



*We are called to be the hands and face of Jesus as we learn, love and grow together*

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### **Class Information Letter** **Year 3 Seacole Autumn 2021**

Welcome back to school and thank you for ensuring your child was well prepared for the beginning of term; we were very pleased to see them, and they are all settling well into the new routines of Year 3.

The adults who will be working in Year 3 Seacole this year are Mr Arnese (Class teacher) and Mrs Bailey (Teaching assistant).

#### **Behaviour and Rewards**

Our school uses the Hertfordshire Steps approach which supports a therapeutic ethos, early intervention and professional responses to complex, challenging or high-risk behaviours. We have developed three universal school rules which each class has spent time exploring and these are:

- **Be ready**
- **Be respectful**
- **Be safe**

In both Year 3 classes the reward system involves stickers for effort, positive behaviour choices or for good work.

#### **Curriculum**

Please find below an overview of our Autumn Term curriculum coverage:

#### **Religious Education:**

We are looking at the topics of the Christian Family and Mary our Mother.

- **Christian Family**  
We will be looking at what it means to belong to the family of the church and the meaning of the sacrament of Baptism with its signs and symbols.
- **Mary our Mother**  
We will be looking at how and why Mary was chosen by God to be the mother of Jesus. We will be looking at the Annunciation, the Visitation and the signs and symbols associated with Mary.

Each week you will also receive a link to **The Wednesday Word** which will help you to support your child's faith journey throughout the liturgical year.

We shall continue to follow the liturgical year, beginning with Ordinary Time, leading up to the liturgical seasons of Advent and Christmas.

#### **English:**

Our areas of focus will be Poetry, Non-fiction and Narrative fiction. Writing skills - sentence structure and punctuation, text organisation and effect on audience - will be taught through the fiction and non-fiction texts.



**Non-Fiction:** Newspaper reports based on the story of Pompeii

**Narrative fiction:** Aesop's Fables

**Poetry:** Animals and weather using poetic language

**Grammar:** Time and cause conjunctions, inverted commas, verb tenses in the perfect form, adverbs expressing time and place, expanded noun phrases, prepositions for time, place and cause, noun phrases.

**Handwriting:** Developing a fluent cursive style and reinforcement of spelling patterns.

Attached to this letter is a 'Writing Mat' which details all the grammar and punctuation taught in Year 3. Weekly spellings are delivered through Purple Mash and are tested through dictation in class and online.

### **Maths:**

We will be learning about place value, regrouping, counting on and back in ones, tens and hundreds, estimation, rounding, measures, comparison and fact families and their inverse. We will also be increasing the children's mental fluency and recording in addition and subtraction.

Your child can log on to Purple Mash and Times Tables Rockstars to support their fluency in recall of times tables. Your child will have their own log-in details which can be found inside their reading record books.

### **Science:**

Light & Shadows – In this unit we will learn about light, reflections and shadows. The children will learn about different sources of light, and that we need light to see. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

Forces and Magnets – In this unit we will learn about forces, friction and magnetic attraction. They will develop their scientific enquiry skills, making observations, predictions and conclusions.

### **Computing:**

Coding – In this unit the children will learn what a flowchart is and how flowcharts are used in computer programming. They will understand that there are different types of timers, how to use the repeat command and design and create an interactive scene.

PowerPoint – In this unit we will learn how to create a presentation by adding different media.

### **History:**

Stone Age to the Iron Age – In this unit we will take a look at how the Stone Age to Bronze Age period impacted on life in Britain.

### **Geography**

The UK - In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties.

### **Design Technology:**

This will be linked to our topics for this term.

### **Art**

This term the children will be learning about the life and work of the artist Monet and create their own river artworks.

### **Music**

This term we have launched our use of a new scheme called Charanga Music. The learning in this term is focused around one song and an introduction to playing the glockenspiel.

### **Physical Education**

This term we are learning dance and invasion games. Pupils should attend school in their PE kits on their designated days (Tuesdays and Thursdays) and ensure they have a water bottle.



The PE kit consists of navy shorts and a plain white T-shirt and trainers. This can be worn with navy or black plain joggers and a school jumper to ensure that your child remains warm during the colder weather.

### **Home Learning**

Home learning tasks will be set through Purple Mash or Google Classroom.

Our Google Classroom is accessible via the following link: <https://classroom.google.com/>

All children have been provided with their own log in and password which can be found in their reading record books.

**Reading** continues to be an important focus and we are keen that the children read as much as possible, both out loud to an adult and silently to themselves. The class page on the school website has links to recommended reading books for our class. As the children progress with their reading it becomes more important to question them about the text they are reading, the types of grammar and punctuation in the sentences and the author's choice of vocabulary. As far as possible, please ensure that your child reads at home as often as possible to develop both their reading and comprehension skills.

### **General information:**

**Water Bottle & snacks:** All children are encouraged to drink plenty of water during the day; therefore, please supply your child with a refillable sports top water bottle; this must ONLY contain water. Many children also bring a fruit or vegetable snack to eat at morning break.

