



# Welcome to Year 3



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## Team Emerald

**Class Teacher: Miss Friend**

**Teaching Assistant: Miss Maddocks**

## Team Ruby

**Class Teacher: Miss Lewis (Mon, Wed-Fri)**

**Apprentice Teacher: Miss Reardon (Mon-Wed, Fri)**

**Teaching Assistant: Mrs Field**

**Teaching Assistant: Mrs Mitchell**

**Phase Leader: Miss Featherstone**



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# The Galley Hill Vision

Our vision is to develop resilient learners who:

 are curious about the world around them.

 have high aspirations for themselves and the wider world.

 persevere to achieve their goals .



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# Galley Hill Expectations



Be  
Respectful

Be  
Safe



Be  
Your Best!



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# Rewards



The whole class can earn bees:

- ✓ Everyone ready to learn
- ✓ All lined up to Galley Hill Walk
- ✓ Model Galley Hill walking
- ✓ Sensible sitting Assembly
- ✓ Positively noticed by other adults

Pupils can earn house points or stickers for:

- ✓ Demonstrating School Values
- ✓ Polite manners
- ✓ Linking learning to threads
- ✓ Reasoning
- ✓ Fab or accurate vocabulary
- ✓ Great effort



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# School Uniform

**White Polo Shirt or Shirt/Blouse**  
**Blue/White Gingham Dress (Summer)**  
**Royal Blue Fleece/Sweatshirt or Cardigan**  
**Charcoal Grey/Black Skirt/Pinafore Dress**  
**Charcoal Grey/Black Trousers or Tailored Shorts**  
**Grey/Black or White Socks,**  
**Grey/Black/Navy Blue Tights**  
**Black Shoes/Black Trainers**



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# School Uniform

## Jewellery

**One pair of small plain stud earrings.  
Surgical/micropore tape should be used  
to cover any earrings during PE.**

## Hair

**Any pupils with long hair has it tied back.  
Hair accessories should be discrete.**

**Extreme hairstyles, hair colour, any nail  
varnish or tattoos are not acceptable  
within the school.**



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# Physical Education

**Our Autumn P.E. days are:  
Thursday and Friday**

**Children come to school dressed in  
their PE kits on their PE days.**

**P.E. Kit** (Please ensure this is always in school in a named bag)

**Royal Blue T-shirt (preferably with school  
logo)**

**Black Shorts**

**Black/Navy tracksuit for Autumn/Spring  
Term**

**Trainers for use on the field or playground**



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# Platinum Award

**As an OPAL Platinum School children use the outside even in wet weather.**

**They require a raincoat (and trousers if they wish). To play on the field they require welly boots.**

**We have a wide range of resources outside for your child to play with but are always looking for donations to add to our OPAL fun.**



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# Curriculum Overview

Year Group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including Humans	Rocks and Fossils	Light and Shadows	Light and Shadows	Plants	Forces and Magnets
Art and Design	Self-Portraits Frida Kahlo			T-Shirt Design Christian Dior		3D Sculptures Model Village
Computing	Coding Unit	Online Safety Touch Typing	Spreadsheets	Simulations Graphing	Email	Microsoft PPT
Design and Technology		Cooking Pizzas	Mechanical Systems Pop-up Book		Freestanding Photo frames	
Geography		Our United Kingdom			Hemel Hempstead	Mountains, Volcanoes & Earthquakes
History	Stone Age to Iron Age		Ancient Egyptians	Ancient Egyptians		
French	Core Vocabulary	I'm Learning French (greetings)	Animals	Fruits	Little Red Riding Hood	I can / Je Peux
Music	Ballads	Creating compositions	Developing singing technique	Pentatonic melodies	Jazz	Traditional instruments; improvisation
PSHE	Relationships	Relationships	Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing
Physical Education	Real PE Real Dance	Real PE Real Gym	Real PE	Real PE	Real PE	Real PE
Religious Education	Islam and Christianity	Islam and Christianity	Islam and Christianity	Islam and Christianity	Islam and Christianity	Islam and Christianity



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# Writing



## Year 3

### Working at the expected standard

#### The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions ( e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,\* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words\*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.^



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# Maths

Children in Year 3 are expected to recall their 2, 5, 10, 3, 4 and 8 multiplication and division facts fluently.

