

Winshill Village: A Place to
Dream Big and Learn
Without Limits





Welcome to Year 3

Meet the Staff



Mrs Lydia
Howard
Headteacher



Mrs Hannah Brown
Deputy Headteacher



Mrs Sam Pearsall
SENDCo



Mrs Claire Frend
Inclusion Lead

Meet the Staff



Office Team



Ms Sarah Tompkinson
Business and Finance Manager



Mrs G Downing
Office
Administrator

Safeguarding Team



Designated Safeguarding Lead
Mrs Lydia Howard



Deputy Safeguarding Lead
Mrs Hannah Brown

Meet the Year 3 Team



Miss Leedham
Class Teacher



Mr George
Teaching Assistant

Our New School Values



Our School Values



Behaviour - Class Dojo



How can I earn Dojo points to get on the Road to 500?

- ✓ Listen carefully to others.
- ✓ Use kind and polite words.
- ✓ Take care of school property and the environment.
- ✓ Include and support others.

- ✓ Always try your best even when it is tricky.
- ✓ Keep going and don't give up.
- ✓ Work hard to improve your skills.
- ✓ Complete tasks carefully and to the best of your ability.

- ✓ Set yourself goals and work hard to achieve them.
- ✓ Challenge yourself!
- ✓ Show pride in your work.
- ✓ Look for ways to improve and act on feedback.

- ✓ Ask curious question to find out more.
- ✓ Try something new even if it is challenging.
- ✓ Share new facts or ideas with peers.
- ✓ Explore different ways to solve a problem.



- ✓ Use zones of regulation to manage your emotions.
- ✓ Take time to reflect.
- ✓ Make thoughtful choices.
- ✓ Use strategies to support emotions.

- ✓ Include others.
- ✓ Work as part of a team.
- ✓ Show pride in being part of Winshill Village.
- ✓ Help others feel welcome.

- ✓ Take ownership and responsibility.
- ✓ Find solutions.
- ✓ Begin work without waiting to be told.

- ✓ Keep trying and never give up.
- ✓ Learn from mistakes.
- ✓ Act on feedback.
- ✓ Believing in yourself.