The only jewellery permitted in school is one small pair of ear studs (please remove for PE days), and an inexpensive watch from Year 2. Long hair must be tied back during school hours.

**Plimsolls and indoor shoes:** all pupils must have a pair of well-fitted indoor shoes in school. Please ensure all clothing and personal items are named.

### **Pick up procedures – keeping everyone safe**

Thank you for your continued compliance and patience for the safe arrival and leaving procedures at school. If you have not yet returned the end of the day permission slip, please do so. We are very pleased with the sensible independence shown by all the pupils in adapting to the new routines in place.

### **Twitter & Pupil Post**

Please follow the school on Twitter @svdp\_school (easily accessed through the school website) and via the weekly Pupil Post. This is proving to be a great source of communication for our school and enables you to see what is happening in the class on a regular basis.

### **School Website – curriculum links**

The class information pages of our school website can be accessed via the following link:

<http://www.stvincent.herts.sch.uk/os-classes.html>

Here you will find many curriculum links relevant to your child's current learning. Please do spend some time exploring these pages if you can.

On the website you will also find a link to our Curriculum Statement which explains our approach to all areas of the curriculum. It can be viewed via the following link:

<https://www.stvincent.herts.sch.uk/documents/Curriculum-Statement-May-2021.pdf>

### **Communication**

If you have any concerns at any point during the year, please do not hesitate in contacting me [darnese@stvincent.herts.sch.uk](mailto:darnese@stvincent.herts.sch.uk). Please remember no problem is too small; anything that is important to you and your child is important to us too.



## Parent Consultations

Our first parent consultation of the year will occur shortly after half term and will be an online appointment using School Cloud. Booking details will follow shortly. We hope that our second parent consultation in the Spring Term will be face-to-face. This will also be an opportunity for you to see first-hand the work that your child is completing.

Thank you in anticipation of your support throughout the year. We look forward to working in close partnership with you to ensure your child is happy and progressing well in school.

Yours sincerely

Mr D. Arnese  
(Class Teacher)

## Year 3: Writing Mat

### Paragraphs

A paragraph is a collection of sentences about the same idea.

### Conjunctions

Conjunctions links words, phrases or clauses to join two or more ideas in one sentence eg I ate the chips and I drank the water. Mary went home because she was ill.

Co-ordination: and but or

Subordination: after although because if since unless until when while so

### Adverbs

Adverbs give more information about verbs, adjectives or even other adverbs. They tell us how, when or where something is done.

Adverbs of manner: He talked noisily/ sleepily/ quickly/ slowly/ softly

Adverbs of time: We will leave soon/ this morning/ afterwards/ next week

Adverbs of place (prepositions): You travelled along the road/ over the bridge/ through the river

### Sentence

A sentence is a group of words that are about one idea (clause). A clause becomes a sentence once it has a capital letter at the beginning and a punctuation mark at the end.

A simple sentence has one idea and one verb eg *I like chocolate. Do you like it?*

### Prepositions

A preposition shows how things are related. It often shows the position of something eg *The cat was sitting under the table.*

above against behind below beside between inside near on off onto outside over though under

### Past tense

I ate/ You ate / He ate  
I was eating/ You were eating / He was eating  
I have eaten/ You have eaten He has eaten  
I had eaten / You had eaten/ He had eaten

### a / an

Use a / an correctly according to whether the next word has a consonant or a vowel sound.

Eg a pencil, a letter, a boy but an apple, an elephant, an ice cream, an open door, an umbrella

Note: an hour, an honour because h is silent here

Her



### Capital letters

You need to use a capital letter:

- at the start of each sentence
- for the pronoun, I
- for proper names (nouns) like Danny, London, Hertfordshire, Mrs Brown, Wednesday, September, The River Avon, Windsor Castle

### Full stops

You need put a full stop at the end of each **idea**:

I like pizza. Sam likes cats. My mum doesn't like either of these. My mum loves music.

### Commas

Commas show a break between words in a list:

He was a kind, gentle child.  
They bought eggs, milk, cheese, ham and bread.  
Thirty days have September, April, June and November.

### Punctuation of speech

When you want to show that someone is speaking you need to use inverted commas (speech marks). You put them around the words that someone is saying.

"Hello," said John.  
"Lovely to see you," replied Mary.  
Then they left and said, "Bye. See you soon."

You need a comma between speech and the rest of the sentence (before the inverted commas) and new speakers go on a new line.

### Question marks

Question marks end a sentence where a question has been asked.

Eg.

How are you? What is your name?  
Where is the coat? When is it time to go?  
Why are they late? Whose bag is this?

### Exclamation marks

Exclamation marks show surprise or anger or need:

**Stop that now!**

**Help!**

**I don't believe you!**

### Apostrophes for missing letters

Apostrophes can show that a letter or letters are missing when two words have been joined together eg

do + not = don't  
I + will = I'll  
should + have = should've  
they + are = they're

### Apostrophes for possession

Apostrophes can show that something belongs to something else.

Eg The cat belonging to my grandma = my grandma's cat  
The hair belonging to Bilal = Bilal's hair  
The books belonging to the teacher = the teacher's books

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