



Year Three News

Welcome message

We hope you and your child have enjoyed the first few days of Year 3 at Kingfisher. They have settled well, and we are very happy to see their friendships forming already.

Moving year groups and having a new teacher is a big transition, hopefully our discovery days have made that change easier. This newsletter will give you some key information about the term ahead.

We will be learning about friendship and working together as community as well as celebrating our similarities and differences. Our learning will be a mixture of small group work, paired and individual as well as teacher taught lessons. Through our provision we will be able to practice our skills and apply them in different contexts to maximise our learning opportunities.

We look forward to getting to know you all better. 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

Wichelstowe Trinity
Learning Campus

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. The Year 2 hall door will then be shut and the playground gate locked at 8.55am. This is to safeguard all our children.

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!



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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:

English

- Setting description, short first person narrative, dialogue, action scene.
- Extended fantasy narrative
- Asking questions, drawing inferences, predicting what might happen.
- Apply their growing knowledge of root words, prefixes and suffixes

PE

- Balance and coordination: Rolls, jumps, balances, vault, travelling movements, handstands and cartwheels.
- Compose, evaluate and improve a sequence of movements.
- Individual, partner and group sequences of moves and balances.

Science

- Exploring magnets- North and South poles.
- Explore forces- Magnetic forces.
- Sort, group and compare magnetic and non-magnetic materials.
- Explore Significant Scientist: Michael Faraday
- Plan, conduct and conclude an investigation around magnetic forces.

Modern Foreign Languages (MFL)

- Exploring France, location, culture and history.
- Greeting someone in French and responding.
- Asking someone's name and responding.
- Counting numbers to 10.
- Learning colours.

Art

- Explore the work of Jackson Pollock and MC Escher.
- Small and large scale compositions.
- Painting using different techniques.
- Exploring the colour wheel.
- Exploring monotyping and tessellation.

Computing

- To explain that animation is a sequence of drawings or photographs.
 - Link animated movement with a sequence of pictures.
 - Plan, create, evaluate an animation.

History

- Exploring where Ancient Egypt fits on our timeline.
- Exploring the importance of the river Nile.
- What did the Ancient Egyptians invent? Do we still use this today?
 - Explore Pyramids.
- What did Ancient Egyptians believe about life after death?
 - Hieroglyphs and mummification.

Maths

Number and place value

- Representing, partitioning and using a number line for numbers to 100.
- Representing, partitioning, ordering, estimating, comparing and using a number line for numbers to 1000.
- Finding 1, 10 and 100 more and less.
 - Counting in 50s.
- Addition and Subtraction
 - Add and subtract 1s, 10s and 100s.
 - Adding and subtracting bridging 10 and 100.
 - Apply number bonds withing 10.

RE

- Exploring Christian objects and why they are important to Christians.
 - What do Christian families do?
- What are the similarities and differences between family values and rituals of our class members.
- How do Christians show their faith in church communities
 - Explore different churches.
 - Why do Christians celebrate Harvest?

PSHE

- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.
- how to recognise if others are feeling lonely and excluded and strategies to include them.
- how to build good friendships, including identifying qualities that contribute to positive friendships.
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

Year 3- Term 1

Our value for the term is HOPE!



Meet the Teacher

About Me

Hi! My name is Miss Baddeley and I am a Year 3 teacher. Our children are seven and eight years old.

I have been teaching for 6 years; in that time I have been lucky to teach year 3, year 6, year 2 and year 1. I love inspiring children and finding creative ways to foster their discovery. Reading is something I value and encourage my pupils to find books that captivate them.

When I am not in school, I love exploring new places, baking cakes and playing netball.

A bit about me!

Favourite colour: purple

Favourite animal: dog

Favourite drink: coffee

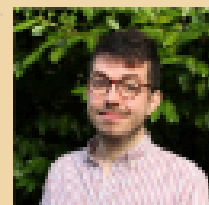
Favourite subject: Science



Our Class Author

All our classes at Kingfisher CE Academy are named after authors.

My class is named after Ross Montgomery. He has written many weird and wonderful children's books and often visits schools to share his books.



Our class novel is called 'Perijee and Me'. It is about an 11-year-old girl who discovers a shrimp-like alien creature on the shores of her island home, she takes responsibility for teaching it about the world.

I have sent a copy to share with you. I hope you enjoy reading it!

