



Year 3 Coffee Morning

Miss Michaels

Meet the staff:

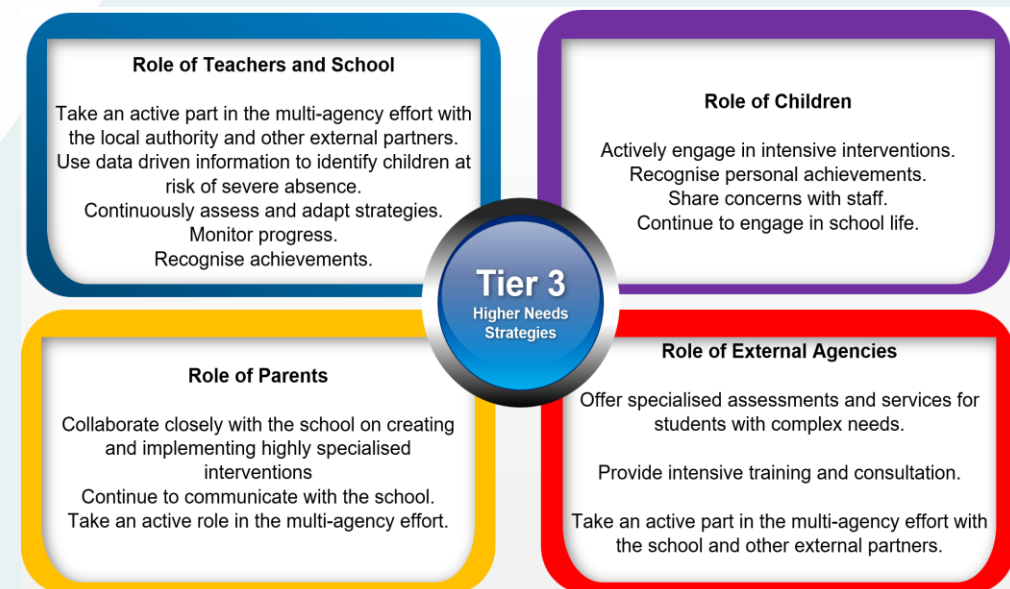
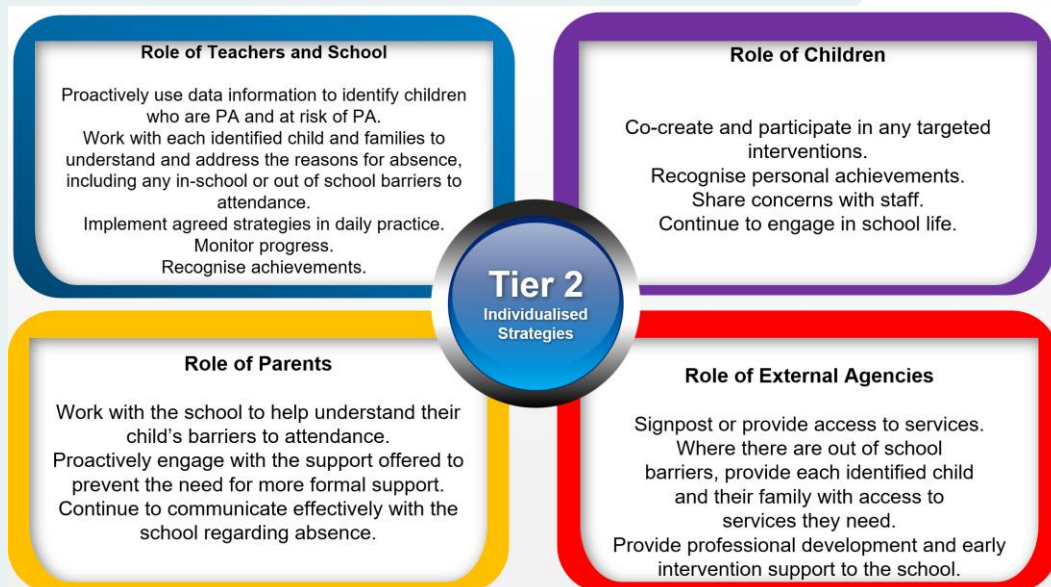
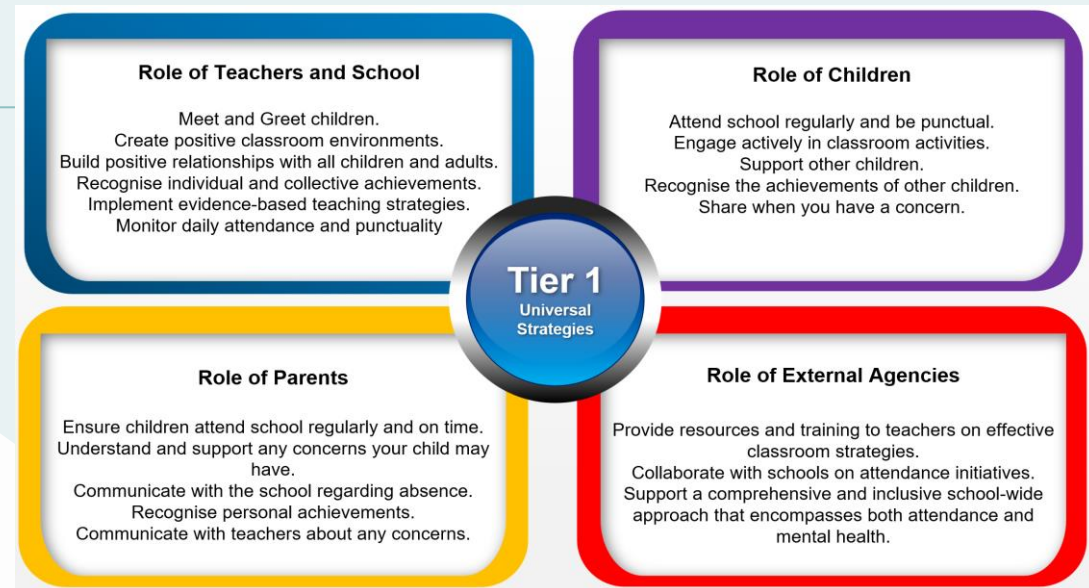


