



# **Year 3 Information Meeting**

**Please sign in on the class lists at the side.**



## Our aims...

At Springdale First School we are committed to working together as a team, with our children at the heart of everything that we do. Each child will be given every opportunity to flourish, succeed and shine and no child should ever be disadvantaged or miss out on opportunities. We believe that children need to believe in themselves as strong capable learners, we view barriers as solutions to find, and we value positive enabling partnerships with parents. These aims are embedded in our Vision Statement:

A graphic with a black background filled with numerous small, bright white stars of varying sizes, creating a starry night sky effect. The text is written in a yellow, cursive font.

*Imagine with all your mind  
Believe with all your heart  
Achieve with all your might*



## Our Learning Values.....



**P**erseverance and Persistence

**R**eflective and Resourceful

**I**nquisitive and Independent

**D**rive and Determination

**E**nthusiasm and Excellence



## Meet the team.....

**Mrs Savage – Owls**  
**Miss Mann – Otters**



**Mrs Fordham - AM**  
**Mrs Mackenzie - PM**





**“A NEW  
SCHOOL YEAR  
MEANS NEW  
BEGINNINGS,  
NEW  
ADVENTURES...  
AND NEW  
CHALLENGES.”**

*- Denise Witmer*  
ITSALLYOUBOO.COM

# Springdale First School



*Imagine, Believe, Achieve*



# SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

## Non-Negotiables

### In the classroom

We are all quiet and we listen when being taught.

We all treat the classroom and equipment with care and use it as it should be used.

We use 'Quiet Learning' voices when learning. We all understand helpful and unhelpful talk.

We ask permission to leave the classroom.

### Outdoor Play

We are ready for playing appropriate for the time of year. (Coats in the winter / water bottles in the summer).

We play walking games on the top playground.

We stay in our correct zones/ playgrounds.

We all use our equipment correctly and safely.

We return it when we have finished.

We welcome others into our games.

### In the Hall at Lunchtime

We use our best manners, saying 'Please' and 'Thank you'.

We stay in our seats while eating.

We talk with the people we sit next to in a quiet voice.

We keep our table and floor clean and tidy.

We use the cutlery provided.

We speak in full sentences.

We enter and leave the hall quietly, as directed by the adults

### Moving around school

We walk around the school quietly, taking care not to disrupt others' learning.

We hold the door open for others.

We all help to keep our school tidy and safe. For example, we pick up rubbish, we hang up our coats, we put equipment away.

# SPRINGDALE FIRST SCHOOL ARE....



**Ready**

**Respectful**

**Safe**

## Relentless Routines

### Wonderful Walking

- Pupils and adults hold doors open for each other.
- We walk quietly around the school.
- Our hands are by our side.

### Caring Communications

- All members of the Springdale Community give 'Warm Welcomes' (a good morning, a smile, greeting at the door).
- Teachers and children give 'Fond Farewells' in the classroom at the end of the day (I've really enjoyed learning with you today).

### Legendary Lines

- We line up in order.
- Our lines are straight, single lines.
- We always face the way we are walking.
- We are silent.

### Super Stopping

- We stop when we hear a whistle (outside) and a jingle (inside) and freeze.
- We look to the adult and are silent.
- We wait for the next instruction and follow it after the 2<sup>nd</sup> whistle.

# SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

## CONSEQUENCES

Step 1

Verbal reminder of expected behaviour

Step 2

Verbal warning in private. Ensure child knows why they have been given the warning.

Step 3

Moved within the class for regulation

Step 4

Support from another adult

**Follow up – Repair and restore.**  
(After timeout or during sanction time – break or lunchtime)

# SPRINGDALE FIRST SCHOOL ARE....



**Ready**

**Respectful**

**Safe**

## RECOGNITION AND REWARDS



### VISIBLE ADULT CONSISTENCIES

- Meet and Greet.
- First attention to best conduct – persistently catching children doing the right thing
- Calm and caring
- Praising in public. Reminding in private
- Consistent language



### OVER AND ABOVE RECOGNITION 'CELEBRATIONS

- Verbal Praise
- Positive messages home
- Rainbow Certificates
- Share work with others
- Headteacher Awards
- Positive stickers
- PRIDE Awards
- Celebration Assemblies
- Class celebrations
- “Always Ready” chart.



