

GET TO KNOW YOU MEETING

Mrs Mann – Monet

Miss Hardy – Simone

Mrs Salam – Kahlo

READING



Our goal is to create confident, fluent, independent readers.

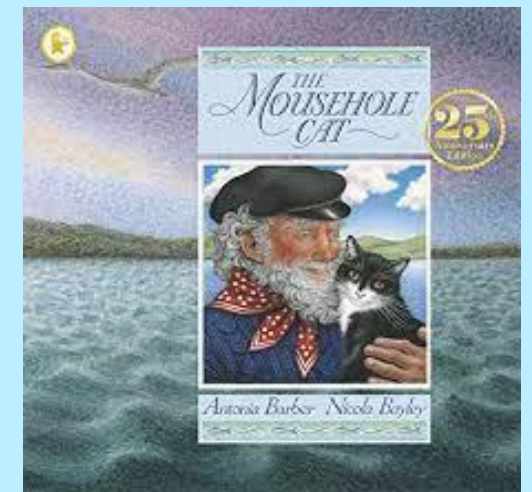
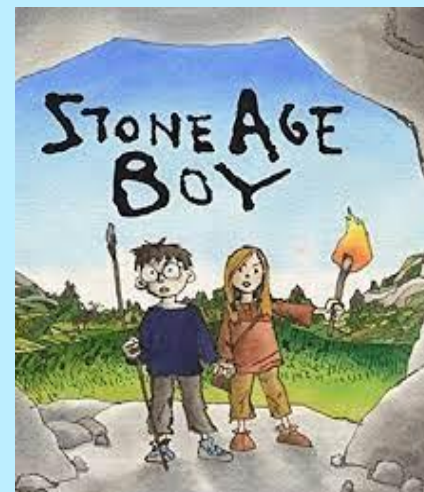
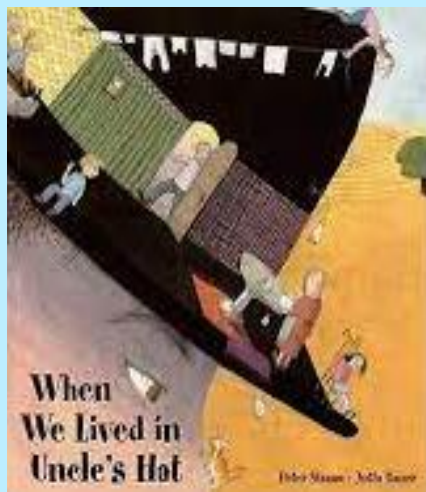
At Latchmere School, we prioritise reading. We have carefully chosen the texts your child will study this term.

We focus on word reading to develop fluency and encourage the whole class to join in through strategies such as: choral reading (the whole class read together); echo reading (the teacher models the reading and the class echo back).

We also have the Latchmere Reading skills. These are based on the following comprehension skills: retrieval, inference, summarising, making links, prediction and vocabulary.

READING

- The children will be given a reading book to take home each week. This book will be handed out on a Tuesday. This book needs to be brought into school every day.
- Reading is key to access other areas of the curriculum. We ask for children to read for 10-15 minutes each night.
- In Autumn Term, we will be studying: *When We Lived in Uncle's Hat*, *The Magic Box*, *The Mousehole Cat* and *The Stone Age Boy*. Exploring fiction, non-fiction and poetry.