Miss Michaels
Y3 Class Teacher



Miss Rimmer
Y3 Teaching Assistant

Attendance



Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Morning Activity	Morning Activity	Morning Activity	Morning Activity	Morning Activity
9:00-9:30	Superhero Spelling	Superhero Spelling	English	Singing	Superhero Spelling
9:30-10:30	Maths	Maths	Maths	Maths	Maths
10:30-10:45	Break time				
11:00-12:00	English	English	PE	English	English
12:00-1:00	Lunch time				
1:00 - 1:10	Collective Worship				
1:10-1:30	Handwriting	Guided Reading	Handwriting	Guided Reading	Handwriting
1:30-2:15	PE	Religious Education	Religious Education	Science	Guided Reading
					Information Station
2:15 - 3:00	PHSE	Geography/History	Spanish	Religious Education	Art/DT
3:00-3:15	Class read and Home Time				


Year 3 Curriculum

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History		Liverpool		Stone age	Romans	
Geography	Liverpool		Volcanoes and Earthquakes			Chester
Science	Light and Shadow	Animals and Humans (nutrition)	Rocks	Plants	Forces - Magnets	Skeletons
Art	Animated drawings		Drawings with charcoal		Cloth thread and paint	
DT		Healthy sandwich		Photo frames		Pop-up book
Spanish	I am learning Spanish/Animals		Instruments/I know how to		Ice creams/Fruits and Vegetables	

Knowledge Organisers

- Key learning displayed
- Images that will be used with children throughout the topic
- Key vocabulary identified
- Found on our class pages - quiz your children!




