



Year Three News

Welcome message

Welcome back!

We hope you all had a lovely Easter holiday with your family and friends and enjoying the beautiful sunshine we had!

Welcome back to Term 5 where we have a very short term packed with lots of exciting things going on, not forgetting the 2 bank holiday Mondays.

Our value for this term is service. We will continue to make links to knowledge we have learnt before this year as well as learning new knowledge such as in our plants topic in Science and our Pole to Pole unit in Geography.

We very much looking forward to the signs of Spring continuing to pop up as well as the warmer, sunnier days that come with this time of year. Hopefully not too many April and May showers! Once again, we have new clubs starting this term and some events to welcome you into school for such as Arts week and the Easter bonnet parade.

Have a look at the dates page of the newsletter so you know what is coming up and the termly overview for what we will be getting up to in class.

The Year Three Team

Don't forget to follow us on...



@KingfisherCE



Kingfisherceacademy



"Discovering and Learning Together, so all can Flourish".

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)

Wisdom – Hope – Service – Resilience



Kingfisher
CE ACADEMY

Wichelstowe Trinity
Learning Campus

LIFE IN ALL ITS FULLNESS



Important updates

Please remember school begins at **8.45am**. This is when children begin their learning. Please be on time. Year 3 come straight upstairs to meet Miss Baddeley in the classroom to encourage independence and get started with their day. The playground gate locked at **8.55am**. This is to safeguard all our children.

Don't forget to book your school lunches for the term on the Schools Food United app.



Please name **ALL** uniform to ensure it gets back to you.

We are a mobile free zone. We would appreciate all phones to be switched off or put away on the playground. Please greet your child with a smile and not your phone!

Term dates



21/4/25	Bank Holiday Monday!
22/4/25	Term 5 begins
22/4/25	Easter Bonnet Parade - 2.30pm
05/05/25	Bank Holiday Monday!
19/5/25	Arts Week Begins - Community Gardens
23/5/25	Montgomery Class Assembly - <u>2.30pm</u>
23/5/25	End of term - <u>School closes at 3.15pm</u>

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Our team



There are lots of people who are part of our extended Kingfisher family. You and your children may see them around the campus.

Senior Leadership Team



Ms Bishop
(our Headteacher
and Designated
Safeguarding Lead)



Miss Telling
(Deputy Head, SENCO
and Deputy Designated
Safeguarding Lead)



Mrs Bishop
(Campus Co-Ordinator)

Our Nursery Team



Mrs Lane
(Nursery Manager
- Pre-School)



Miss Watts
(Deputy Nursery Manager -
Two year olds)



Mrs Engley

(EYFS Teaching Assistants)



Mrs Khan



Mrs Brown

Our EYFS Team



Miss Telling
Reception Teacher



Mrs Dixon
Reception Teacher

Our key Stage 1 Team



Miss Bowron
(Year 1 teacher)



Mrs Connell
(Year 2 teacher)

Our key Stage 2 Team



Miss Baddeley
(Year 3 teacher, Curriculum Leader,
Deputy Designated Safeguarding Lead)

Safeguarding



Safeguarding and Child Protection Worried about a Child?



If you have a concern about the safety or well-being of a child, please speak to one of our safeguarding team. In this school this is:-



Sharon Bishop
Designated
Safeguarding Lead



Sally Telling
Deputy Designated
Safeguarding Lead



Naomi Luckman
Deputy Designated
Safeguarding Lead



Jodie Lane
Deputy Designated
Safeguarding Lead



Hannah Baddeley
Deputy Designated
Safeguarding Lead

Please contact 'Children and Families Contact Swindon' if you are concerned about a child.

E-mail:

Contactchildrenandfamilies@swindon.gov.uk

Telephone: 01793 464646

8.30am to 4.40pm Monday to Thursday 8.30am to 4.00pm Friday

The Emergency Duty Service (EDS) is available outside office hours on

01793 436699

If you think that a child is in immediate danger, please ring 999 and

speak to the police.



Term overview



Each term we will send you an overview of our learning in each area of the curriculum for the term. You can also find it on the website. It looks like this:

Year 3- Term 5

DT

- Explore What is a structure? Differences between framed and shell structures
- Design a shelter for seeds to germinate in, will need sunlight, warmth and water
- Draw a design, make it big and label the different parts.
- Techniques workshop- Cutting, Molding, Joining

Computing

- Recognise how text and images convey information.
- Recognise that text and layout can be changed.
- Choose appropriate page settings.
- Add content to a desktop publishing publication.
- Consider how different layouts can suit different purposes.

