



Year Three News

Welcome message

We hope you and your family have enjoyed the the Christmas break however you celebrate. We would like to take this opportunity to thank you once again for the lovely Christmas cards and gifts. It was extremely generous of you all. Thank you again for attending our first carol concert. We look forward to it growing each year!

As we move into a busy term 3, there are lots of events happening. This newsletter will give you some key information about the term ahead.

We will be learning about resilience and this value weaves into much of our learning this term. Our learning will continue to teach knowledge and skills and give the children opportunities to apply them in different contexts to maximise their learning opportunities and stickability.

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

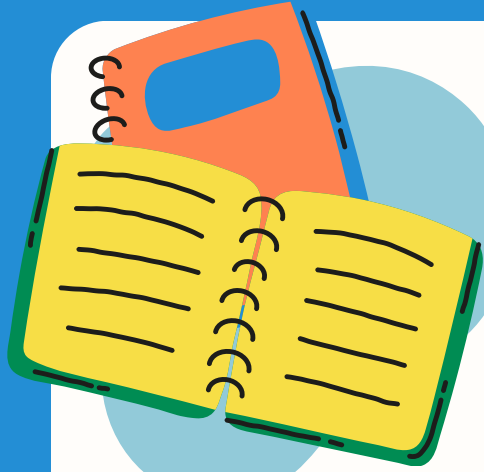


Kingfisher
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Wichelstowe Trinity
Learning Campus

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. Year 3 are now coming straight upstairs to meet Miss Baddeley in the classroom to encourage independence and get started with their day. The playground gate locked at **8.55am**. This is to safeguard all our children.

Don't forget to book your school lunches for the term on the Schools Food United app.



Please name ALL uniform to ensure it gets back to you.

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!

Term dates

- Monday 6th January 2025 - First day of term 2
- Friday 10th January 2025- Year 3 swimming lessons begin.
- 3rd - 7th February- Math's Week
- Friday 7th February - Year 1 Drumming assembly 10am
- Tuesday 11th February - Safer Internet Day
- Thursday 13th February - Open Classroom afternoon 3.30
- Friday 14th February - End of term 3

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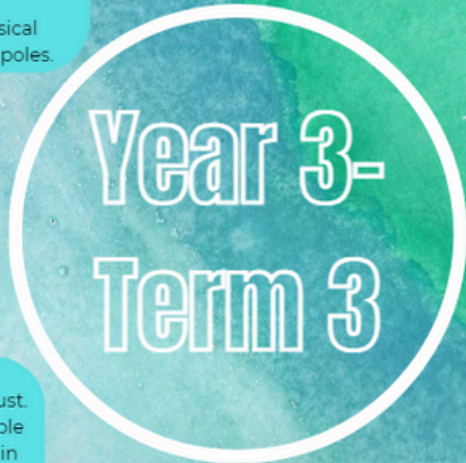
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LIFE IN ALL ITS FULLNESS

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:



Computing

- Explain how digital devices function
- Identify input and output.
- Recognise how digital devices can change the way we work.
- Explain how a computer network can be used to share information.
- Explain how digital devices can be connected.

PSHE

- What are hazards?
- What is consent?
- How do we stay safe?
- Being safe online.
- How can we help in an emergency?

Modern Foreign Languages (MFL)

- Recapping our French speaking so far.
- Recognise and say the days of the week.
- Recognise and say the months of the year.
- Understand, say and respond to simple instruction

Maths

Multiplication & Division

- Identify & make equal groups.
 - Use arrays.
 - Recognising and calculating multiples of 2, 5 & 10.
 - Sharing & grouping
 - Multiplying and dividing by 3, 4 & 8.
 - Exploring times tables- 2, 5, 10, 3, 4, 8.
- ### Fractions
- Understand denominators of unit & non-unit fractions.
 - Compare and order unit fractions.
 - Fractions on scales & number lines.
 - Counting in fractions.
 - Recognising and finding equivalent fractions.

Geography

- Identify North & South Pole areas and inhabitants.
- Identify lines of latitude and longitude.
- Explore the physical geography of the poles.

English

- Character description
- Setting description
- diary entry
- recount
- Own historical narrative
- Character dialogue
- Instruction writing
- Writing for suspense

DT

- researching healthy foods- sweet and savory.
- Explore healthy recipes.
- Complete a class survey.
- Design a sweet and savory kebab skewer.

History

- Explore when and where the Stone, Iron and Bronze Ages.
- Explore what life was like in the daily life like in the Mesolithic period- food, settlements, tools, materials and seasonal changes.