LIGHT AND ASTRONOMY


YEAR 6

Key Facts

- We need light to see things.
- Darkness is the absence of light.
- There are many natural (nature) and artificial (man-made) light sources. The moon is not a light source but a reflector of light.
- Light travels in straight lines and only changes direction when reaching a reflective object. Light reflects off shiny, smooth objects and changes the direction of the light.
- The sun can be dangerous for both our eyes and our skin due to its UV and infrared light. It's important that we don't look directly at light and we wear protective items when we are outdoors.
- Shadows are formed by an object blocking the light.
- Different materials create darker and clearer shadows.
- We can change shadow size and clarity by changing the angle we hold a light source.




Natural Light




Man-Made Light

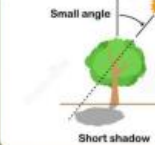
Light and Shadows



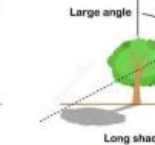
Small angle



Large angle



Short shadow



Long shadow


Working Scientifically

- By looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

LIGHT IN THE CURRICULUM:

Year 6 - Light and Astronomy and the eye.

Light from the torch hits the object.



The light is reflected from the object.

KEY VOCABULARY

Translucent	A material that lets light pass through but objects on the other side can't clearly be seen.
Transparent	A material that lets light pass through and is see through.
Opaque	A material that doesn't let light through.
Light	The bright form of energy given off by something so we can see.
Light source	Something light comes from.
Shadow	A dark shape made when something blocks light.
Reflect	To bend or throw back light off a smooth, shiny surface.
Reflective	The return of light from a surface.
Direction	The line in which something moves.
See	To notice something using your eyes.
Dull	Something that isn't glossy.
Shiny	Something with a smooth, glossy surface.
Conclude	To come to an end.
Fair	Not favouring one over another.

RSE: Journey in Love

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- ❖ RSE forms a part of the PSHE, RE and Science Curriculum.
- ❖ As from September 2020, all primary school children learn about relationships and health.
- ❖ As a Catholic School, St Alberts adopted the '*Journey in Love*' programme to deliver RSE as this is the programme approved by the Diocese.
- ❖ Our curriculum is designed to be appropriate for your child's age and development stage, and sensitive to the needs and religious backgrounds of all children in our care.
- ❖ '*Journey in Love*' is delivered in all year groups:
 - Reception: God loves each of us in our uniqueness
 - Year 1: We meet God's love in our family
 - Year 2: We meet God's love in the community
 - Year 3: How we live in love
 - Year 4: God loves us in our differences
 - Year 5: God loves me in my changing and development
 - Year 6: The wonder of God's love in creating new life

Year Three - How we live in love.

Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness



Key Words: God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space

Physical Who takes care of me?

How do I look after myself? E.g. safety, crossing the road, healthy eating etc.

How am I changing?



Social How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others?

Emotional How do you feel when a friend is not there for you?

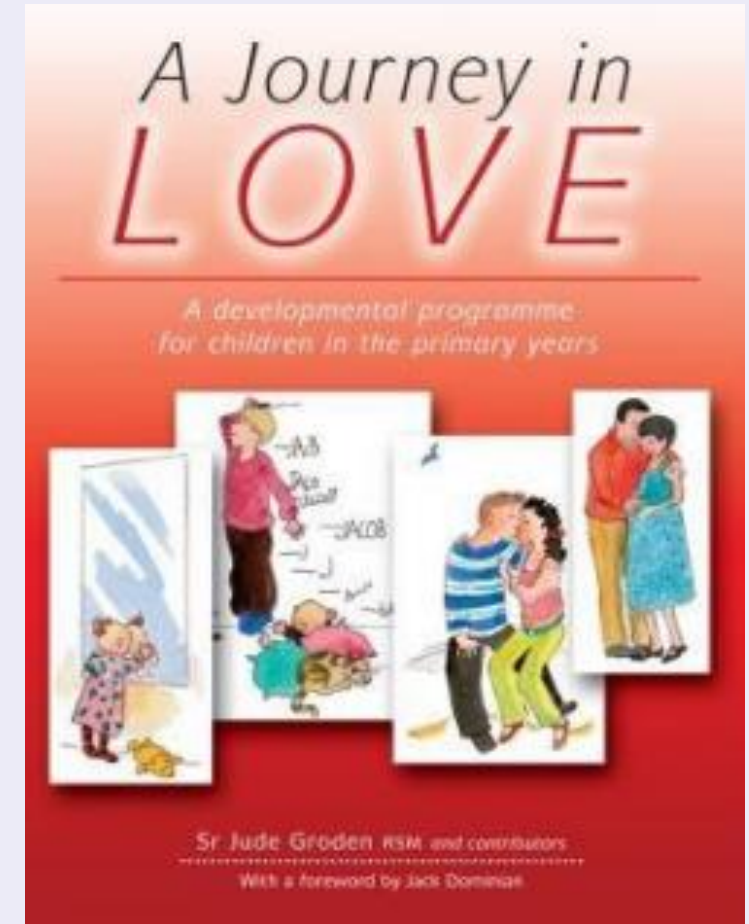
How do your friends feel when you are not there for them?