## Things to remember...

- PE days are Wednesday (indoor) and Thursday (outdoor). PE kit is worn on these days. Earrings – they should be covered or taken out and hair tied back.
- Uniform – black shoes
- Water bottles and snacks (fruit or a healthy snack and **NO NUTS**) – Snacks are now eaten in the classroom – so please provide snacks that can be eaten in 10min.
- Homework out (Friday) handed in on (Wednesday) via TEAMS –Friday 26<sup>th</sup>.
- **Learn to Read** books changed on set days for each reading group. This is written in the front of the Reading Diary. This will change later on in the year. – Week 15<sup>th</sup>
- Love to Read books can get changed on any day- handed out today
- Maths Rockstars assessment is on a Wednesday in class and new ones handed out on Friday with Homework.
- Forest School – This half term.



## Things to remember...

### Pencil cases / Equipment.

In Year 3 and 4, you will need a pencil case. Pencil cases should be made of a **soft** material and have **no electronic buttons or gadgets**.

Your pencil case will need:

- Green and pink highlighters
- Glue stick
- Pencil
- Handwriting pen
- Ruler
- Rubber
- Sharpener
- Whiteboard pen
- Whiteboard cloth
- Purple pen



We kindly advise that you buy multipack items and large glue sticks, as they are used regularly in class. Thank you.



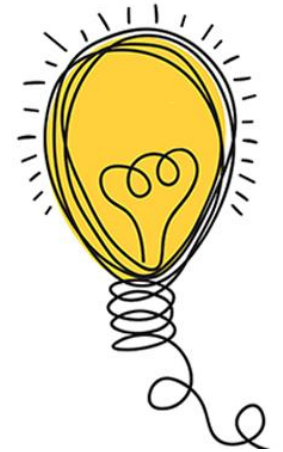
## Homework - TEAMS

- Alternating between **Science/Geography/History/Art/PHSE and Maths and English** – this is the only thing that needs to be submitted on Teams – Sometimes we ask for it to be brought into school.
- **Reading** – at least 3 times a week in their reading records
- **Maths Rockstars sheet and TTRockstars**
- Links to current learning or helps to prepare them for upcoming work
- **Spellings** – Tests on Thursday – to give the children time on Friday for corrections – Spelling Shed











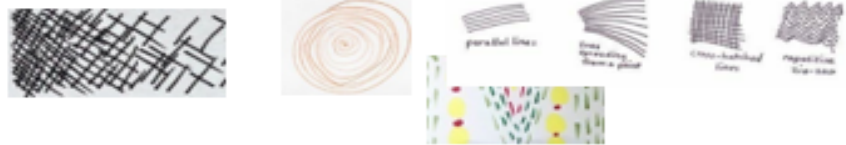

## Our Curriculum.....

- Knowledge based curriculum
- Long term memory
- Recall and retrieve
- Children will view themselves as scientists, artists and will be able to recall key knowledge from the lessons.
- All documentation is on the website.





