

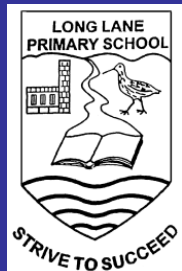
Long Lane Primary School

Year 3



Meet The Teachers

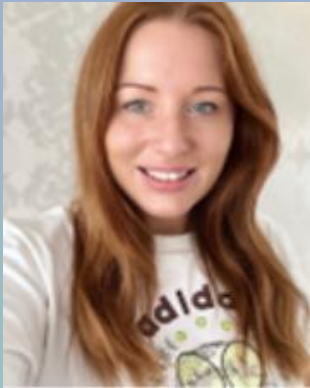
Wednesday 9th July 2025



Strive to Succeed



Welcome to Year 3



Mrs Pheby



Mrs Cotter



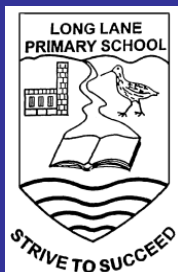
Mrs Baber

Mrs Pheby: Mon/Tues/Wed

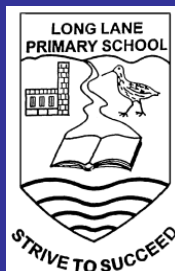
Mrs Cotter: Wed/Thurs/Fri

Mrs Baber supports in class all week

Pupils come into class through the fire door and exit from the same place.



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Supporting your child's transition

- Class swap
- Transition assemblies
- Story time visit
- Additional class visits x 2
- 'Welcome to Year 3' bundle will be sent home over the summer holidays
- Additional opportunities for pupils to visit our class, if needed
- Thorough handover with

Mrs Turner

I am moving to Year 3

My Year 3 teachers are Mrs Cotter & Mrs Pheby. Mrs Baber works in Year 3 all week.

This is my new classroom. Displays may look different in September.

I come into school through this door. This is the cloakroom. We share the space with Year 4.

Our daily timetable will be very similar to Year 2!

I will mostly work at the tables but sometimes we have a story on the carpet. I will work with different friends and groupings may change.

I DO NOT need my own stationary. I must bring a snack from home. Year 3 homework is reading, IXL and practicing my times tables.

Learn a new skill Moving to Year 3 - Summer Challenges - 2025

This could be tying your shoes laces or learning to skip with a skipping rope.

Don't give up!

Tell the time

Over the holidays, try and make it a habit to look at a clock (with hands) and see if you can work out the time. Check with an adult to see if you are correct. Tick a box each time you are correct.

| | | | | |
|--|--|--|--|--|
| | | | | |
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| | | | | |
| | | | | |

Send a postcard

If you get the chance, send a postcard to the class. Tell us where you are and what you are up to... Send the postcard to the school address:

Year 3 Class
Long Lane Primary School
Long Lane
Tidehurst
Reading
Berkshire
RG31 6YG

Send some pennies!

If you are in a shop over the summer and you are going to buy an item, for example, an ice cream or magazine, ask the adult with you if you can give the money at the till. Work out how much you will need. What coins do you need? Will you be given change? Record what you bought and what you spent. Draw the money you used and a number sentence to explain the spending and the change you were given.

And finally... ~~remember~~ reading!!!

You could visit your library to discover new books. Listen to an audiobook/CD story on a long car journey. Ask an adult or older sibling to read a book that you may find challenging, but you would still like to listen to and enjoy the story. Make a list of the books you have read or listened to. Write a book review of your favourite. How many stars would you give the book out of 5? Explain why you liked it.



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How You Can Help at Home

| Talk | Practice | Use | Share |
|----------------------------------|-----------------------------------|-------------------------------|---------------------------------------|
| - Talk positively about the move | - Practice new routines gradually | - Use transition book at home | - Share your child's concerns with us |



TRANSITION AND SEND SUPPORT

- Staff and SENCo will monitor the transition

- Regular updates to families in the first few weeks

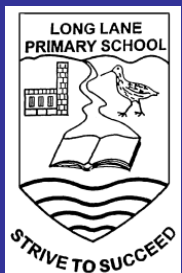
- Adaptations and support will continue as needed



Communication



- Before the school day for important messages
- End of the school day for quick questions
- Arrange to meet class teacher – email to school office or telephone
- Emails cannot always be responded to on the same day
- Newsletters
- Teacher – Parent consultation meetings in October and March/April
- Welcome Time
- School website
- Parentmail

