subjects where there are opportunities for children to make meaningful connections across the curriculum.
- ◆ Specialist art and PE teachers enhance the teaching of the curriculum.
- ◆ Termly trips or visitors enrich children's learning.

Extra-Curricular Opportunities

- ◆ We offer a wide range of extra curricular opportunities for children from Reception to Year 6 .
- ◆ These include sporting activities, drama, dance, Punjabi classes, coding, Spanish, art and instrumental music lessons.
- ◆ Letters are sent out through the MyChildAtSchool App for the clubs relevant to your child/ren.
- ◆ There will be a charge per session for those clubs ran by school staff.
- ◆ Other clubs are run by outside companies and arrange their own booking systems.

Year 3 Staff



Mr Byrne



Miss Graham



Mrs Robinson



Miss Braithwaite



Mrs Kapur

Timetable

Timetable – Autumn 1

	8:45-9:00	9:00-9:20	9:20-10:20	10:20 10:35	10:35-12:00		12:00- 1:00	1:00-1:20		1:20-2:10		2:10-3:00		3:00-3:20		3:20-3:30		
Mon	Grammar	Spelling	English	Playtime	Reading	Maths	Lunch	Mat hss/ DD	History			Music			Assembly		Home	
Tues	Grammar	Spelling	English	Playtime	Reading	Maths	Lunch	M at hs /D D	Geog			Computing			Spelling		Home	
Wed	Spelling Old	Assembly	English	Playtime	Badge	Maths	Lunch	M at hs /D D	Science			PE			Story		Home	
Thurs	Grammar	Spelling	English	Playtime	Reading	Maths	Lunch	M at hs /D D	PE PPA			MFL/RE PPA			Story		Home	
Fri	Grammar	Spelling	English	Playtime	Reading	Maths Badge Test Maths Arithmetic	Lunch	M at hs /D D	Art / D&T			PSHE			Achievement Assembly		Home	

Reading...

We teach reading through a whole class approach so that all children are exposed to high quality texts and rich vocabulary appropriate for their year group. This begins when the children are in Reception.

In Reception and Year 1, children are taught phonics through the Jolly Phonics Scheme. Our reading curriculum has a focus on developing 'Readers for Life' who read both for pleasure and information.

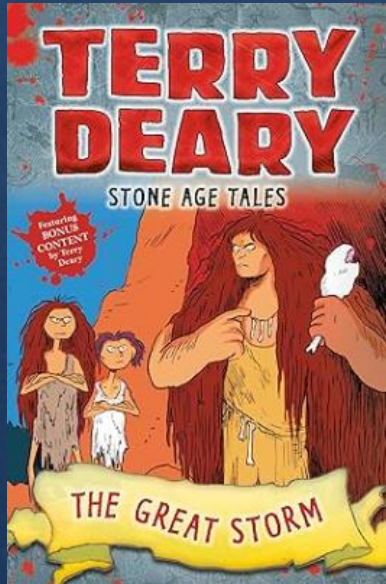
Writing...

When we talk about writing we are talking about much more than just handwriting (although that is important). To write well children need to bring together a wide range of skills – grammar, punctuation, spelling, text structure and organisation, style, purpose, audience, language choice and much more besides (all of this across a wide range of genres – fiction and non-fiction). There is a lot to learn and a lot to remember!

Maths...

Maths is taught using the White Rose Maths approach where the use of concrete, pictorial and abstract resources are used to teach and reinforce key mathematical concepts. The White Rose approach aims to show pupils that everyone can be a successful mathematician and inspire a love for the subject. It focus on developing fluency, reasoning and problem solving skills.