★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
 <p><b>Year 2</b></p> <ul style="list-style-type: none"><li>- Brian Wildsmith – The little Wood Duck</li><li>- Use overdrawing to create <u>illustrations</u></li><li>- Draw with charcoal and pastel, blending and <u>smudging</u></li><li>- Using pattern and texture in their drawing</li></ul>  <p><b>Year 1</b></p> <ul style="list-style-type: none"><li>- Rembrandt – Two Cottages</li><li>- Creating a black and white photograph</li><li>- Find and draw different types of lines – wavy, thick, thin, broken, zig zag <u>etc</u></li></ul>	 <p><b>Georgia O'Keeffe – Two Petunias</b></p> <ul style="list-style-type: none"><li>• I am an artist</li></ul>	<ul style="list-style-type: none"><li>• Line<ul style="list-style-type: none"><li>- Cross hatch, Dot dash, Spiral, outline of shapes, curved, viewpoint, <u>organic</u></li></ul></li><li>• Pattern<ul style="list-style-type: none"><li>- Repeating shapes</li></ul></li><li>• Form<ul style="list-style-type: none"><li>- Line and shape create 3D flower, realistic/<u>abstract</u></li></ul></li><li>• Tone<ul style="list-style-type: none"><li>- Shading, light/dark</li></ul></li></ul>

Enquiry Question – Who is Georgia O’Keeffe?	Enquiry Question – How did Georgia O’Keeffe draw?	Enquiry Question – What techniques did Georgia O’Keeffe use?
<p><b>Concept - Artists</b></p>	<p><b>Concept - Artists</b></p>	<p><b>Concept – Generating Ideas</b></p>
<p><b>Biographical knowledge</b></p> <p>Georgia O’Keeffe was born in 1887 in the United States and died in 1986. She decided to become an artist at the young age of 10. She painted nature in a way that showed how it made her feel. She is best know for her paintings of flowers and desert landscapes. She made more than 1000 <u>painting</u></p> <p>She liked to use line, shading and colour in a balanced way to create abstract and realistic paintings.</p> <p>Abstract art - Abstract art is does not represent images of our everyday world. It has colour, lines and shapes (<u>form</u>), but they are not intended to represent objects or living things.</p> <p>Realistic art – represents the ‘real life’ object it is representing.</p> <p>Lesson 1a </p> <p>Task:</p> <ul style="list-style-type: none"> <li>Show children a picture of Georgia O’Keeffe and discuss important facts about her life.</li> <li>Children will write a biography about Georgia O’Keeffe</li> </ul>	<p><b>Technique and Style</b></p> <p>Children will explore the drawing – Georgia O’Keeffe – Jimson Weed by looking and talking.</p> <p>They will describe what they can see in her drawings/ paintings – lines (wavy, curly, straight), colours (bright, dark), shading, real life images, blending of colour, flowers, hills...</p> <p>Line – organic lines (lines found in nature, not taking a regular pattern), lines to create viewpoint, curved, wavy, outlines of shapes</p> <p>Form – the drawing take on a 3D form, real life flower</p> <p>Tone – shading to create light and dark, near and far</p> <p>pattern- leaves and petals, overlapping</p> <p>They will use the key elements to annotate Two Petunias in their sketch books.</p> <p>They will be able to talk about the different viewpoints that she draws from and the affect they have on the viewer.</p> <p>Lesson 1b </p> <p>Task:</p> <ul style="list-style-type: none"> <li>Show children the drawing of Jimson Weed.</li> <li>Introduce the key elements that can be seen in the drawing and annotate.</li> <li>Give children the drawing of Two Petunias to annotate using the key elements.</li> </ul>	<p>Children will know there are different grade pencils.</p> <p> H=. Hardness </p> <p> B = blackness (softness)</p> <p>Children will practise various drawing styles - <u>scribble</u> and shade cross hatch, dot dash <u>spiral</u>, <u>parallel</u>, repeating</p> <p></p> <p>Children will know how to produce shade and shadow to create tone. </p> <p>Task:</p> <p>Practise:</p> <ul style="list-style-type: none"> <li>Introduce the different types of pencils and what the number and letter means.</li> <li>Children to test out various pencil grades by making a simple shading.</li> <li>Demonstrate different drawing styles and the children then try these with the different grade pencils.</li> <li>The children will then create a shade and shadow with the different pencil grades that they have learnt.</li> <li>Now use the skill taught to draw still life – parts of a flower (relate to science).</li> </ul> <p>Apply:</p> <ul style="list-style-type: none"> <li>Children to use an outline of a picture/ flower to fill in with different learnt lines and graded pencils</li> </ul>