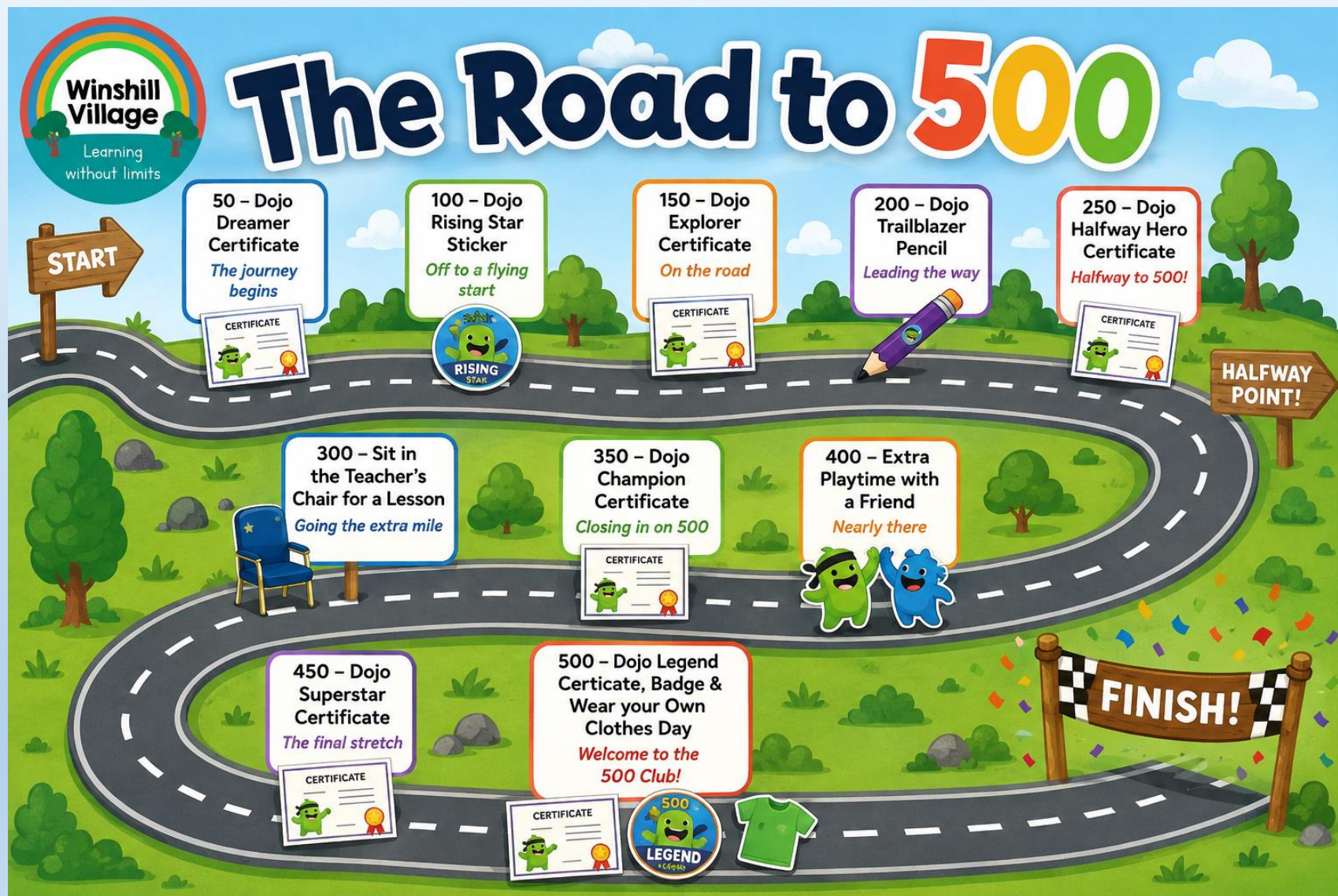
- ✓ Do something amazing that really impresses others through your work, effort, achievement, or creativity.



Great choices today,
big rewards tomorrow!



Behaviour - Class Dojo



A Day in Year 3



	8.45 – 9am	9.00 – 9.15	9.15-9.30am	9.30 – 9.45am	9.50-10.30am	10.30 – 10.45am	10.45 – 11.00	11.45-12.00	12.00 – 1pm	1pm – 1.20pm	1.20pm – 2pm	2pm – 2.10 pm	2.10 - 3.10pm	3.10 pm – 3.15 pm	
Monday	Morning Activity and Register	Reading		Spelling	Writing	Break	Number sense	Maths	Lunch	Assembly	History	Break	History/French	Class Story	
Tuesday		Reading		Spelling	Writing		Number sense	Maths		Accelerated Reader	Art PPA		Computing PPA	Class Story	
Wednesday		Handwriting	Spelling	Writing			Number sense	Maths		Assembly	Science		Science/Jigsaw	Class Story	
Thursday		Handwriting	Spelling	Writing			Number sense	Maths		Accelerated Reader	Indoor PE Fundamentals		RE	Class Story	
Friday		Handwriting	Spelling	Writing			Arithmetic			Accelerated reader	Learning forum		Outdoor PE Ball skills	Class Story	

PE Days → Thursday(indoor) and Friday (outdoor)

What will we be learning?



