

Asfordby Hill Primary School

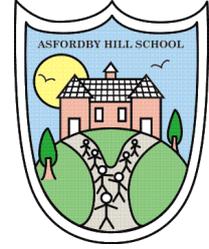
'Achieving High Standards in all that we do'

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Head Teacher: Mrs P Millward

Chair of Governors: Mrs Jenifer Smith



Dear Parents and Carers,

I (Miss Lovegrove) would like to take this opportunity to thank you and the children for a successful Autumn term in Rowan class. All the children have settled in brilliantly and consistently strive to add to the classroom ethos by being ready, respectful, and safe. Mrs Caldwell and I are looking forward to continuing to facilitate the children in their learning and can't wait to continue to develop the children's love of learning.

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

1) Growth mindset:



Children with growth mindset believe that they can get better at anything with hard work and perseverance. They do not give up easily and realise that making mistakes is just a part of learning. Having a growth mindset is all about viewing challenges and setbacks as opportunities for growth and success. It is a phrase we say many times a day in our class, and it is a way to quickly communicate to the children that they need to engage their growth mindset and think "how can this piece of work/ I be the best I can be today? I will not let these hurdles define me or my outcomes". I also model a growth mindset whilst teaching the class. Children are keen observers; they watch their teachers and adults at home and learn from their actions. I am always ensuring the children hear positive words regarding mistakes. They realise it is okay to make mistakes and learn from them to become better at the task at hand. When children understand that their abilities can be developed, they're more likely to embrace challenges, persist through setbacks, achieve their full potential, and reach for the stars.



2) Well-being: Online safety

As I am sure you are aware, the children are growing up in a world filled with technologies that not only 10 years ago wouldn't have been dreamt of. In a recent study Ofcom found that children aged 5-15 spend over 14 hours a week online and over two hours each day. Growing up in this digital age is an incredible benefit to the children but it also comes with its pitfalls. We are focussing this spring term, through our personal, social, health education (PSHE) lessons and computing lessons, on the very important subject of staying safe and kind online. Children regularly use websites and apps different from their adults at home and it can be hard to keep up with the ever-changing digital world. We are endeavouring to equip the children with a tool bag of safety tips and tricks so they can become self-sufficient when staying safe online. We are regularly dissecting what they believe to be 'normal' content online and what behaviour to expect from others and from themselves. We are encouraging them to think critically and question what they read online and where they can go for trustworthy information. We are also ensuring the children know how to report any worrying behaviours they witness online. It would be positive to hear that this online education is continuing at home and it would be great if you could share your knowledge of the online community.



3) We continue with: A focus on a love for reading:

"You can find magic wherever you look. Sit back and relax all you need is a book"
– Dr Seuss

We continue this term to strive for a love of reading in all the children. As a class we focus on a text type for 4 lessons a week stretching over a few weeks. We spend our sessions working on the fundamental skills of reading: decoding, fluency, vocabulary, inference and reasoning. The children have responded well to this format and are showing great progress in their reading skills. We also are continuing to foster a love for ALL reading by ensuring we have a class story at the end of every day. Whilst sharing in this experience altogether we have begun to introduce 'a guest reader' where a child will be chosen to come up and read to the whole class. This skill undoubtedly helps the children with their reading confidence and public speaking skills. We also have a visit from the local library service on the first Wednesday of the month where the children are encouraged to choose a book they are interested in. This has been a very welcomed, mature-feeling change and the children have noted how much they enjoy the library van visits. It is still a priority that children are reading with or to an adult every day. This is proven to improve and support cognitive development, increase concentration and discipline and enhance imagination and creativity. The benefit you could have on your child's education by implementing a 10 minute nightly reading routine would be infinite.

Our first **Science** topic this term will be 'Rocks and Soil'. This is a new topic for the children and therefore it will be exciting to get to grips with all things geological. Within this topic the children will compare and group different types of rocks based on their physical appearance and properties. The children will become confident in naming the three main types of rocks: igneous, metamorphic and sedimentary. They will also begin to understand The Rock cycle and how rocks can move from one state of being to the next. In addition to this we will explore how fossils are formed and what makes up the organic matter of rocks and soils. We will conduct experiments into the permeable or impermeable nature of our class rock collection. After February half term Rowan class move on to our 'Forces' unit of work. Throughout this unit the children will conduct a variety of scientific experiments and observe how objects travel differently on a range of surfaces. We will explore the poles of a magnet and will observe how the poles can attract or repel.