This is due to preparing your children for the MTC that they are due to sit next year, in Year 4. This is a national multiplication times tables check. Children are expected to answer times tables questions up to  $12 \times 12$  in under 6 seconds. This is why TTRS is so important.

## Year 3 Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract: 3-digit nos and ones., 3-digit nos and tens, 3-digit nos and hundreds,
- Add and subtract: Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply: 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to the nearest minute.
- Know number of days in each month and the number of seconds in a minute.

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# Reading

Year 3

Working at the expected standard

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions

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# School Trips

**Children will attend Celtic Harmony.**

**Approx cost for this workshop is £30 per child.**

**In Summer we go for a local area walk.**

**If you wish to pay for this trip over the whole year on arbor you are able to make frequent payments to them over the whole year vs paying in a quick deadline when letters come out.**



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# Reading

**Read with them as regularly as possible (at a minimum we would suggest 4 x a week).**

**When your child needs a new book they should put their wallet containing their reading record and finished book into the reading box.**

**Reading records should be handed in on homework day, they will be checked to see how often your child has read. Either you or your child should complete the record every time they read; if your child fills their record in please sign it to say you agree.**



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# The Importance of Reading

From babies to children in their early years and all the way through to early teens, reading brings wide-ranging benefit that can have a lifelong positive impact on children's lives.

If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to or reads 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to or reads 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to or reads daily, they will have heard approximately 296,660 words by the time they are 5 years old.

Reading for pleasure unlocks academic success across the curriculum. A child who is read to at age 1-2 scores higher in reading, spelling, grammar, and numeracy skills at age 8-11.

Reading for pleasure at the ages of 10 and 16 has a substantial effect on a child's cognitive scores in vocabulary, spelling, and mathematics at age 16



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# Homework

**Homework is set on Friday  
Returned Wednesday.**

**All homework is available on the school  
website**

**Children in year 3 are expected to read  
at least 4 times per week**

**They will be given a maths activity linked to timetables practice (TTRS,  
ICT games, repetition etc)**

**If homework tasks are not completed and handed in by Friday morning  
then they will complete their homework task during Friday break time.**



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# What to bring to school?

**Your child must bring:**

**Named water bottle.**

**A reading book and reading record in the named plastic wallet provided.**

**Children should be provided with weather specific items when appropriate such as sun hats or gloves.**

**Named P.E. kits should be left on their peg and will be sent home at the end of a half term to be washed,**

**The children should NOT bring any pencil cases, games, toys, trading cards etc from home. The school will not take responsibility for any items brought into school.**



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# Timetable

**Arrive between 8:40am and 8:45am**  
**After that time, they will be late**  
**and will need to enter through**  
**the school office.**  
**Our school day ends at 3:15pm.**

**An overview of our timetable will be on the website**  
**shortly.**



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# Eating and Drinking

**Healthy snack (whole / pieces of fruit, vegetables or bread sticks) to eat at break time.**

**Named water bottle - contain water, flavoured water or squash.**

**If your child is going to be late for school but will need school dinner, please let the school office know by 9:30am.**



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# Attendance

To meet government expectations must attend 177 out of 190 days.

Concerns for any pupil whose attendance drops below 90%.

If your child is genuinely too ill for school, please email [admin@galleyhill.herts.sch.uk](mailto:admin@galleyhill.herts.sch.uk) or call and leave a message on our 24 hour answerphone as soon as possible. For safeguarding reasons, we will chase any absence we do not have a reason for.

We can only authorise term time holiday in very exceptional circumstances. Please see our absence policy on our website.



