

Asfordby Hill Primary School

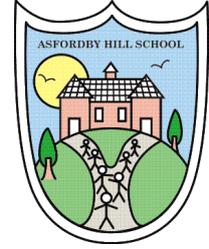
'Achieving High Standards in all that we do'

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Head Teacher: Mrs P Millward

Chair of Governors: Mrs Jenifer Smith



Dear Parents and Carers,

I hope you and the children all had a wonderful summer and took the time to rest, relax and replenish that thirst for knowledge. Mrs Caldwell and I are looking forward to welcoming the children into Rowan Class, and helping that desire to learn flourish with an enthusiastic, immersive and varied curriculum.

Below I will outline some key focus areas for the Autumn term in Year 3:

1) Metacognition and retrieval:

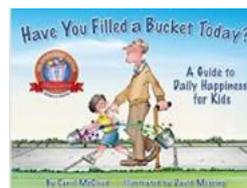


Metacognition is having an awareness and an understanding of the way we learn and think as individuals. Throughout the year the children will be exposed to many techniques and strategies that will endeavour to give them an increasing understanding of themselves as learners. These metacognitive strategies will give the children an increased sense of independence within their learning as the children will understand what works for them in regards to how *they* acquire and retain knowledge. I will also continue to support and develop the children's ability to recall past learning. Across the country educational researchers are constantly revealing the benefits and need to revisit and review past learning. Recall ensures that the learnt information moves from the working memory bank into the long-term memory. The benefits will be felt as the children move through the spiral curriculum of the school and can continue to not only retrieve but also apply their past learning to new and challenging concepts.

2) Well-being: Taking responsibility:



As the children begin their journey into key stage 2 they will begin to mature and now, more than ever, it is becoming increasingly important to acquire a set of skills and practices that help us look after and take responsibility for our own physical and mental health. We will explore families and relationships and understand who we can turn to for support; online safety and the role we play in keeping ourselves safe online; citizenship and how we can feel supported as part of a wider community; and how we embrace change and transition throughout school. A shared language within our class this year will be "have you filled a bucket today?" This is an emotion literacy concept that helps the children understand how our kindness and also negative actions can affect other people's 'buckets' and will help the children become kind, fully-rounded citizens of the world. Here is a QR code to read the story and familiarise yourself with this beautifully illustrated book. All you have to do is open up your camera on your phone and hover over this QR code; it'll take you directly to the book.



3) A focus on a love for reading:

"Reading is a passport to countless adventures" – Mary Pope Osborne



Finding a love for reading is so important and is something I feel deeply passionate about as a teacher. Throughout the year I will endeavour to broaden the children's love of literature and take them to worlds or cultures they may not have experienced yet. We will start this journey with Enid Blyton's "The Enchanted Wood". The first novel in a series, "The Enchanted Woods" follows three young children and their move to the countryside. One day, they go for a walk and discover an enormous tree whose branches seem to reach into the clouds. This is the Faraway Tree. I will also encourage the children to read and enjoy a varied amount of different text types; as a love for reading comes from enjoying the content. The children will be encouraged to explore fiction and non-fiction, magazines, newspapers, comics and information texts. In the hopes that each child will find a genre or text type that will spark and ignite that love for reading. Of course, all of this reading will support the children with their essential reading skills: fluency, skimming and scanning, summarising, inference and application of vocabulary within context. Ten minutes a day dedicated to reading at home will have a huge impact on all areas of the curriculum. Please do all you can to ensure your child is having their ten minutes.

Curriculum information

Our first **Science** topic this term will be 'Animals including Humans'. Within this topic the children will recall and build on their previous learning and begin to understand the function and role of the human skeleton.

The children will also explore various other skeletons such as: hydrostatic skeletons, endoskeletons and exoskeletons. They will also use their scientific investigation skills in pattern analysis to design, deliver and evaluate an experiment focusing on the human body and bones. We will explore food nutrition in depth and begin to understand what nutrients we need to survive and stay healthy. We will dive further into the role of nutrition and look at the salt and sugar content within certain foods and how to ensure we take responsibility and plan for a healthy, well-balanced diet. The children will learn the scientific skills of comparing, contrasting and clarifying to enable them to explore the similarities and differences in skeletons.

Geographically we will be dissecting our local area and answering the question “where in the world are we?” whilst we focus on the local Melton Mowbray and Asfordby area. The children will begin to understand the role and geographical history of Asfordby and Melton Mowbray and how that has created a rich geographical heritage that can be celebrated. The children will learn skills in geographical field work and begin to think and act like professional geographers by creating their own investigative work and designing fully functioning, efficacious villages. The class will revisit and review their prior learning on human and physical geographical features and build on this knowledge to continue to develop a shared geographical language that the National Geographic would be proud to hear!

We begin our **English** authors journey with the exploration of the narrative structure, language and morals within fables. This will include classic texts such as “Aesop’s Fables” but also more modern interpretations such as ‘A Crow’s Tale’ by Naomi Howarth. As a class, we will develop a rich vocabulary-based approach to our writing that will be aided by high quality modelled texts. This will ensure the children can write with creative flair and correct grammar when they are perhaps tasked to write more independently in their ‘free write Friday’ sessions. We then continue our journey into the wonderful world of poetry and specifically exploring poems with rhyming couplets. Children will gain the skills to become written poets as well as performing poets and will be tasked to use their oracy skill set to perform these poems in class. Towards the end of Autumn 2 we will begin to look at explanation texts and the children will be able to enlighten you at home as to what lies in the streets beneath our feet.