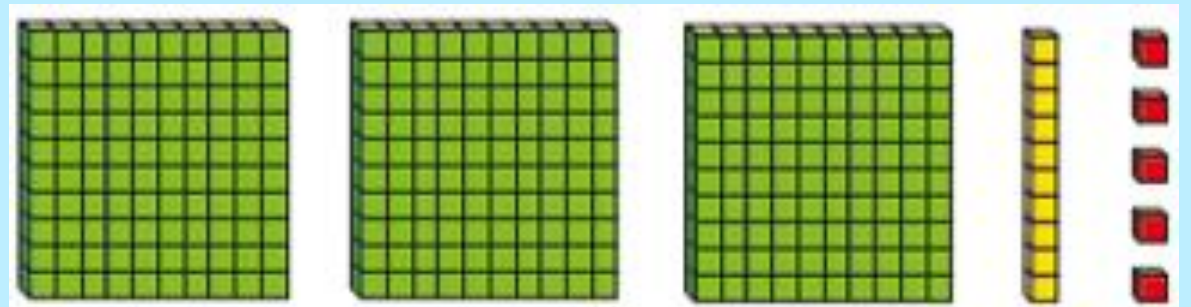


MATHS



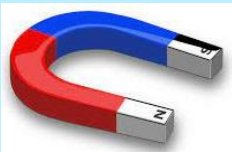
- Our curriculum, which follows the National Curriculum, is based on the White Rose Maths programme. This research-based initiative ensures that the skills and concepts children taught are fully embedded before moving on. The children are taught a range of strategies which include bar modelling and have plenty of opportunities to use 'manipulatives' such as counters, base tens, hundred squares all the way through the school.
- This term, we will be focusing on place value and addition and subtraction. Followed by multiplication and division. You can follow our scheme of learning on the White Rose Maths website.
- Children should also use the Times Tables Rockstars program to increase their quick recall of multiplication and related division facts.

46	
26	20



HISTORY, SCIENCE AND GEOGRAPHY

- This term, for our History learning, we will be teaching the children about life in the Stone Age, Bronze Age and the Iron Age. In Science, we will focus on rocks and magnets. During Geography, in autumn 2, the children will be learning about mountains.
- Knowledge organisers can be sent home via email with key facts and knowledge for you to discuss with your child. On this organiser, there is also subject specific vocabulary that children will be learning included.
- You can find more information about the autumn term learning by looking at the overviews and programmes of study on the school's website.



Links to prior learning - Landmarks in the UK

Year 3 – The Stone Age to the Iron Age.

Key concepts in history which run through all topics: parliament, civilisation, empire, peasantry

Links to other subjects - English - information writing

Subject Specific Vocabulary		Key people, facts and sticky knowledge
civilisation	Societies achieve an advanced stage of development and organisation	<p>The Stone Age started about 2.6 million years ago. In the early stone age, people were hunter-gatherers. Later in the stone age they created communities and started farming animals and crops.</p> <p>Skara Brae is an archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village which has been very well preserved.</p> <p>Stone Henge is a set of stones in a circular pattern in Amesbury, Wiltshire. It is a famous monument shrouded in mystery.</p> <p>The Bronze Age followed the Stone Age and this is when people started to use metal. The Iron Age followed the Bronze Age and this is when tools and weapons became more advanced in farming.</p> <p><i>By the end of this period of learning, pupils should be able to describe civilisation in the Stone Age, explain the historical significance of Stone Henge and use vocabulary specific to the Stone Age.</i></p>
chronology	The ordering of events. For example, the Stone Age, Bronze Age and Iron Age	
B.C	Before Christ	
Neolithic	The later part of the Stone Age following the Palaeolithic Age and the Mesolithic Age	
shelter	A type of house where families and animals lived in the Stone Age	
hunter-gatherer	People who mainly lived by hunting animals, fishing and gathering fruit and vegetables	
settlement	A place where there were several shelters forming a small village	
tribal	Groups of people who lived together and protected each other	
archaeologist	A person who discovers history by looking at artefacts and working on sites of significance	

Historical Timeline

Ancient Egypt (3100BC – 332BC) Stone Age (8700BC – 2000BC) Bronze Age (2500BC – 800BC)	Bronze Age (2500BC – 800BC) Mayans (800BC) Ancient Greece (2900BC – 336BC) Ancient Egypt (3100BC – 332BC)	Roman Britain (27BC – 476AD) Celts (275BC – 43AD) Iron Age (800BC – 332BC) Mayans (800BC – 250AD) Ancient Egypt (3100BC – 332BC)	Vikings (700 – 1100AD) Anglo Saxons (410 – 793AD) Roman Britain (27BC – 476AD)
3000BC	2000BC	1000BC	0AD
			1000 AD
			2000 AD