## Key objectives – Maths

### Number and Calculation

Count in steps of 10, 5, 2, 3, 4, 8, 50

Work with numbers within 1000 (adding, subtracting, ordering, comparing etc)

Develop confidence with mental calculations

Recall 10, 5, 2 times tables

Learn 3, 4, 8 times tables (Maths Rockstar Level 18)

### Fractions

Understand and be able to solve calculations involving tenths

Add and subtract fractions with the same denominator

Compare and order fractions, with same denominator and unit fractions

Find fractions of an amount

Recognise equivalent fractions

# Key objectives – Maths

## Measurement

Compare, convert and solve calculations with different measurements (mass, capacity, length...)

Tell time, including 24 hour, find durations, and understand Roman numerals up to 12

## Geometry

Greater understanding of lines in geometry (vertical, horizontal, parallel etc.)

Name, understand, and compare angles and relate some of these to turns

## Statistics

Read different graphs and be able to answer questions relating to them



Once children have 'mastered' each worksheet, they will progress to the next challenge. 'Mastered' refers to children answering all questions correct in the time frame given. The children have 3 minutes to answer the sheet.

The 'Steps' children need to achieve at the end of each academic year are listed below:

Year 1 – Step 6

Year 2 – Step 12

Year 3 – Step 18

Year 4 – Step 28

Once a child reaches their year group's end level, they will then complete 'Maths Rockstar challenges'. These combine together facts from the previous levels they have completed.

Practice sheets will be sent home to allow children time to rehearse these key facts before being assessed on their progress in school. We strongly recommend that children constantly revise learnt facts, not just the Steps they are on, to ensure retention.

Name:

Date:



I know these		I can do these		I am learning these	
$\quad = 100 \div 10$	$\quad = 60 \div 10$	$6 \times 5 =$	$11 \times 5 =$	$\quad = 50 \div 5$	$20 \div 5 =$
$\quad = 30 \div 10$	$120 \div 10 =$	$1 \times 5 =$	$8 \times 5 =$	$35 \div 5 =$	$60 \div 5 =$
$70 \div 10 =$	$110 \div 10 =$	$\quad = 5 \times 5$	$\quad = 7 \times 5$	$\quad = 15 \div 5$	$25 \div 5 =$
$50 \div 10 =$	$\quad = 10 \div 10$	$9 \times 5 =$	$\quad = 3 \times 5$	$55 \div 5 =$	$30 \div 5 =$
$80 \div 10 =$	$90 \div 10 =$	$\quad = 10 \times 5$	$4 \times 5 =$	$5 \div 5 =$	$\quad = 10 \div 5$
$20 \div 10 =$	$\quad = 40 \div 10$	$2 \times 5 =$	$12 \times 5 =$	$40 \div 5 =$	$45 \div 5 =$

Challenge 10

Some questions have been adapted from Big Maths UK original





## Key objectives – Writing

### Spelling

Begin to use a broader range of suffixes and prefixes

Begin to use a dictionary

Year 3/4 Common Exception Words

Broader range of homophones

### Handwriting

Neat and legible, with joins using correct diagonal and horizontal strokes

Consistent shape and size



## Key objectives – Writing

### SPaG

Begin to use speech

Correct use of 'a' or 'an'

Use a broader range of conjunctions, adverbs and prepositions for time, place, and cause

Present perfect form of verbs

Possessive apostrophes, including regular plurals

### Composition

Write similar to that which they have read in class, including using paragraphs and subheadings