In **Maths** this term we begin with a focus on place value. This is the foundation of all mathematical knowledge. It is paramount we have a secure understanding of numbers before moving on through the curriculum, where we will learn to manipulate these numbers in different ways. We will first revisit and ensure numbers to 100 are secure and then progress up to understanding numbers to 1000. The children will be tasked to read, compare and partition numbers to 1000. Fully understanding the importance of numbers and being competent within place value is the key to unlocking the Maths curriculum further into the key stage. This is why I will work hard to ensure this topic is explored and revisited throughout the year and through some potential homework tasks. When these are sent home, it would be greatly appreciated if you could take some time to work through the tasks with the children; as a child who fully grasps numbers will have fewer barriers to cross when they begin to move further through the year and key stage. In addition, we will be having dedicated ‘Maths fluency’ lessons. These lessons will give the children an ability to ‘play’ and become flexible within the maths unit they are working on. The children will be working on their reasoning and problem-solving skills, which are imperative to Maths mental fluency and will give them the skills to apply different strategies to unknown or difficult calculations.

Structure of the week

[School begins promptly at 8.45am.](#)

The children will line up on the playground as normal and I will come to collect them to welcome them into school.

[School finishes at 3.15pm.](#)

Children will be released by an adult from the area with painted goal posts. Please note if you wish for your child to be collected by another adult this needs to be communicated through the office. At 3.20pm the remaining children will be taken to the office and will need to be collected from there.

	Autumn 1	Autumn 2
Science	Animals including Humans	Plants
Geography	Our world – Local study	
History		The Stone Age to The Iron Age
Computing	Emailing & Online safety	Journey inside a computer
PE	Gymnastics	Invasion games
PSHE	Family and relationships	Health and Well-being
Design Technology	Shelters – building a structure	
Art		Cave art
RE	What is it like for someone to follow God? & What kind of a world did Jesus want?	
Music	Developing notation skills - recorder	
French		Bonjour! (Greetings and basic conversation)

Our Timetable

Monday	Early Morning work - Math	Maths	Spelling- Introduce the phoneme	Assembly	English	LUNCH	PE (1-2)		RE	HOME TIME AND STORY
Tuesday	Early Morning work - Phonics	Maths	Reading- decoding		PE (11.00- 11.40)		English+ Spelling	Afternoon Math - Times tables/ fluency	Science	
Wednesday	Early Morning work - Math	Maths	Reading- Prosody	Assembly	English+ Spelling	PSHE	Afternoon Math - Times tables	DT/ Art		
Thursday	Early Morning work - Phonics	Maths	Reading - Reading for pleasure		English+ Spelling	Afternoon Math- fluency	Handwriting	Computing		
Friday	Early Morning work - Free recall - quiz	Maths	Reading- Comprehension	English+ Spelling dictation	Topic? Geography/ History		Music/ French	Proud parade		

Physical education will be taught on a **MONDAY** and **TUESDAY**. Children should continue to arrive at school in their PE kit on these days. PE kit should consist of a red jumper, navy-blue t-shirt, dark, plain bottoms and suitable trainers ('Converse'-style trainers are not suitable for PE). On PE days, earrings should be removed or, if unable to be removed, taped.

Homework will be set in various forms. Once the children have become settled in Year Three, I will build this routine in for the children and will impress upon them that this is a responsibility they must undertake as they mature through the school. This homework will be posted onto SeeSaw. Please understand that the set-up of this may take time as there are many new routines to teach the children and I do not want to overload them cognitively in the first few weeks.

In regards to **Spelling**, you can see a major emphasis through our English lessons. Spellings will be taught by looking at the phoneme-grapheme correspondence (the relationship between the letters and sounds which are spoken in words); the morphology (the 'shape' of the word); and the etymology (the study of the origins of words). This process will help the children spot patterns within the English language and ensure they feel confident to choose a 'best bet' approach when spelling unknown words. The fear of spelling a word wrong should never deter a child from using creative and extensive vocabulary. This is also why I have chosen not to formally test a given set of 10 words. This approach may cause anxiety and last-minute cramming which is counter productive when thinking about moving learning into the long-term memory. I will, however, introduce a 'low-stakes' dictation activity which will measure the effective nature of this approach. You may see repeated spellings in the list, this is intentional, it is to benefit recall and 'over-learning'.

As always, the lines of **communication** are fully open and if you wish to speak to me at the end of the day, I will be more than happy to accommodate this. Feel free to continue to use SeeSaw for any messages, questions or concerns. However unfortunately, it is unlikely I will be accessing SeeSaw throughout the school day and therefore, if your message is urgent or regarding a change in pick-up you should contact the school office of which the email and number can be found at the head of this letter.

I am so looking forward to working with all parents and carers over the next year for the benefit of all the wonderful children in my class. The Autumn term is busy and full of exciting, varied learning. All I ask is that children enter the classroom this year with a growth mindset approach to their education:

GROWTH MINDSET

INSTEAD OF...

I'M NOT GOOD AT THIS

I GIVE UP

IT'S GOOD ENOUGH

I CAN'T MAKE THIS ANY BETTER

THIS IS TOO HARD

I MADE A MISTAKE

I JUST CAN'T DO THIS

TRY THINKING...

WHAT AM I MISSING?

I'LL TRY A DIFFERENT STRATEGY

IS THIS REALLY MY BEST WORK

I CAN ALWAYS IMPROVE

THIS MAY TAKE SOME TIME

MISTAKES HELP ME LEARN

I AM GOING TO TRAIN MY BRAIN

Equipped with this mindset I believe we will achieve brilliant and wonderful things this year. The children will continue to grow into fully rounded citizens of the modern world. I for one, can't wait to witness it!

If you have any questions, please contact me.

Best wishes and I look forward to working with you all.

Miss Lovegrove
Year 3 Class Teacher