RSE – SUMMER I

Lesson 1: Body differences

To identify that people are unique and to respect those differences

To explore the differences between male and female bodies

Lesson 2: Personal space

To consider appropriate and inappropriate physical contact and consent

Lesson 3: Help and support

To explore different types of families and who to go to for help and support



Latchmere School RULES



Respectful



Responsible



Reflective

Positive Recognition for expected behaviour

- Specific and descriptive praise – verbal, smile, thumbs-up gesture
- Dojo's (EYFS & KS1)
- Team Points (KS2)
- Phone call home
- Postcard home
- HOS tea party (1/2 termly)
- Celebration assemblies – linked to rules, given specific certificates
- Newsletter mention
- HT awards



Consequences for unexpected behaviour

- Warning
- Move to another class to complete work for 5 minutes
- 5 minutes off play (including a restorative conversation) - consequence room in YG's. Inform parents
- 2 or 5 minutes off 'Friday free time'
- Inform a senior leader
- Inform HOS
- On-report record/check in
- In-school exclusion
- Suspension
- Exclusion

Everyday
ISA
New Day

LATCHMERE SCHOOL

V I S I O N A N D V A L U E S



www.latchmereschool.org



CELEBRATING UNIQUENESS, UNLOCKING POTENTIAL, ENCOURAGING EXCELLENCE!

Children are at the centre of everything we do. We believe in the transformative power of education that recognises and celebrates the individual strengths and unique qualities of each child.

We understand that learning is a life-long skill and developing a love of learning helps children achieve their potential throughout their education and beyond.



We are ambitious and encourage everyone in our school to strive for excellence, taking in to account each child's starting point.



UNIQUE



- Everyone has special talents and qualities.
- Being different is wonderful and makes our world interesting.
- Celebrate what makes you, YOU!



INCLUSIVE



- Everyone is welcome and should feel like they belong.
- Be kind and include others in games and activities
- Celebrate our differences and make new friends



COLLABORATIVE



- Work together to solve problems and create amazing things.
- Be a good friend and listen to others.
- Teamwork helps us to succeed.



AMBITIOUS



- Dream big and aim high.
- Work hard and try your best in everything you do.
- Believe in yourself and know you can achieve great things.





RESILIENT



- Never give up, even when something is hard.
- Learn from mistakes and keep trying.
- Don't underestimate the power of yet!



HOME LEARNING

- In Year 3, at the start of every term, children will receive a home learning grid. This will include a range of activities to complete. The activities are optional; however, we do encourage the children to complete as many as they can.
- Once they have completed an activity, we would be delighted for them to bring their finished work into school so that your child can share it with the class.
- The children will soon have access to 'Century Tech' www.century.tech. Century allows children to independently learn at home. It personalises content, questions and pathways for every learner and identifies gaps in their knowledge. Shortly, we will provide your child with their log in details.
- Spellings – The children will receive new spellings each Monday and the quiz will take place on Thursday.

TIMETABLE

- Please note the P.E. days for all Year 3 pupils. Children will need to attend school dressed in PE kit on their PE days.
- Simone – Tuesday (Indoor PE) and Thursday (Outdoor PE).
- Kahlo - Tuesday (Indoor PE) and Thursday (Outdoor PE).
- Monet – Monday (Indoor PE) and Thursday (Outdoor PE).
- Please ensure that for outdoor PE, children are wearing weather appropriate kit - jogging bottoms (blue, grey, black) as the weather turns colder.



CLASS ASSEMBLY DATES

Thursday 3rd April 2024 - Monet

Thursday 1st May 2024 - Kahlo

Thursday 8th May 2024 - Simone