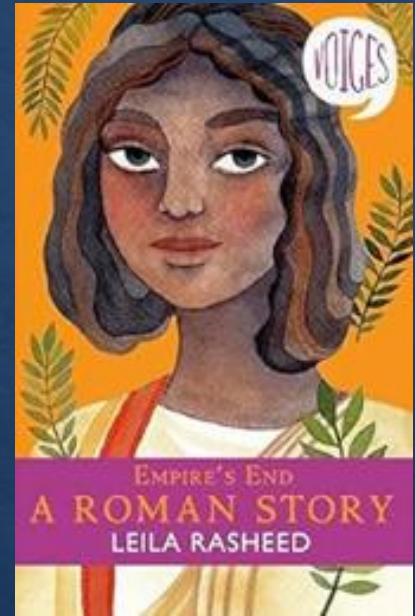
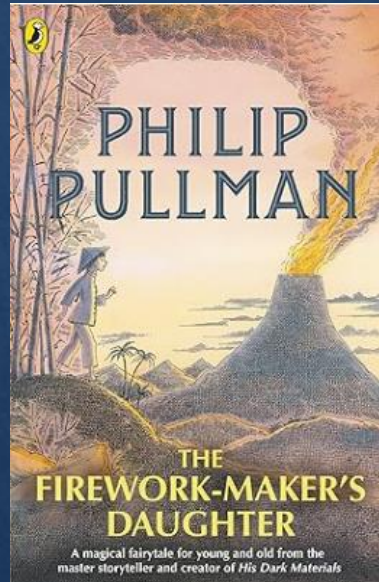
Reading Texts



Autumn



Spring



Summer

Reading

Working at Expected Standard (EXS)

- Read with fluency a range of age-appropriate text types from those specified for Y3 at a speed sufficient to focus on understanding.
- Read most Y3 common exception words by sight (including all those in the Y2 and 3 Spelling appendix).
- Know the full range of GPCs, and use phonic skills consistently to address unfamiliar or challenging words.
- Begin to apply growing knowledge of root words, prefixes and suffixes to read and understand new words (Y3 & Y4 Spelling appendix).

Comprehension

- Begin to explain the meaning of words in context, using a dictionary to check meaning.
- Check that the text makes sense to them and begin to discuss their understanding and explain the meaning of words in context.
- Retrieve information from non-fiction texts.
- Drawing on more than one paragraph, begin to identify main ideas and summarise these.
- After discussions, draw inferences regarding characters' feelings, thoughts and motives from their actions and words, and begin to justify inferences with evidence from the text.
- After discussions, begin to predict what might happen from details stated and implied.
- With support identify and discuss words and phrases that capture the reader's interest and imagination.

Writing

Working at expected standard (EXS): the pupil can write for an increasing range of different purposes and audiences			
Uses single and multi-clause sentences which are usually grammatically correct			
Uses co-ordination in multi-clause sentences mostly accurately			
Uses subordination in multi-clause sentences (may at times be uncontrolled)			
Uses a variety of ways to begin sentences			
Uses mostly correctly Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.	Capital letters		
	Full stops		
	Exclamation marks		
	Question marks		
	Apostrophes for common contractions		
	Apostrophes for singular possession (attempting plural possession)		
	A / an preceding words with consonant or vowel correctly		
	Commas in a list		
Can express time, place and cause using	conjunctions (e.g. <i>when, before, after, while, so, because</i>)		
	adverbs (e.g. <i>then, next, soon, therefore</i>)		
	prepositions (e.g. <i>before after, during, in, because of</i>)		
Tenses are usually correctly chosen and used consistently (eg, present, past tense, progressive form, 1 st /3 rd person)			
Usually uses inverted commas in direct speech			
Starting to show awareness of commas to mark phrases and clauses			
Plans using ideas from wider reading and modelling, showing understanding of purpose and audience			
Stories have a beginning, middle and clearly developed resolution			
Starting to use paragraphs for all forms of writing including non-narrative organisational devices (eg bullet points, subheadings etc)			
Can proofread/edit their own work for simple improvements, beginning to proofread others' work			
Word choices add detail and engage the reader (eg character, setting, technical language)			
Common exception words and spelling rules (Year 1 / 2) spelt mainly accurately			
Common exception words and spelling rules (Year 3 / 4) spelt with increasing accuracy			
Can produce joined handwriting (may break down when writing at length)			

Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW				
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation Active Go to

Maths

- ◆ Instant recall of number facts e.g. bonds to 10, bonds to 20
- ◆ Number fluency
- ◆ 10 x, 2x, 5x, 3x, 4x, 8x (remaining up to 12x covered in year 4)
- ◆ The value of numbers up to 1000
- ◆ Adding 100s, 10s and 1s to any number up to 1000
- ◆ Adding and Subtracting using a column method
- ◆ Multiplying and dividing by 10 and 100
- ◆ Multiplying and dividing 2 digit numbers
- ◆ Measures equivalence e.g kg and g