How can you be a more supportive friend?

Intellectual Can you recognise the difference between being alone and being lonely?

Recognise the need for personal privacy e.g. personal space

Spiritual Explore the story of Zacchaeus who was an outcast. Jesus accepted him as a friend, welcomed and forgave him.

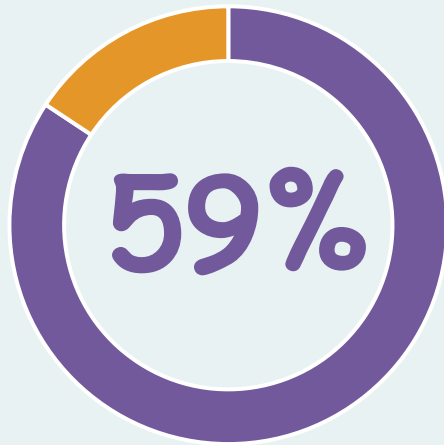


How do you keep up with online safety?

This academic year we will be doing a lot with our children around how to keep safe online. The only way we can effectively keep our children safe, is with parental support and parents understanding the risk presented to children online.

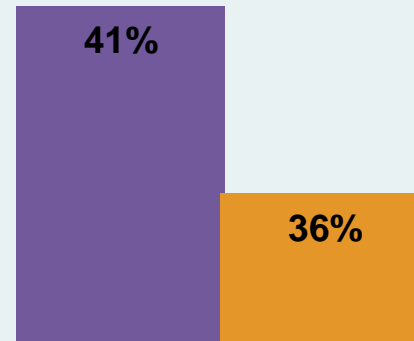


The positives of being online...