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/Visitor						
Handwriting <u>Letterjoin</u>	3. Double b, 5. double c, 7. double d and 9. double e Week 1 – b bb, hobby and bubble, chubby and scribble, ribbons and pebble Week 2 – slobber and bobble, robbery and gobble, c cc, soccer and accident Week 3 – succeed and accuse, account and accurate, accent and accept, occasion and occupation Week 4 – d dd, add and address, sudden and ladder, middle and odd Week 5 – hidden and muddle, address and cuddle, e ee, green and sleep Week 6 – week and teeth, cheerful and wheel, squeeze and	12. <u>Ascenders</u>, 13. double f, 15. double g, 17. double l, 19. double m Week 1 – b and d, t and h, k and l, f Week 2 – f ff, office and stuff, sniff and coffee, cliff and traffic Week 3 – offer and different, difficult and daffodil, g gg, buggy and giggle Week 4 – jogging and maggot, <u>digger</u> and bigger, luggage and toboggan, struggle and snuggle Week 5 – l ll, call and hill, pull and especially, gallop and smell Week 6 – still and pillow, ballerina and follow, m mm,	19. Double m, 21. double n, 23. double o, 25. double p, 27. double r Week 1 – yummy and drumming, common and hammer, slammed and comma, comment and mummy Week 2 – n nn, funny and annoy, nanny and bunny, thinner and cannot Week 3 – skinny and dinner, kennel and banner, o oo, wood and goose Week 4 – scooter and snooze, cooker and bamboo, tooth and hooves, shampoo and football Week 5 – p pp, slipper and tapping,	27. Double r, 29. <u>double s</u>, 31. double t, 33. double z, 14. number ops Week 1 – sorry and correct, cherry and arrive, berry and mirror, arrow and tomorrow Week 2 – s ss, passed and kiss, press and class, dress and across Week 3 – fussy and address, fossil and possible, t tt, better and bottom Week 4 – rattle and clatter, cutting and flutter, glitter and written, gutter and hottest Week 5 – z zz, fizzy and grizzly, jazz and drizzle, guzzled and quizzes	14. Number ops, 16. number names and Roman numerals 1, 20. palindromes Week 1 – and and increase, more than and altogether, take away and subtract, minus and difference Week 2 – fewer and decrease, reduce and less than, multiply and times, lots of and groups of Week 3 – products of and by, divide and share equally, quotient of and remainder, each and split Week 4 – one and two, three and four, five and six, seven and eight Week 5 – nine and ten, eleven and twelve, thirteen and	20. Palindromes, 24. number names and roman numerals 2, 60. synonyms, 2. Regular verbs, 4. Regular verbs, 6. Verbs ending 'e' Week 1 – nan and pop, thirty and forty, fifty and sixty, seventy and eighty Week 2 – ninety and one hundred, giggled and wailed, yelled and mumbled, grumbled and bellowed Week 3 – bawled and joked, nagged and chuckled, sobbed and shrieked, whispered and complained Week 4 – enjoy and enjoying, paint and

What will we be learning?



Writing	Stone Age boy F: Diary entry NF: Instructions – How to make an Iron Age round house – Plazoom)	Escape from Pompeii F: Recount NF: Fact File about Pompeii/volcanoes	Stone girl, Bone Girl NF: Newspaper report NF: Biography of Mary Anning	The day the crayons came home F: Letter from the crayons to Duncan F: Character description	Jim and the beanstalk F: Narrative including dialogue NF: Explanation text – plant reproduction	The BFG F: First person narrative NF: Plan a recipe
Spelling <i>Spelling Shed</i>	Words where the digraph 'ou' makes an /ow/ sound Words where the 'ou' makes and /u/ sound Words where 'y' makes and /i/ sound Words ending in '-sure' Words ending in '-ture' Challenge Words	Words with the prefix 're' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er', and '-ed' are added to multisyllabic words Words where '-ing', '-en', and '-ed' are added to multisyllabic words Challenge Words	Words with the digraph 'ai' and the tetragraph 'aigh'. Words with the digraph 'ei' and the tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge Words	Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge Words	Words with the suffix '-er' Words where the digraph 'ch' makes the /k/ sound Words ending with '-que' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge Words	Words ending in '-sion' Challenge Words Revision Words
Reading <i>Literacy Shed</i>	The Stone Age (Information Text) Skara Brae (Information Text) Stone Age Boy (Fiction – 2 weeks)	What is Magnetism? (Information Text) Escape from Pompeii (Fiction – 2 weeks)				

What will we be learning?