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 key Stage 1 Team



Miss Bowron
(Year 1 teacher)



Mrs Connell
(Year 2 teacher)



Mrs Dixon
KS1 Lead And Reception
Teacher

Our key Stage 2 Team



Miss Baddeley
(Year 3 teacher)

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:-



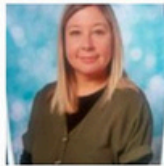
Sharon Bishop
Designated
Safeguarding Lead



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 'Contact Swindon' if you are concerned about a child.

E-mail: contactswindon@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.

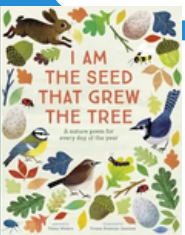
Book change days

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.

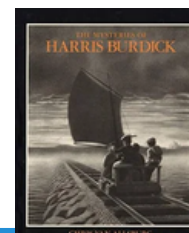
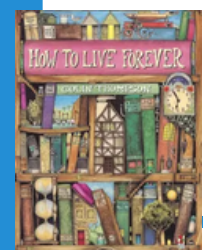
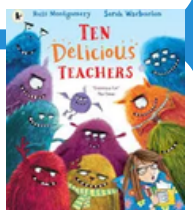
On a **Thursday**, we will be going to the KS2 library. Their library books will be their reading books but they do not need to finish these books in a week as some of them are longer than previous books.



Books for the term

This term our focus books will be...

- Perijee and Me, The Thing at 52 and 10 delicious teachers by Ross Montgomery.
- The Mysteries of Harris Burdick by C VAN ALLSBURG
- Mr Penguin and the Lost treasure by Alex T. Smith
- I am the seed that grew by Fiona Waters
- How to Live forever by Colin Thompson



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.

Word list words	Word list coverage
Adding suffixes beginning with vowel letters to polysyllabic words	answer
The /l/ sound spelt y elsewhere than at the end of a word	certain
The /n/ sound spelt ou	difficult
More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super-, anti-, auto-)	height
The suffix -ation	notice
The suffix -ly	possess(ion)
Words with endings sounding like /ʒə/ or /tʃə/	reign
Endings which sound like /ʒən/	
The suffix -ous	
Endings which sound like /ʃən/, spelt -tion, -sion, -sion, -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 -que 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	

Word list words	Word list coverage
Adding suffixes beginning with vowel letters to polysyllabic words	exercise
The /l/ sound spelt y elsewhere than at the end of a word	knowledge
The /n/ sound spelt ou	length
More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super-, anti-, auto-)	library
The suffix -ation	ordinary
The suffix -ly	peculiar
Words with endings sounding like /ʒə/ or /tʃə/	weighty
Endings which sound like /ʒən/	
The suffix -ous	
Endings which sound like /ʃən/, spelt -tion, -sion, -sion, -cian	
Words with the /k/ sound spelt ch (Greek in origin)	
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Words with the /eɪ/ sound spelt ei, eigh, or ey	
Possessive apostrophe with plural words	
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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 first 2 Reading units.

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 from 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.

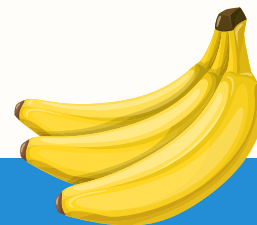
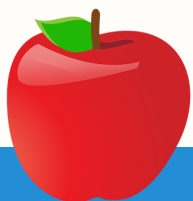


Outdoor learning and breaks

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 hope. We will be focussing on stories from the Bible that reflect this.



Child of Hope



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

Each class wrote letters to the children in their matching age class. We are sending them a book of our class author, lots of reading books and our class photo. We are looking forward to receiving letters back from our class friends in Uganda. Later on in the Year we will have a day of activities to grow our links further.



Festivals

Later in the term we will be celebrating the festival of Harvest. We will be holding a whole school Harvest Festival Assembly on **Wednesday 18th October 2023**. Please come along to support and celebrate with us!



Term dates

- **Thursday 5th September 2024** - First day of term 1. Usual starting times. Nursery 8.30am, Reception and Year 1 8.45am through their classroom doors, Year 2 and Year 3 8.45am through the hall doors.
- **Tuesday 17th September 2024** - Meet the teacher / curriculum expectations - 3.30-4.30pm
- **Monday 23rd September 2024** - Individual school photos. There will be an opportunity for sibling photos. Details to follow.
- **Wednesday 25th September 2024** - Writing workshop - 2-3pm / 5-6pm
- **Friday 18th October 2024** - Harvest Service - 2.30pm
- **Wednesday 23rd October 2024** - End of term 1