Proofread for spelling and grammar mistakes, amending and making improvements

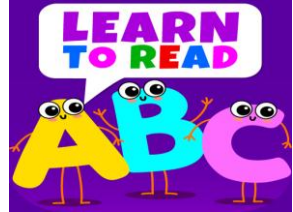


## Spelling – Tests on Thursday

Week 3	Week 4	Week 5	Week 6	Week 7
<p>The /s/ sound spelt c before e, i and y</p> <p>Year 2 - Rule 4</p>	<p>Homophones Words</p> <p>There will be a test on Spelling Frame</p>	<p>Revise Suffixes from Yr 2 - Doubling the consonant</p> <p>Rule - Year 2 - 15/16</p>	<p>/j/ spelt with '-dge'</p> <p>Rule - Year 2 - 2</p>	<p>/j/ spelt with a 'g' spelt as g elsewhere in words before e, i and y</p> <p>Rule - Year 2 - 3</p>
<p>race face space ice slice dice price cell city fancy</p>	<p>here hear heel heal break brake meet meat whole hole</p>	<p>dropping dropped saddest maddest running humming drumming drummer stopping stopped</p>	<p>badge edge hedge wedge bridge fridge dodge lodge splodge fudge</p>	<p>age cage huge range charge bulge village change rage</p>



LovetoRead



- Our reading books have been re-organised into two new distinctive categories. These are called “Learn to Read, Love to Read”.
- “Love to Read” is to continue to encourage a love of reading, enabling your child to enhance their imagination.
- “Learn to Read” is a reading book that will further support your child’s progress in blending to read fluently and accurately as well as fostering a love of reading. This means that there are small changes to the books that the children will be taking home to read with you.
- “Love to Read” books can be changed daily and will be a variety of genres and levels.
- “Learn to Read” books will be changed weekly and will match your child’s phonic attainment. This is so children have the opportunity to read the phonic book more than once, enabling them to practise their sounds and the skill of blending.

# Springdale First School

VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...



- \*What does this word tell us about the setting/mood/character?
- \*Why did the author use the word...?
- \*What does the word \_\_\_ imply/suggest/indicate about...?
- \*Can you think of alternatives to the word...?



- \*What makes you think...? (Give evidence)
- \*Why do you think the author chose to...? (Give reasons)
- \*What does the word \_\_\_ imply about \_\_\_?
- \*Why did the character behave like this?



- \*Who is on the front cover? What is in the background? What does this tell us about the content of the book?
- \*Based on what you know of the character, how will the story develop?
- \*Using your knowledge of the author's other stories, what are familiar themes/plots? How might it end?
- \*Do you think the character will change their behaviour?



- \*What changes from the beginning to the end of the book?
- \*Are there any familiar themes explored that you have read before?
- \*Why has the author chosen to present the text like this?



- \*Where/when is the story set?
- \*How does the character look/behave/speak?
- \*Who are the key characters?
- \*Which paragraph/sections tells us about...?



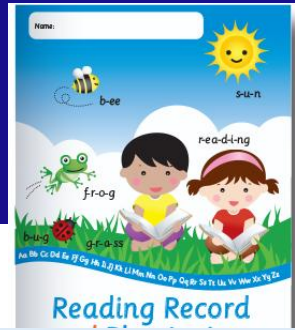
- \*What is the main theme/argument in this paragraph?
- \*What is the message of the story?
- \*Why do you think that might be important?
- \*Can you describe what happened in these 3 sentences?



Well done for reading 3 times this week! 😊



Please record your reading 3 times a week. Thank you 😊



## Reading Comment Examples



Please write comments about your child's reading – 3 comments a week. You will get a reminder sticker, if we cannot see the children have read 3 times.