2 X trips

Fundamental Maths <i>Mastering Number</i>						
Times Tables <i>Number Sense</i>			Doubles 2 Times Tables Square Times Tables		Square Times Tables 5 Times Tables Consolidation	
Maths <i>White Rose</i>	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Time	Fractions A Mass and Capacity	Fractions B Money Length and Perimeter	Length and Perimeter Shape Statistics
Arithmetic	Mixture of Y2 content	Apply number bonds within 10 Add and subtract 10s and 100s Add and subtract 1s/10s across a boundary	Add and subtract two 3-digit numbers Add and subtract a 3-digit and 2-digit number	The 3, 4- and 8-times table Dividing by 3, 4 and 8 Multiply and divide a 2-digit number by a 1-digit number	The 3, 4- and 8-times table Dividing by 3, 4 and 8 Multiply and divide a 2-digit number by a 1-digit number	Add and subtract fractions Fractions of an amount
Science <i>Kapow</i>	Animals: Movement and nutrition	Forces and space: Forces and Magnets	Materials: Rocks and soil	Energy: Light and shadows	Plants: Plant reproduction	Making connections: Does hand span affect grip strength?
History <i>Kapow</i>	British History 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?		British History 2: Why did the Romans invade and settle in Britain?		What was important to Ancient Egyptians?	

What will we be learning?



Geography <i>Kapow</i>		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?
Art <i>Kapow</i>	Painting and Mixed Media: Prehistoric Painting		Drawing: Developing drawing skills		Craft and Design: Ancient Egyptian scrolls	
D&T <i>Kapow</i>		Cooking and Nutrition: Eating Seasonally		Structures: Constructing a Castle		Textiles: Egyptian Collars
Computing <i>Teach Computing</i>	Computing systems and networks – Connecting computers			Creating Media – Desktop publishing		<u>Programming_B</u> – Events and actions
Music <i>Kapow</i>		Creating compositions in response to an animation	Pentatonic melodies and composition		Ballads	
P.E <i>Get set 4 PE</i>	Fundamentals Ball Skills Y3/4	Gymnastics Dodgeball	Dance Netball	Fitness Tag Rugby	Athletics Tennis	Rounders Outdoor Adventurous Activities
R.E <i>Kapow</i>	Respectful Religion and worldviews What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
PSHE <i>Jigsaw PSHE</i>	Being me in my world – 'Who am I and how do I fit?'	Celebrating Difference – Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals – Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me – Being and keeping safe and healthy	Relationships – Building positive, healthy relationships	Changing Me – Coping positively with change
French <i>Kapow</i>	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French

Beginning and End of Day Procedures



- Children will enter through the main red door.
- Mrs Howard or Mrs Brown will greet the children each morning.
- At the end of the day children will leave through the front red door where the Year 3 team will dismiss.
- Pupils will only be released to a familiar adult over the age of 14, if you wish your child to be collected by somebody different, please inform the school office at the earliest opportunity so they can get the message to the Class Teacher by the end of the day.



School Uniform Expectations



Boys

Grey or black trousers or shorts.

Plain white or school logo polo shirt.

Plain red or school logo sweatshirt
or fleece.

Black shoes.

ALL UNIFORM
INCLUDING SHOES
NEEDS TO BE
NAMED.

Girls

Grey or black trousers or skirt.

Plain white or school logo polo shirt or blouse.

Plain red or school logo sweatshirt, cardigan
or fleece.

Black shoes.

STIKINS[®]
NAME LABELS



PE Kits



Boys and Girls

White or red T-shirt, black shorts, black pumps.

Outdoor trainers and black or grey jogging trousers.

School jumper or cardigan or red school hoodie.

Long hair must be tied back for safety during a PE lesson.

Jewellery is restricted to one pair of plain ear-studs, however these must be removed for PE.

OPAL



Please ensure your child brings wellies and waterproof clothing to school for OPAL (Outdoor Play and Learning). All items should be clearly labelled with your child's name and kept in a separate bag that can be left on their peg. This will help your child enjoy outdoor activities comfortably and stay dry throughout the day.