of children say the internet has a positive impact on their wellbeing*

■ 2023 ■ 2022



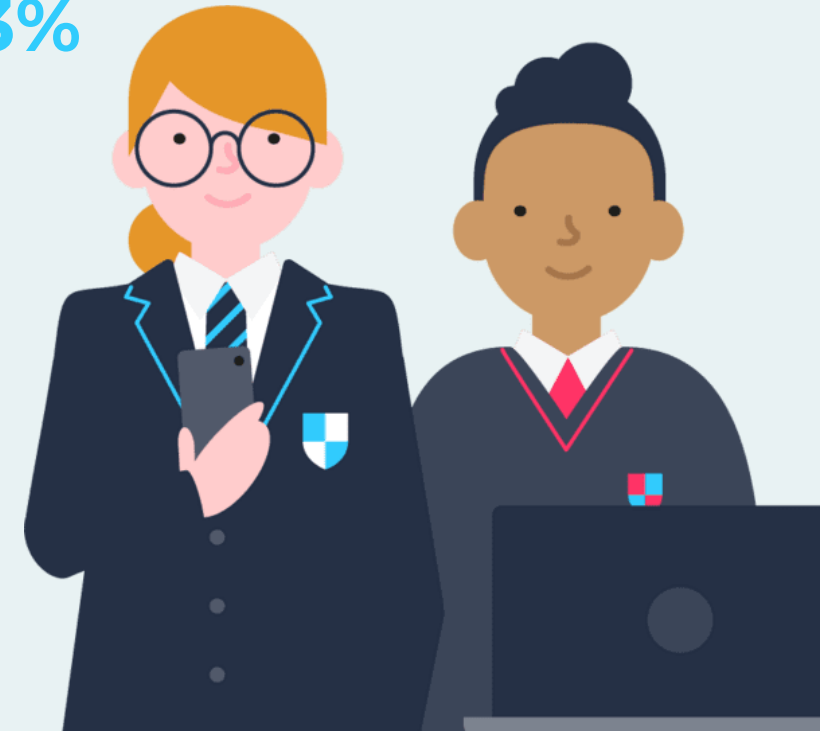
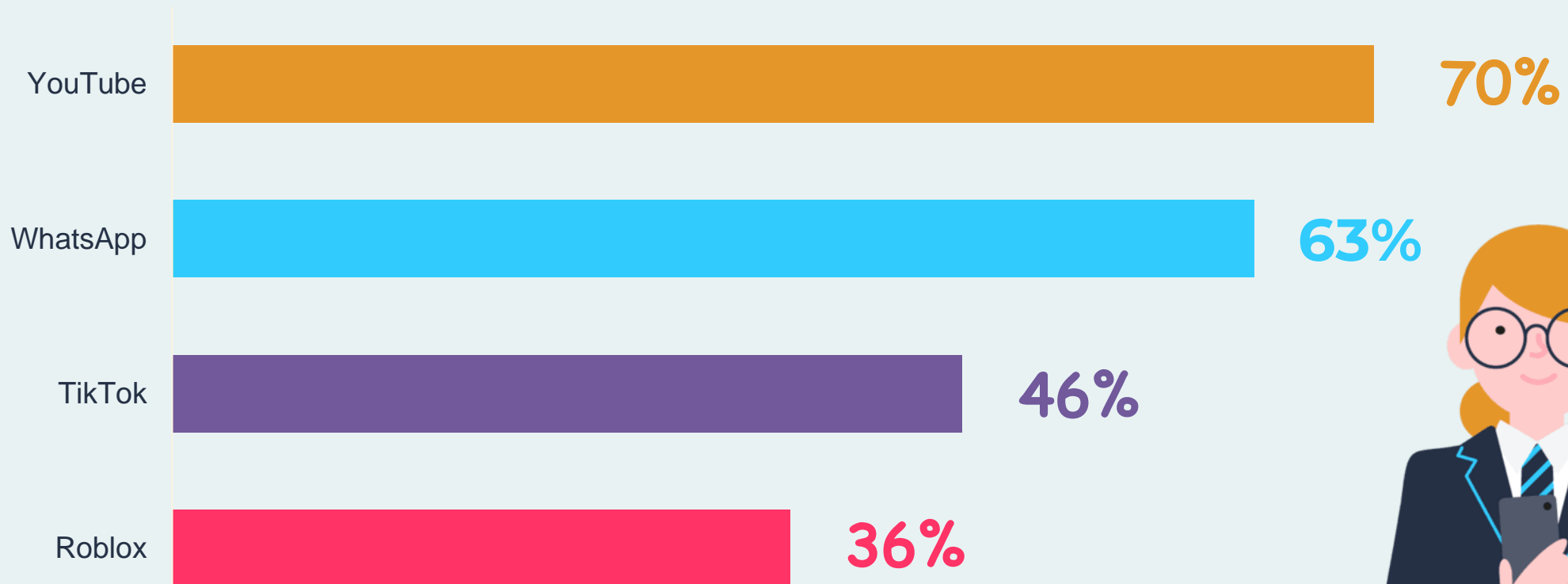
% of children who say spending time online makes them feel confident**



of children say the internet/tech is important for their independence**



What they're doing online...





The potentially negative impacts...

- **Sleep cycles** are often affected by blue light from too much screen use, which can **impact their daytime activities** like school;
- Excessive screen use might result in **less movement**, leading to **physical health issues**
- Platforms use **persuasive design** to keep people using it, which children are particularly **vulnerable** to
- More time online means more opportunity to come across **potential harms**.