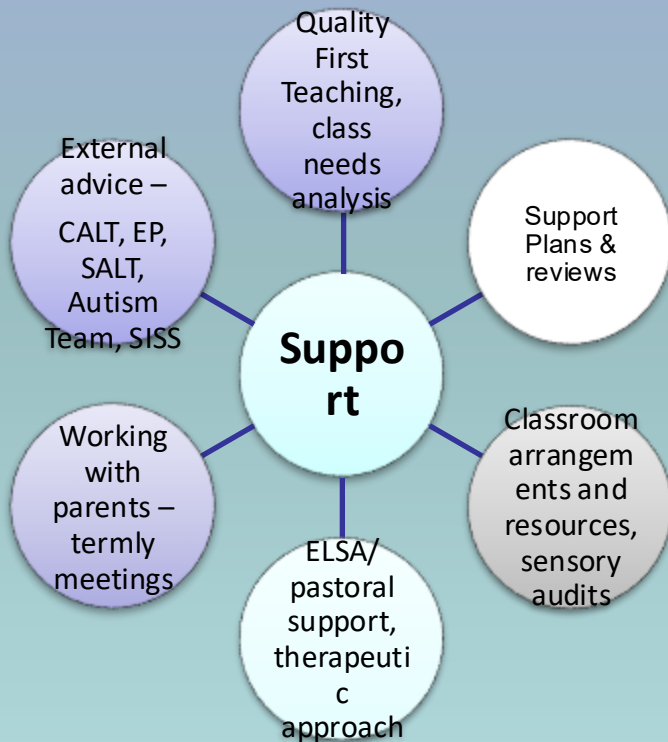


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Supporting Special Educational Needs



- Identification through observation, assessments, and parental input
- SEN Support Plan: structured interventions and adjustments, reviewed regularly
- SENCo: Coordinates support and communication
- External help: Psychologists, CALT, CAMHS, therapists
-
- Key Principles
- Inclusion: scaffolding to support learning in class
- Needs-Led Support: Adapting teaching to the child and building independence, structured interventions
- Collaboration: Parents, staff, specialists working together
-
- Legal Framework
- Guided by Children and Families Act 2014
- SEND Code of Practice

If you think your child may be experiencing difficulties, please talk to their class teacher.

ATTENDANCE

WHY IS IT IMPORTANT?

ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

| Attendance | Days Absent | Weeks Absent | Lessons Missed |
|------------|-------------|--------------|----------------|
| 95% | 9 Days | 2 Weeks | 50 Lessons |
| 90% | 19 Days | 4 Weeks | 100 Lessons |
| 85% | 29 Days | 6 Weeks | 150 Lessons |
| 80% | 38 Days | 8 Weeks | 200 Lessons |
| 75% | 48 Days | 10 Weeks | 250 Lessons |
| 70% | 57 Days | 11.5 Weeks | 290 Lessons |
| 65% | 67 Days | 13.5 Weeks | 340 Lessons |

89% & Below
Drastic effect on
academic achievement

95%-90%
Cause for
concern

100%-96%
Excellent



- At Long Lane we are committed to ensuring that all children get the best from their education
- First and foremost, we endeavor to make school a safe and engaging place to be where children can have fun and be challenged
- However, we also understand that sometimes there are difficult circumstances, and we want to support families with this



Organisation

It is important that children have the right equipment in school everyday and can access it easily.



Come and speak
with us!

We understand that there may be some reasonable adjustments made for some children. This must be by prior arrangement with the teacher.

- Lunchboxes stored on lunch trolley.
- Healthy snack kept in school tray.
- Rucksack.
- Separate drawstring PE bag to be kept in school daily.
- Clothes for clubs must be kept inside rucksacks.
- NO pencil cases from home.

Healthy Lunch and Snacks

We encourage healthy eating habits to support the growth, learning, and well-being of our pupils.

- **Healthy choices please:** Please pack nutritious foods such as fresh or dried fruits, vegetables, bread, crackers, breadsticks, rice cakes, lean proteins, and dairy. Snack portion sizes should be appropriate and may be fruit, veggies or carb-based (crackers, breadsticks, malt loaf etc.)
- **No sweets or junk food:** Items such as sweets and fizzy/energy drinks are not allowed.
- **Nut-free zone:** To protect students with allergies, all lunches and snacks must be **nut-free**.
- **Water encouraged:** Students should bring a reusable water bottle each day.