Water Bottles/Bags



Water Bottles

- Pupils in Years N - 6 should bring a water bottle to school each day.
- Bottles should only be filled with water.
- Pupils will get the opportunity to re-fill their bottles during the school day.

Bags

- Bags should be small enough to hang on a peg along with their coat.

School Equipment

Pupils will be supplied with all the equipment need therefore personal pencil cases should stay at home.



PLEASE NAME THESE!

Break Time Sales



- Parent should add money to their child's snack balance in advance.
- Children will choose up to two snack items at break time.
 - The items they choose will be recorded each day.
 - The cost will be deducted from their snack balance.
 - In years 1 and 2, fruit is provided.
- In all other year groups, pupils are able to bring a piece of fruit or a healthy snack from home, to eat at break time, if they wish.



Lunch Times



All school meals must be pre-ordered in advance via the My Child at School App.

- Orders must be placed by Friday at 12pm each week for meals for the following week.
- All orders and payments must be made via the My Child at School App.

Reception and Key Stage 1 pupils are entitled to Universal Free School Meals, so there is no need to send a packed lunch.

If you need support using the app, please contact the school office.

How We Communicate



- School Website
- Dojo
- MCAS (My Child At School) App

 Mrs Howard will be sending out fortnightly newsletters to keep families informed and updated.

How We Communicate



It allows parents to:

- Make online payments for meals, trips, and other activities quickly and easily.
 - Order meals
- Strengthen the partnership between home and school, ensuring that families are always informed and involved in their child's learning journey.



How We Communicate



School Story

By connecting to your child, you will also see the "School Story" which is a wall of announcements and photos for all parents across school.

Pupil Portfolio

Once you are connected to your child's account, you will be able to see posts on their personal Pupil Profile- a place to celebrate work and achievement. Pupils will be able to photograph work, draw pictures, record explanations and write text. If you child does something at home that you are particularly proud of, you can share it via their profile. All portfolio items need your child's teacher to approve them, just to make sure the most appropriate items make it.

Class Story

Once connected, your child's teacher can broadcast information to all the parents in one class using the Class Story. This might be a PE reminder, or a class visit update.



How We Communicate



What do you need to do?

We will send you a personal invite to Class Dojo which includes a QR code and a unique code made up of numbers and letters. You can either follow the QR code or visit the [classdojo.com](https://www.classdojo.com) website.

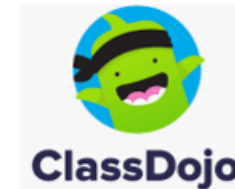
1. Download the ClassDojo app for iPhone or Android.
2. Sign up as a parent.
3. Type in your code to join the class.



Winshill Village Primary and Nursery School

Class Dojo Code of Conduct Agreement

2025 - 2026



By using Class Dojo, you agree to follow this Code of [Conduct](#) and the usage guidelines outlined in the [Class Dojo Guide](#).

- Class Dojo is an online platform designed solely to support and communicate learning at home and in school.
- Class Dojo is not a social media platform and must not be used as such.
- Comments on posts should always remain positive, supportive, and focused on learning.
- All messages to staff about anything other than home or school learning should be emailed to win-office@win.jtmat.co.uk or parents should contact our main school office on 01283 247570.
- Parents are expected to follow the guidance in the "What Can Parents Share" section of the Class Dojo Guide.
- Staff will use Class Dojo only between the hours of 8:30am and 4pm, Monday to Friday. There is no expectation for staff to access the system or reply to messages outside these times.
- During class time, teachers' priority is the teaching and learning of the children. They will therefore be unable to respond directly to messages during lessons.
- Please do not assume that a teacher has read a message during learning time.
- Any messages requiring immediate attention should be directed to the school office using the contact details provided above.

Homework

- All children are asked to read at home at least three times per week 3 reads = 3 dojo points
- Please can all parents sign their reading diary.
- Times Table Rock Star is an online Times Table resource. It will be compulsory for Years 3-6. It is a fun and challenging resource to support children in learning their Times Tables. It encourages children to have short bursts of practise.



Any Questions?