Dealing with inappropriate CONTENT



What to talk about

- They can come to you if they see anything that upsets them
- The importance of respect for each other and the meaning of consent
- If they have seen online pornography, talk about the unrealistic image of sex and relationships it presents

Top tips & tools

Parental controls on home broadband

Content locks on mobile networks

Safe search on browser search engines (or use child-friendly search engines)

Content controls in the apps they use or games they play



Inappropriate content

- 27% of children see inappropriate images by age 11
- Around 1 in 10 children report seeing inappropriate or violent content online. This increases with age.
- Children with vulnerabilities are more likely to come across these things - especially violent content.
- Parental controls can help limit access to certain websites, content and more. It's also important for your child to report any inappropriate content they accidentally come across.



At The National College, our **WakeUpWednesday** guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, facts and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SNAPCHAT

With over 100 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

SNAP STREAK 97

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the My AI chatbot and AI-powered filters, offering personalised experiences that can be fun but also pose risks. These tools may share with third or fourth party advertisers, potentially circumvent security standards, and collect personal data. Advanced filters and developer-style lenses can distort reality, potentially leading to misrepresentation, impersonation, or inappropriate content.

SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks. Daily Snapchat exchanges between you and a friend, where a streak's been going for a few days, users will see a 'wow!' The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

SEXUATION

Because Snapchat is a disappearing messenger, adults may face a sense of safety, which may become targets of marketers. For example, a predator may pressure someone into sending nude images, then blackmail them by threatening to share the images with friends or family unless money is paid.

SNAPCHAT

Snapchat is the platform's premium subscription service, offering early access to new and exclusive features. In June 2023, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make it harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unauthorised access to content or exposure to inappropriate content.

INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The features used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing message feature also makes it easy for young people to share explicit images or language. As sexting continues to be a risk associated with Snapchat.

Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Overlaid with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app parental controls. It is recommended that you review this guidance before allowing a child to download Snapchat. Unfortunately, the app is only intended for children aged 13 and over.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're faced with a scam, encourage them to tell you immediately. Talk openly and non-judgmentally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

USE PRIVACY SETTINGS TOGETHER

Go down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explore why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes to their friendship groups.

BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable, the parent/educator should be able to see and download or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'harassment and sexual content' category. In this category, there's the option to report someone for 'harassment' to look, sexually explicit images or videos.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and online behaviour of young people in the UK, USA and Australia.

#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat>

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- Each week we send out a leaflet from Wake up Wednesday.
- This will cover online topics such as
 - Whatsapp
 - Tiktok
 - Youtube
 - AI
 - And many more
- Please take the time to read this each week
- We also share it on Instagram

Reading - Phonics/Superhero Spelling

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Week	TERM 1	TERM 2	TERM 3
1	Phonics Family - Long A	Prefix 2 un, mis and dis	Review: Possessive Apostrophe (single nouns)
2	Phonics Family - Long E	Prefix 3 bi	The /zhuh/ sound spelt sure
3	Phonics Family - Long I	Homophones and near homophones	The /chuh/ sound spelt ture
4	Phonics Family - Long O	Homophones and near homophones	The short /u/sound spelt ou
5	Phonics Family - Long oo	Suffix 2 ly	The short /u/sound spelt o
6	Statutory Words 1	Statutory Words 3	Statutory Words 5
7	ou or ow	Suffix 3 ly	The /sh/ sound spelt ch
8	Revise Plurals	The /k/ sound spelt ch	Words ending in the /g/ sound spelt gue and the /k/ sound spelt que
9	Suffix 1 ly	The short /i/ sound spelt y	Suffix 6 ful and less
10	Prefix 1 re	Suffix 4 er/ed/ing	Words ending in ary
11	Contractions	Suffix 5 er/ed/en/ing	Introduction to Silent Letters
12	Statutory Words 2	Statutory Words 4	Statutory Words 6

- Continuing to build on phonics skill.
- Working on reading fluently and spelling rules
- Spelling words correctly and applying phonics.