We appreciate your support in promoting a healthy school environment. Let's work together to help our children thrive!

For more information visit: <https://www.nhs.uk/healthier-families/food-facts/>



LABEL EVERYTHING!



Lost property is situated under the sheltered space at the side of Year 3.

At Long Lane we believe that learning is a life-long skill and learning how to be a good learner is key to success.

- Woven into the curriculum, class expectations and rewarded at every opportunity
- Through assemblies
- Encouraged through our outdoor learning environment



IT'S OK
TO ASK FOR
HELP

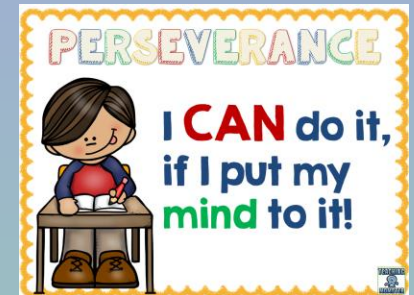
We approach learning with a growth mindset so that we can encourage resilience in learning and build learning confidence through effective support

FIRST
ATTEMPT
IN
LEARNING

Learning is about the behaviours we show



What is your level of engagement?



Mistakes
are proof that
you're **TRYING**

www.Luvreels.com

Y3 Class Expectations

- It is okay to make mistakes
- FAIL
- Resilience
- Trying our best
- Independence
- Secrets of success
- Taking ownership over their own belongings
- Growth mindset



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Our Y3 Curriculum

Year 3 Autumn 1 Term 2024

Here We Are

As **Readers and Writers**, we will:

- ✓ Read and discuss books by the author Oliver Jeffers and make comparisons.
- ✓ Read and compare autobiographies and biographies.
- ✓ Write and publish a biography text.
- ✓ Develop fluency through whole class fluency reading sessions.

As **Scientists** we will be studying Light and investigating:

- ✓ Light and dark.
- ✓ Shadows and how they are formed.
- ✓ How shadows change.

In **Geography**, we will:

- ✓ Locate countries, continents and oceans using maps and atlases.
- ✓ Ask questions about the physical and human characteristics of a location.
- ✓ Identify different biomes.

In **RE** we will be studying Hinduism and asking...

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?



Shall we make a new rule of life from tonight: always try to be a little kinder than is necessary

J.M.Barrie

In **PE**, we will develop our knowledge and understanding of...

Tag Rugby and Problem Solving

In **Computing**, we will:

- ✓ Learn about computing systems and networks.

As **Musicians** we will:

- ✓ Learn to play the notes C, D, E & F on the glockenspiel.

In **French**, we will learn:

- ✓ Listen and respond to simple rhymes, stories and songs.
- ✓ Perform simple communicative tasks using single words, phrases and short sentences.

In **Maths**, we will:

- ✓ Find 10 or 100 more or less than a given number.
- ✓ Recognise the place value of each digit in a three-digit number HTO.
- ✓ Compare and order numbers up to 1000.
- ✓ Identify, represent and estimate numbers in different ways.
- ✓ Solve addition and subtraction number problems.
- ✓ Regularly practice our times tables.

As **Artists** we will:

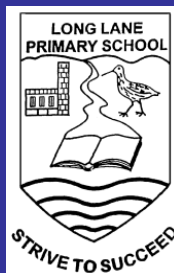
- ✓ Study and replicate the work of Vincent Bal.
- ✓ Experiment with colour mixing with paint.
- ✓ Create our own self-portraits.

Our **PSHE** theme is:

Being me in my world



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Maths



Daily Maths lessons.

Learning is grouped into **domains** by the National Curriculum Programme of Study.

These are :

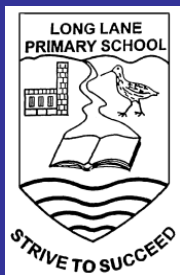
Number, measurement, geometry and statistics.

Adults will work closely with individuals and groups during the course of the week. There may be opportunities for **whole class, group** or **1:1** teaching sessions.

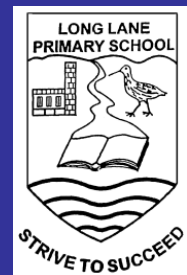


We use the White Rose Maths scheme alongside other resources.