Science

- Explore different types of rocks.
- Explore & test- How is soil formed?
- Explore the 3 different rock types.
- Identify characteristics of igneous, sedimentary and metamorphic rock.
- How are fossils formed?- Explore the process of fossils.
- Explore the work of significant scientists- Dawn Wright.

RE

- Explore faith and trust.
- Consider what people believe about God in different religions- Christians, Hindus and Muslims.
- Explore how stories help Hindus to understand the indescribable.
- Explore how stories help Muslims to understand the nature of God.
- Examine similarities and differences between views of God.

Art

- Explore the life and artwork of Bernard Leach.
- Explore techniques with clay- pinch pots, cross-hatching and slip.
- Small- Scale composition.

PE

- Handle a rugby ball with confidence
- Moving to create attacking opportunities.
- Evading attackers using footwork and body control.
- Introduce moving, passing and receiving.
- Introduce tagging.
- Create space to attack.
- Combine passing and moving.
- Use basic game principles of tag rugby with simple rules.

Our value for the term is Service!



Year 3- Term 3

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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 EYFS Team



Miss Telling
Reception Teacher



Mrs Dixon
Reception Teacher

Our key Stage 1 Team



Miss Bowron
(Year 1 teacher)



Mrs Connell
(Year 2 teacher)

Our key Stage 2 Team



Miss Baddeley
(Year 3 teacher, Curriculum Leader,
Deputy Designated Safeguarding Lead)

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

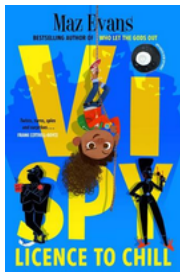
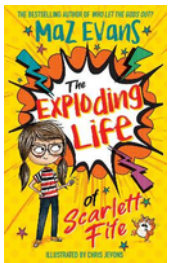


We are committed as a school to ensuring all children develop the skills they need to read independently and have access to life long learning.

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.

Author of the term

Our Author of the term is Maz Evans who has written some excellent fiction books.



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.

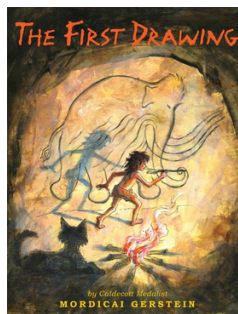
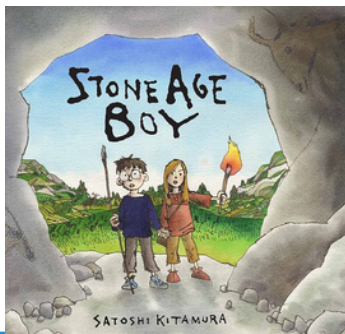
This will then get shared with the class on a **Monday** before the next child takes it home.

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.

Our Writing and Reading core texts

Our theme for English this term is Magic & Wonder and we will be using these texts for our writing and whole class reading.



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.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Word list words
Adding suffixes beginning with vowel letters to polysyllabic words
The /l/ sound spelt y elsewhere than at the end of a word
The /n/ sound spelt ou
More prefixes (dis-, mis-, in-, il-, im-, ir-, re- sub-, inter-, super-, anti-, auto-)
The suffix -ation
The suffix -ly
Words with endings sounding like /ʒə/ or /tʃə/
Endings which sound like /ʒən/
The suffix -ous
Endings which sound like /ʃən/, spelt -tion, -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 -gue and the /k/ sound spelt -que
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /eɪ/ sound spelt ei, igh, or ey
Possessive apostrophe with plural words
Homophones and near-homophones

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 Reading units.

Sessions	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...

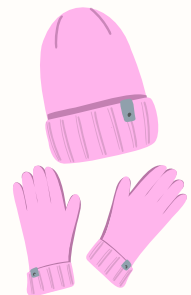
P.E.

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.

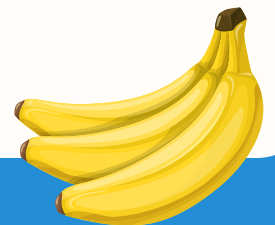
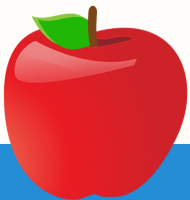


Outdoor learning and breaks

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 Service. In our collective worship we will be focusing on stories from the Bible and elsewhere that reflect this. Our Collective worship with Owen now takes place in our Chapel which is a lovely calm and peaceful space.

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



We continue to celebrate the countries we are from, our different cultures and languages that we can speak. Please let us know if your family have any celebrations this term you would like to come in and share with us.