Geography

- Explore arctic Circle and Antarctic area and inhabitants.
- Understand Latitude, longitude, Tropic of Cancer (northern tropic, and Capricorn (southern).
- Investigate the physical geography of the poles, land use and species of animals found in these areas.
- Investigate and compare how Europe is different.

Modern Foreign Languages (MFL)

- . Recapping our French speaking so far.
- Explore different fruits.
- Include J'aime (I like)
- Include Je n'aime pas (I don't like).

Maths Time

- Roman numerals to 12
- Tell the time (o'clock, half past, quarter to and past)
- Tell the time to 5 minutes
- Tell the time to a minute
- Read the time on a digital clock
- Use am and pm
- Years, Months, days
- Days and hours
- Hours and minutes- start & end.
- Hours and minutes- durations
- Minutes & seconds
- Units of time
- solve problems with time.
- Statistics
- Interpret Pictograms
- Draw pictograms
- Interpret bar charts
- draw bar charts
- collect and represent data
- two way tables.

PE

- Continue with swimming for 3 weeks.
- 4 weeks of fencing.
- Throwing, catching, running and jumping leading into athletics.

RE

- What is prayer?
- Meanings of the words of key prayers in three religions.
- Why might non religious people pray? 'spiritual but not religious'.
- How are prayers similar?
- What symbols are used in Prayers?
- What is the impact of prayer?
- What value does prayer bring to you?

Art

- The history of Tie Dye. Tie Dye in different cultures.
- Media & Techniques workshop
- How to create tie dye. How to create different patterns.
- Small scale- Sketch books to design. Explore the use of natural and man made dyes

English

- Cross-curricular writing- History non-chronological report.
- Instructional writing (escape plan, experiment) descriptions
- advertisements
- letters of advice
- dialogue
- Brochure

Science

- Seed pollination, formation and dispersal.
- How does this affect the life cycle of a plant?
- Investigation- planning & conducting
- Plan an investigation about water transportation.
- Investigation- recording, conclusion & evaluation.
- Collect data about water transportation.
- Significant scientists
- Ron Finley 'The Gangsta Gardener' Ron Finley Project.

PSHE

- How to eat a healthy diet and the benefits of nutritionally rich foods.
- How do maintain good oral hygiene? regular brushing and flossing and the importance of regular visits to the dentist.
- How does diet effect our health?
- How can we ask for support?
- How do we make choices?

Our value for the term is Service!



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Reading



We are committed as a school to ensuring all children develop the skills they need to read independently and have access to life long learning.

Our team believe in ensuring all children find themselves represented in books. We aim to expose our children to high quality, award winning and diverse literature.

Author of the term

Our Author of the term is M. G. Leonard who has written some excellent chapter books.



Our Writing and Reading core texts

Our theme for English this term is Dreams & Curiosity and we will be using these texts for our writing and whole class reading.

Book change days

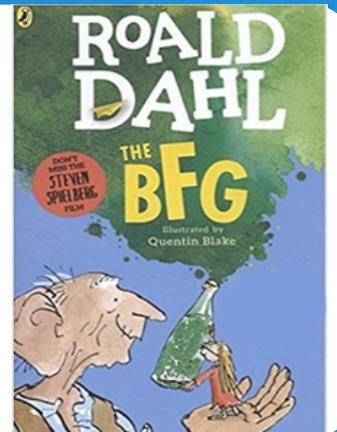
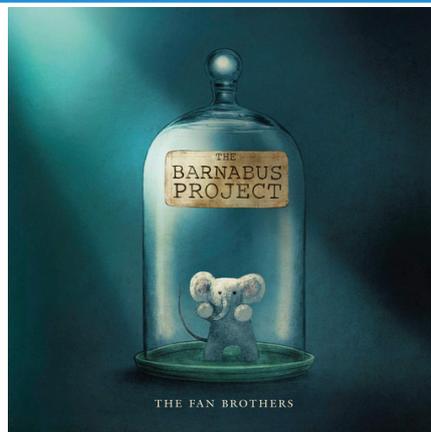
In year 3, book changes will be a little different.

On a **Monday**, our Book club scrapbook will go home with 1 child each week. It is a chance for children to share books that they have enjoyed.

This will then get shared with the class on a **Monday** before the next child takes it home.

On a **Wednesday**, we will be reading our class novel 'Perijee and Me' together. It would be great if they could bring it in to read together.

On a **Thursday**, we will be going to the KS2 library. Their library books will be their reading books but they do not need to finish these books in a week as some of them are longer than previous books.