We will start using Times Tables Rock Stars early in the first term.



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English



English lessons occur daily and where possible, are cross curricular.

Reading - children will be involved in daily reading – independent, whole class (fluency) or 1:1.

Texts may range from short stories, novels, articles, school magazines, internet as well as a range of information books.

Pupils will choose reading book through our **Accelerated Reader** scheme. After completing their reading book, they will complete a short, low-stakes quiz on-line before choosing their next book. They will be assessed regularly to move them through the levels when appropriate.

Phonics support will continue for a small number of pupils.

Writing- children will be involved in daily writing. Grammar will be taught both discretely and linked within writing sessions. Over the year we cover a range of genres both fiction and non-fiction.

- Spellings will be taught daily using RWI scheme.
- Handwriting lessons will occur with a focus on correct letter formation and joins to develop a fluent style of writing.

Speaking and Listening activities will be incorporated throughout all areas of learning.



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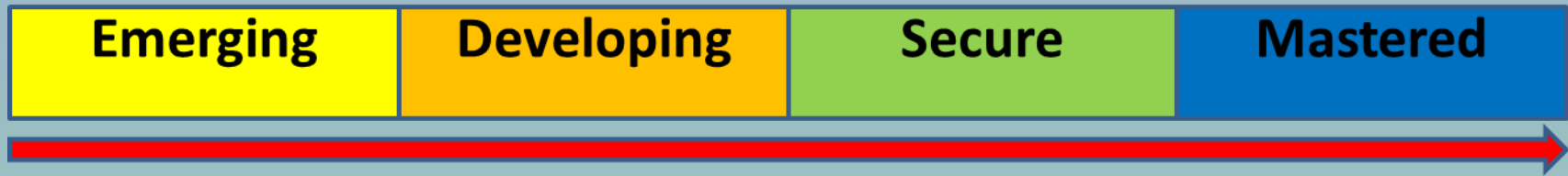


Assessment

- ✓ The majority of pupils will be working on the curriculum for their year group.
- ✓ Some pupils will be working on the curriculum lower than their year group
- ✓ No pupils will be working on the curriculum higher than their year group.

For example, 3E means 'emerging on the Year 3 curriculum'.

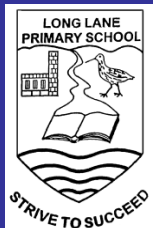
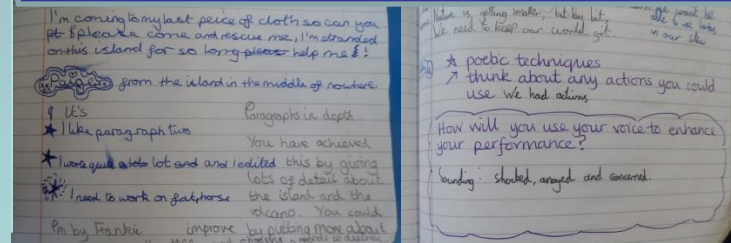
End of year assessments are shared with parents in the school report in July.



Self Assessment



Peer marking and Feedback



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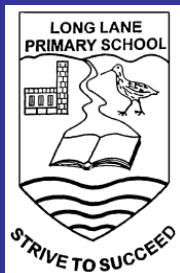


School Trips

Class trips and events will take place depending on learning/curriculum themes.



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Home Learning Opportunities

Times Tables Rock Stars (TTRS)



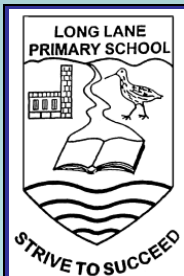
IXL

RWI spelling sheets

Class Assemblies - throughout the year, we ask each child to lead a class assembly. This is not show and tell but a presentation on something they are passionate about.

Expected

Daily reading – this can take the form of shared reading (adult reads a page, child reads a page) or listening to an audio book. Please use the reading time to ask your child questions about the book and discuss any unfamiliar language. **A signature is required in their reading records to show they have read & this will be checked by an adult.**

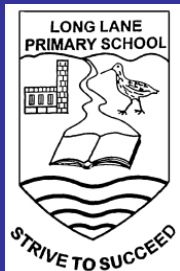


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Thank you for joining us this evening.

Do you have any questions?



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