Geographically we are moving our studies slightly further afield with a European study focusing on The Alpine region. Within this unit we will continue to develop a shared geographical language and begin to understand the role of a Geographer who focuses their work outside of the UK. We will discover the geographical significance of the 8 countries included in The Alpine region and look at the impact climate change is having on their shared landscape. The children will learn to place the region on a world map and smaller maps of Europe. The children will learn to identify the Northern and Southern hemispheres by using The Equator as a point of reference and begin to understand the geographical similarities and difference between a country in The Alpine Region and a country in The United Kingdom.

We continue our **English** journey in the Spring term with "The Secret of Black Rock"; a mystery story based around a young girl named Erin who dares to travel to Black Rock and discover its secrets. We will be exploring how, as authors, we can create tension and mystery within our writing and which literature features can help us to do this. The children will then be given the chance to plan and write their own mystery stories. I am very excited to see what imaginative ideas the children devise. We then continue our writing journey with persuasive letters. The children will be using their cross curricular knowledge on the effects of climate change (previously looked at in our geography unit) and will write persuasive letters to local government to implore them to consider the effects of climate change on our local community. We will continue to encourage the children to write with creative flair throughout all our writing lessons and will also continue our "Free Write Fridays". "Free Write Friday" remains a firm favourite in our class and the children regularly tell me that the creativity and freedom they feel whilst free writing is enormous. This enjoyment is paramount for the children to continue to grow as writers as they move through Asfordby Hill.

In **Maths** this term we continue to focus on multiplication and division. We began this topic towards the end of the Autumn term and the children really enjoyed working with larger numbers and using all the mathematical "laws" that come with multiplication and division. I am very much looking forward to continuing to grow this enthusiasm within maths as we tackle multiplication and division with exchanges and using flexible partitioning. We will then move on to length and perimeter. We will use our newly acquired multiplication knowledge to benefit our speed and fluency when exploring this. The children will be working with various measurements including millimetres, centimetres and meters. They will learn to add and compare lengths and focus on equivalent lengths enabling the children to smoothly transition from one measurement to the next. We will then be moving on to fractions where the children will discover the role of numerators and denominators, compare and order fractions and begin to understand the similarities between fractions and scale. Throughout all these units of work the children will be consistently manipulating number and having the opportunity to practice using these numbers in a variety of different ways. This will ensure we continue to develop the children's maths fluency and reasoning skills.

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 finished 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.

Our Timetable

The timetable is largely staying the same. With a few changes to our reading lessons:

	8.45-9.00	9.00 - 10.00	10.00-10.30	10.30-10.45	10.45-11.00	11.00- 12.00	12-1	1.00-1.45	1.45-1.55		2.05-3.00	3.00-3.15
Monday	Early Morning work - Math	Maths	Spelling- Introduce the phoneme	assembly		English		PE (1-2)			RE	
Tuesday	Early Morning work - Math		Reading-	assembly		English		English	Afternoon Math -			

Physical education will continue to 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 towards the start of every term. The homework tasks will be sent home as a paper copy and posted on to Seesaw electronically. Within the homework there are three sections: everyday, most days and choose your own tasks. The everyday tasks consist of reading, spellings and timetables. The most days task consist of free apps or games the children can play to deepen and solidify their maths learning. Finally, the choose your own tasks are based on our wider curriculum areas and will (with adults help) stretch, deepen and solidify the other subjects across our broad curriculum.

	Spring 1	Spring 2
Science	Rocks and soil	Forces
Geography	European study - The Alpine region	
History		The Romans
Computing	Emailing and Online safety	Journey inside a computer
Physical Education	Dodgeball	Dance - Romans
PSHE	Safety and the changing body	Citizenship
Design and Technology	Making pizza	
Art		Mosaic tile printing
Religious Education	Who are Muslims and how do they live?	Why does Easter matter to Christians?
Music	How does Music make the world a better place?	
French		En classe

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 continuing our learning in Rowan class. The children have all settled well and are keen to deepen and expand their already existing schemas and ideas. I for one can't wait to help facilitate that journey.

GROWTH MINDSET

INSTEAD OF...
I'M NOT GOOD AT THIS
I GIVE UP

TRY THINKING...
WHAT AM I MISSING?
I'LL TRY A DIFFERENT STRATEGY

If you have any questions, please contact me.

Best wishes,

Miss Lovegrove
Year 3 Class Teacher