How you can help at home

Share books that your children bring home from school. Read any books you have at home. Read recipes, magazines, print in the environment. Let your children see you reading!

Spelling



Our spelling programme provides weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practice and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum.

Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules in this spelling programme ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Week	Objective
	Word list words
	Adding suffixes beginning with vowel letters to polysyllabic words
	The /l/sound spelt y elsewhere than at the end of a word
	The /n/ sound spelt ou
	More prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)
	The suffix -ation
	The suffix -ly
	Words with endings sounding like /ʒə/ or /tʃə/
	Endings which sound like /ʒən/
	The suffix -ous
	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
	Words with the /k/ sound spelt ch (Greek in origin)
	Words with the /ʃ/ sound spelt ch (mostly French in origin)
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que
	Words with the /s/ sound spelt sc (Latin in origin)
	Words with the /eɪ/ sound spelt ei, eigh, or ey
	Possessive apostrophe with plural words
	Homophones and near-homophones

How you can help at home

Ask children to share their spelling learning with you. Can they practice the spelling rule?
Can they find words with the spelling rule?

Reading



Reading comprehension skills:

Pupils should be taught to understand what they read by:

- **listening** to and **discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a **range of purposes**
- using **dictionaries** to check the meaning of words that they have read
- increasing their familiarity with a **wide range of books**, including fairy stories, myths and legends, and retelling some of these orally
- **identifying themes** and conventions in a wide range of books
- **preparing poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **discussing words** and **phrases** that capture the reader's interest and imagination
- **recognising** some different forms of poetry

See the content coverage for our Reading units.

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

How you can help at home

Check that the text makes sense to them.

Ask questions to improve their understanding.

Encourage them to make predictions about what might happen next.

Discuss the book with your child.

Maths- Times table practice

During Term 5 & 6, the children will be coming home with a homework book to complete weekly times table practice. This will be given at the beginning of the week and will be due in on a Monday. We will go through the homework every week. Miss Baddeley will offer 1 lunch time a week to any children who need to complete this during the school day. This is available to all children.

This homework is to prepare Year 3 children for the standardised times table test that occurs in Year 4.

Times Table Homework- Week 1

- 1) Complete the grid. Try not to use anything to help you.
- 2) Bring it in on a Friday and we will look at it together.
- 3) When you are finished, go onto TTRockstars and challenge yourself. Can you get quicker? Can you challenge a friend?

X	2	5	10	3	4	8
1						
5						
4						
8						
9						
11						
10						
2						
3						
6						
7						

What you will need...

P.E.

PE (Term 5) will be on a **Tuesday** and **Friday**.

Please send your child to school with their PE kit on. Please remember our PE uniform is a white polo shirt, navy/black shorts or trousers and plain trainers or daps. They will be in this all day, so please ensure it is weather appropriate.

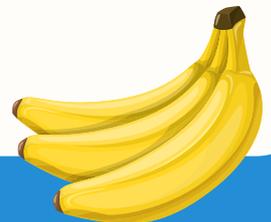
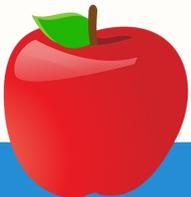


Outdoor learning and breaks

We will be doing outdoor learning and breaks. Please make sure that children always bring a coat and wellies so we can get outside.



They will also need to bring a healthy snack for morning breaktime as free snack is only available to KS1.



PLEASE LABEL EVERYTHING!

Artists wanted

Art week upcoming

At the end of Term 5, week commencing 19th May 2025, Kingfisher will be getting creative! The children will be getting involved in various activities, lessons and projects over the week that are currently being planned.



Art class

We would love for the children to have the opportunity to have a whole school art class from an artist or a very keen and talented artist. If you are interested in teaching our children how to paint or draw something, then please contact Mrs Dixon (Hart Class, Year R/1 class).



Donations

Some of the activities planned we may ask for some donations or contributions to so that each child is able to use and have access to. We will ensure we let you know in enough notice so that if items such as for junk modelling are required, we can let you know before recycling days! Thank you in advance.

Christian Authenticity

In Collective Worship...



This term our value is Service. In our collective worship we will be focusing on stories from the Bible and elsewhere that reflect this.

Child of Hope



We are maintaining our relationships with the community at the Child of Hope school in Uganda.

Last term, the children drew pictures and wrote letters to the children at Child of Hope school. We shared them in assembly and look forward to hearing back from them.



Festivals