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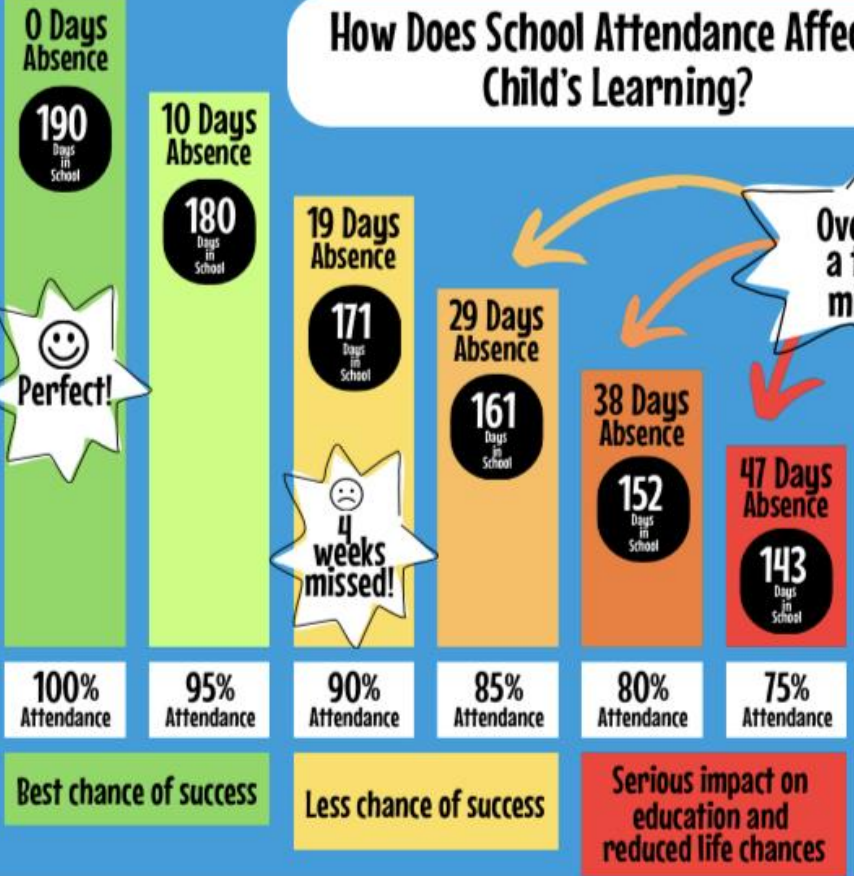
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## How Does School Attendance Affect a Child's Learning?

365 Days in a Year  
190 School Days  
175 Non School Days



Over half a term missed!

Having 90% Over 5 school years, is half a school year's work missed.

A 2 week holiday in term time, means that the highest attendance a child can achieve is 94.7%

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# Arbor



**Download app from play store or app store.**

**Used to make payments for meals, trips and clubs.**

**Can pre-pay for trips if it suits.**

**All communications will come via Arbor also.**

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# Diary Dates

Parents Evening 16<sup>th</sup> October 3.30 to 6pm

Parents Evening 17<sup>th</sup> October 5pm to 7.30pm

Emerald Class Sharing Assembly 20<sup>th</sup> Jan 9am

Year 3 & 4 Times Tables Open Morning TBA

Parents Evening 11<sup>th</sup> March 3.30 to 6pm

Parents Evening 12<sup>th</sup> March 5pm to 7.30 pm

Year 3 & 4 Performance 18<sup>th</sup> + 19<sup>th</sup> March 5pm

Ruby Class Sharing Assembly 22<sup>nd</sup> May 9am

## Open Classrooms

2<sup>nd</sup> October

3<sup>rd</sup> November

4<sup>th</sup> December

12<sup>th</sup> January

5<sup>th</sup> February

5<sup>th</sup> March

7<sup>th</sup> May

8<sup>th</sup> June

9<sup>th</sup> July



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**Thank you for taking  
the time to join us for  
this welcome meeting.**

**If you have any further  
questions, then please  
do come and speak to  
us now.**



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