

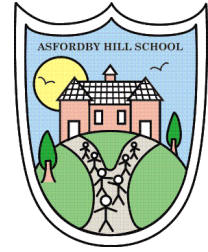
# Asfordby Hill Primary School

## 'Achieving High Standards in all that we do'

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**Head Teacher:** Mrs P Millward  
**Chair of Governors:** Mrs Jenifer Smith

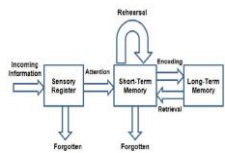


Dear Parents and Carers,

I (Miss Lovegrove) hope you have all managed to enjoy your break from school. I can't wait to get started on the summer term and I hope the children all feel rested and ready for an exciting term ahead! Last term, the children consistently strived to "fill the buckets" of those around them by being kind, caring and respectful members of the Asfordby Hill community. Mrs Caldwell and I can't wait to see how this ethos progresses further in the summer term as we prepare the children for their transition into year 4.

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

### 1) Retrieval and remembering:



Within the primary curriculum children are required to process, retain, and remember a wealth of information. This process of learning can be understood visually with the working memory model introduced here (left thumbnail) by Atkinson and Shiffrin (1968). The learning enters the working memory and must be rehearsed here to ensure that it makes its way into the long-term memory. From here, the learning must be re-remembered and consolidated or faces being

forgotten from the long-term memory. Our focus this term will be on this process of re-remembering to ensure learning has stuck and can be applied to new contexts and challenges. Alongside this, the children will have to process and learn the summer term curriculum content but by engaging and retrieving our past learning the children will be more equipped to build on prior knowledge. In the past, it was often believed that when information was stored into the long-term memory it was there for a lifetime. However, more recent research suggests that information in the long-term memory weakens after a period of time if there is a lack of recall (Sousa, 2015). To avoid forgetting, not only does research suggest that we need to introduce new information in small amounts, but also that it needs to be rehearsed to be encoded into the long-term memory. This term, we will be implementing many different techniques to engage this retrieval and consolidation including making sense and making links, eliciting prior knowledge and enhancing memory through feedback. By understanding a little more of the science behind learning, we are able to create an effective classroom learning experience, which with regular interaction and use of the key strategies above, will hopefully limit cognitive overload and provide effective memory strategies to aid the improvement of outcomes for all our students.

### 2) Well-being: looking forward:



My goal this year has been to promote an emotionally literate classroom where the children have felt safe and supported. This continues to be a huge focus in Rowan class and as the children prepare to move on through their primary career, I want to harness and focus on the idea of looking forward in the hopes that this will aid a smooth transition. To do this we will be focussing on continuing to develop, build and maintain positive relationships within the classroom and playground. We will explore friendships, conflict, compromise and resolution. We will also be looking at a mindfulness approach to developing well-being. Mindfulness is a type of mind coaching that helps children to develop their awareness, in the present moment, of what's happening inside of themselves and externally, with an attitude of kindness and curiosity. In addition, we will be looking at training ourselves in the skill of resilience. Due to our work on growth mindset the children understand that challenges help us grow and learn and that perseverance through these challenges helps build our resilience.



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

*"The more that you read, the more things you will know. The more you learn, the more places you'll go." – Dr Seuss*

We continue this term to strive for a love of reading in all the children. As Lemov states in Teach Like A Champion 2.0, 'reading is the skill.' When students can read well, they can access the curriculum, engage with complex ideas and become champions of their own learning. We will continue this term with our 4 main reading sessions building on the skills of decoding, fluency, vocabulary, inference and reasoning. We will be continuing to foster a love for reading with a shared class novel where I will model a love for reading and the children will get the chance to build the skill of reading aloud to the class.

## Curriculum information

In **Maths** this term we will continue our exploration into the world of fractions. This unit of work was well received by the children last term and they showed great understanding so I am incredibly excited to dig deeper into this part of the curriculum to prepare a strong foundation in fractions. We will then move on to money and I am hoping to bring this very much into real world concepts for the children to enable them to apply this learning in their everyday life. We then be tackling time including a look at Roman numerals which will link to last term's topic of The Romans. We will be looking at digital clocks and using a.m. and p.m. and looking at longer stretches of time for example years and months. After this we will be moving on to shape and finally statistics, mainly focussing on bar charts and ways of representing data collected within maths. Alongside all this new learning, as mentioned in our focus for this term the children will be recapping and remembering all about place value, addition and subtraction, multiplication and division and length and perimeter. A very busy term in Maths!

We continue our **English** journey in the summer term with a look into the features of non-chronological reports. We will take this learning cross curricular and begin writing reports on the coastline. Then the children will be given some creative freedom and become experts on their own chosen mythical creatures and will write a non-chronological report all about this creature. Our writing journey will then continue to diary and recounts where the children will be encouraged to write in a first-person style and give detail and description to their writing. Towards the end of the year, we will be revisiting poetry and specifically poetry for performance where the children will discover or build on their skills of oracy and the children will be exposed to the creative flair that can come with reciting poetry, from memory, with prosody and expression. 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.