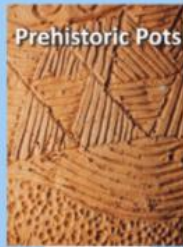
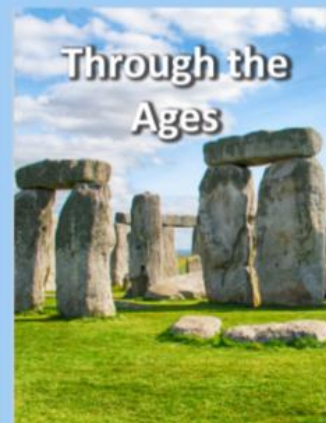
Maths – KIRFs

- To know numbers bonds for each number up to 20
- Know time and divide facts for the 3 times table.
- Know times tables facts for the 4 times tables
- Know times tables and divide facts for the 8 times tables
- Recall facts about durations of time
- Tell the time to the nearest minute

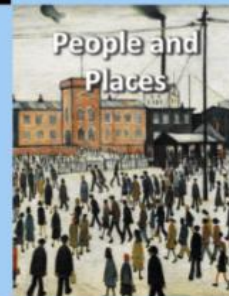
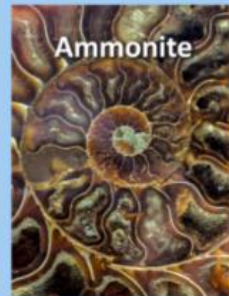
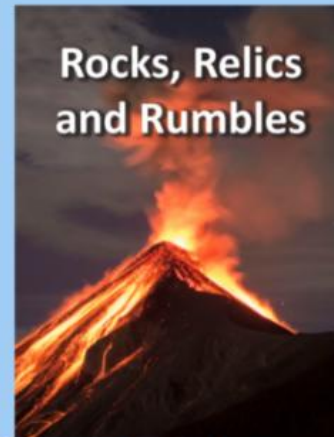
Wider Curriculum Topics



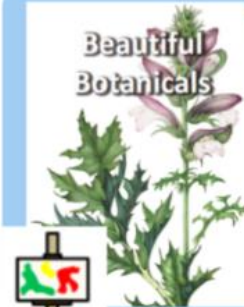
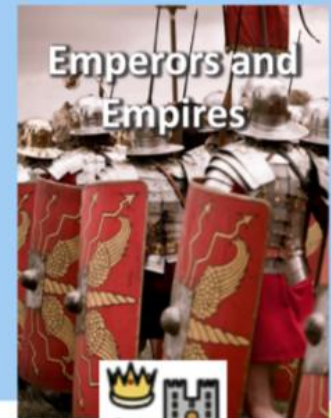
AUTUMN



SPRING



SUMMER



Wider Curriculum Topics – Autumn Term

Our main topic for Autumn Term is **Through the Ages**

Linked to this will be:

Science – Animals including humans (focus on skeletal system)

Geography – One Planet, Our World

Art & Design – Contrast and complements/ Prehistoric Pots

PSHE – Building Relationships

French – I am learning French

Computing – Computing systems and networks

D&T – Cook Well, Eat Well

Trips

◆ Mad Museum

◆ Stone Age day

◆ Lunt Roman Fort



Assessment

- ◆ Children are assessed at three points during the year at the end of each term.
- ◆ An assessment week takes place where children have an opportunity to experience testing.
- ◆ Formative and summative assessments are used to make an overall judgement of each child.
- ◆ Through daily marking, teaching staff can support children make progress.
- ◆ Spelling tests now take place half termly (with a focus on the rules taught that half term) rather than weekly.

Homework Expectations

- ◆ Reading at least three times a week at home.
- ◆ Spelling activities - words linked to the spelling rule to go home weekly in a spelling book.
- ◆ Maths activities are set through TTRS or Numbots with an expectation of at least 20 minutes per week spent on it. Optional weekly homework sheets will also be sent home for children to embed weeks learning. These will not be marked by teachers.
- ◆ Termly Topic homework with an opportunity to complete activities based on subjects from the wider curriculum.
- ◆ Opportunity to showcase their homework projects to the rest of the class

Useful Web Sites and Apps

- ◇ trockstars.com (Timestable practice)
- ◇ [Mathsbot.com](https://mathsbot.com) – Maths activities
- ◇ [Topmarks.co.uk](https://topmarks.co.uk) – Maths games
- ◇ [Gov.UK](https://gov.uk) – National Curriculum