C words

prince	ice-cream	space	notice
princess	palace	nice	dance
voice	slice	necklace	fancy
decide	decided	performance	race
lettuce	police	place	face

High-Frequency Words

took	could	would	many	asked
different	didn't	we're	hard	great
began	cried	how	only	going
before	shouted	never	sound	seemed

Wow Words

astonishing	extraordinary	gloomy
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- Daily guided reading - develop fluency and comprehension skills
- Encouraging sight reading and re-reading for fluency
- Children will have two books in their reading folders.

The monsters decided what they should do to make the Prince and Princess smile, not once but twice. Then they raced to the palace.

Miss Oh No was first. She gave the Prince and Princess a sparkling fancy necklace made of gold. They did not smile at all. They only looked at the floor. It was astonishing.

"I am a little bit cross," said Miss Oh No.



- 2 books sent home each week - one old and one new
- Reading for pleasure book
- Oxford Reading Tree when completed Monster Phonics
- Changed every Friday



Handwriting - Letter Join

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Log ins will be sent home to support your child with letter formation

The screenshot displays the Letter-join website interface. On the left is a vertical sidebar with navigation buttons: 'Patterns' (red spiral icon), 'Easy letters' (blue 'i' icon), 'Easy words' (blue 'lit' icon), 'Harder letters' (green 'k' icon), 'Harder words' (green 'box' icon), 'More...' (orange 'B!5' icon with a right arrow), 'Phonics' (purple speaker icon with a right arrow), 'Fun' (pink 'wow' icon with a right arrow), 'Resources' (blue paper icon with a right arrow), and 'Info' (grey 'i' icon). The main content area has a search bar at the top right labeled 'Search Letter-join...'. Below it is a blue header 'Choose a letter to watch' above a large handwriting practice box. This box contains three letters 'i', 'l', and 't' on a four-line grid. Each letter has a small speaker icon below it. At the bottom of the main area is a horizontal scroll bar with letters 'a', 'b', 'c', 'd', 'e' and navigation arrows. In the bottom right corner, there is a 'Practise Joins >' button with a cursive 'oc' icon.

Power Maths



Textbook	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 1,000	11
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	9
	Number – multiplication and division	4	Multiplication and division (1)	15
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	5	Multiplication and division (2)	14
	Measurement	6	Money	5
	Statistics	7	Statistics	5
	Measurement	8	Length	11
	Number – fractions	9	Fractions (1)	11
Textbook C / Practice Book C (Term 3)	Number – fractions	10	Fractions (2)	9
	Measurement	11	Time	11
	Geometry – properties of shapes	12	Angles and properties of shapes	9
	Measurement	13	Mass	6
	Measurement	14	Capacity	6

Year 3 assessments*

At the end of each term children will be assessed in Maths, reading, writing, grammar and spellings.

This help to:

- Analyse gaps in learning.
- Track progress



Research shows that children spend up to 20% or 1.4 years of their time in school at play.

Changes in society such as heavier traffic, busier lifestyles, fewer spaces for play, increased technology and heightened awareness of risk have led to a significant erosion in children's opportunities for play for many of today's children. This makes their play opportunities at school even more vital.



- Play is critical to children's health and wellbeing,
- Essential for children's physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, as well as different concepts and ideas.
- Play enhances children's self-esteem
- Play helps children's understanding of others
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.
- Play leads to happier, fulfilled children who enjoy coming to school



Future Plans:

- Sand Pit
- Scooter park
- Rope Park
- Large Den Building
- Digging Areas
- Wellie Sheds
- Social Spaces
- Wild Spaces

Online platforms



ClassDojo



Letter-join 



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Walking Together with Jesus to Love, Learn and Serve
www.stalbertsprimary.co.uk



Behaviour

- Children have dojos which are used to celebrate good behaviour throughout the day. The points will collate throughout the year with the opportunity to 'spend' these.
- Verbal warning
- Yellow cards
- Red cards



ClassDojo

Swimming



Summer term Year 3 will start a block of six swimming lessons.

House Keeping

- Snack money is £1 a week.
- Please ensure your medical forms and photo consent forms are up to date in the office.
- Coats and wellies!
- PE - Monday and Wednesday
- Later in the year we will have afterschool club
- Any questions - please just ask!