Our first **Science** topic this term will be light. This will be the first time light is studied by the children so I am looking forward to exploring this unit and cultivating a sense of wonder and exploration during our time as physicists. Within this topic the children will recognise that they need light in order to see things and that dark is absence of light. We will explore ways in which we can protect our eyes from dangerous sunlight and we will also investigate shadows and how they are formed. We will work on our pattern finding skills through scientific enquiries and ensure that the curiosity the children have for scientific learning is nurtured to its fullest potential. Our second topic in science and the topic that will be rounding off the year is Plants. You may recall we began studying plants in the autumn term and this revisit is in direct correlation with one of our classes focusses this year; recall and retrieval. The biological study of plants is a strand of science that runs through every year group and therefore it is essential the children have a firm understanding of the year 3 content to build throughout the strand in other year groups. We will be recalling the parts and functions of a flowering plant and building on our already built schemas in regard to the life cycle of flowering plants. By revisiting this learning, we can delve deeper into the biological workings of a plant and build depth into the curriculum content.

**Geographically** we are moving our studies to the seaside and coastal regions of the United Kingdom. Within this unit we will continue to develop a shared geographical language and begin to understand the role of a Geographer who studies the impact of the coastline. Coastal geography is the study of the constantly changing region between the sea/ocean and the land, incorporating both the physical geography (i.e., beaches and cliffs) and the human geography (piers, hotels and holiday resorts). The children will understand the key aspects of the coast and its varied features. They will use maps, both online and book form, to locate coastal regions. We will also observe how the coast has changed over time and the impact this has on the people who choose to live and work near our seaside. This will also inspire geographical talk on sea defences and the advantages or disadvantages of these. We will look at pollution and longshore drift and end the unit with an investigation into the environmental complications of oil spills on our seas and coastline.

Summer two will see the introduction of our final **history** unit where we will be looking at The Maya Civilisation. We will begin by looking at where and when the Maya lived. This will be in the context of location but also in the context of the wider history curriculum so the children can begin to make links and connections throughout every part of history they have learnt so far. Our journey will continue when we discover how the Maya used very specific writing and mathematical systems. Finally, we will use our archaeological skills when comparing artifacts that will divulge the culture of The Maya and enable us to compare our own culture to theirs.

## 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.

## 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	Fluency	English	LUNCH	PE (1-2)		MOVEMENT BREAK	RE	HOME TIME AND STORY
Tuesday	Early Morning work - Phonics	Maths	Reading- decoding/ vocabulary			PE (11.00-11.40)		English+ Spelling	Afternoon Math - Times tables/ fluency		Science	
Wednesday	Early Morning work - Math	Maths	Reading- reasoning	BREAK TIME	English+ Spelling	PSHE	Afternoon Math - Times tables	DT/ Art				
Thursday	Early Morning work - Phonics	Maths	Reading - guided comprehension		Assembly	English+ Spelling	Afternoon Math- fluency	Handwriting	Computing			
Friday	Early Morning work - Free recall - quiz	Maths	Reading- independent & Comprehension	Assembly	English+ Spelling dictation	Topic Geography/ History		Music/ French				

**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.

	Summer one	Summer two
Geography	The Coast	
History		The Maya
Design and Technology	Interactive - making a moving vehicle	
Art		Textiles - Weaving
Religious Education	How and why do people try to make the world a better place? (multi-faith)	What makes some places sacred to believers?
Music	Recorder & how does music shape our way of life?	
French		Mon Corps
PSHE	Economic wellbeing	Transition through school
Computing	Video trailers	Data handling
Physical Education	Athletics	Swimming & cricket

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.

If you have any questions, please contact me.

Best wishes,

Miss Lovegrove  
Year 3 Class Teacher

# 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
- I'LL NEVER BE THAT SMART
- PLAN A DIDN'T WORK
- MY FRIEND CAN DO IT

**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
- I WILL LEARN HOW TO DO THIS
- THERE'S ALWAYS PLAN B
- I'LL LEARN FROM THEM

**FIXED**

- Believes that knowledge and skills are fixed traits that can't be changed
- Doesn't like to try new things
- Avoids challenges and doesn't like to fail
- May blame other for failures
- Takes feedback/criticism personally
- Doesn't attempt to improve or change

**GROWTH**

- Believes that knowledge and skills can be developed with hard work
- Like to try new things
- Likes challenges and isn't afraid of failing
- Sees failure as a chance to grow
- Sees feedback as opportunity to develop
- Seeks opportunities to improve and change

**VS**

Axholme Academy