*Tim answered V questions. We talked about the word – extinct.*

*Joe struggled with the words – exhaust, peaches. He enjoyed the funny ending.*

# Book Bingo - What is it?

- \*A whole-school reading system
- \*KS1 and KS2 version
- \*Aim is to read a variety of text types
- \*Read a book for each genre
- \*Sign off in Reading Record
- \*Reward incentive

*The more you read, the more you know...the more chance you have of winning a prize!!!*



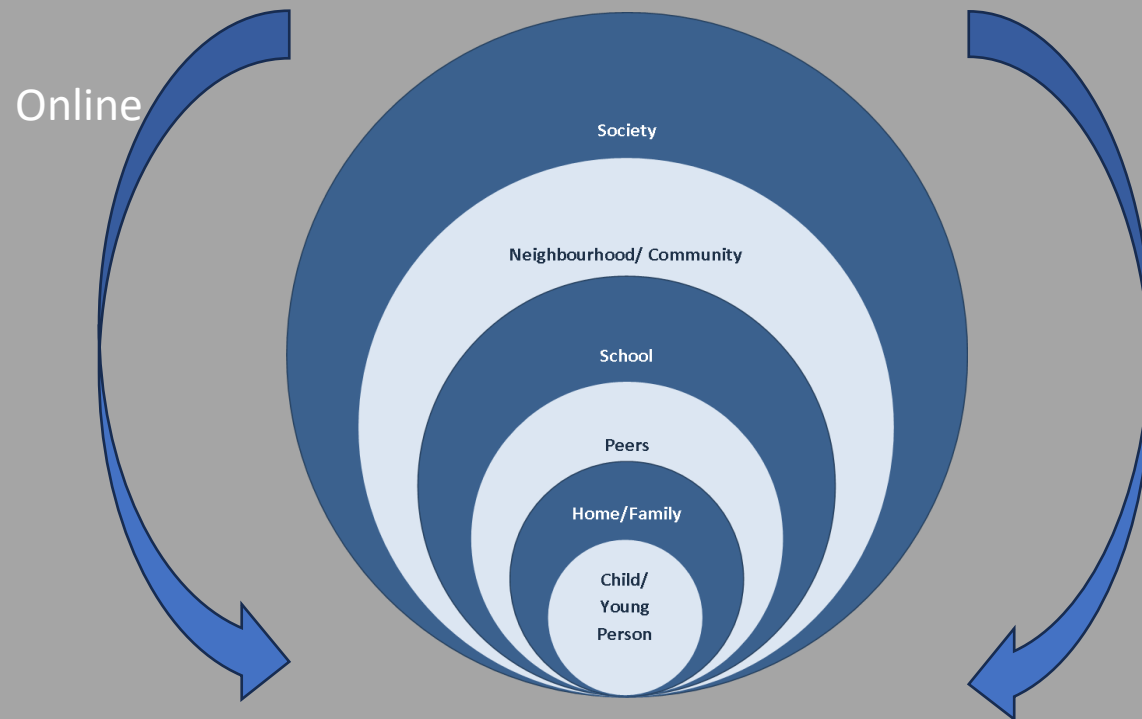
A fiction book <input type="text"/>	A book set in a different country <input type="text"/>	A chapter book <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book from the library <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book with a female lead <input type="text"/>
A diary <input type="text"/>	A traditional tale <input type="text"/>	A myth or legend <input type="text"/>	A poetry book <input type="text"/>
A review <input type="text"/>	A book set in a different time <input type="text"/>	A series of books <input type="text"/>	A play <input type="text"/>





# CONTEXTUAL SAFEGUARDING

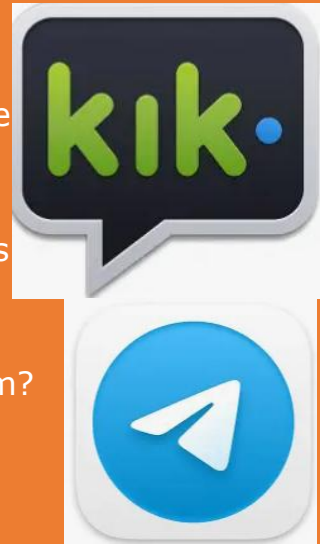
- Contextual Safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- We need to help and support to meet the needs of children "as soon as problems emerge" ... "whether that is within or outside the home, including online" (New guidance last year)



*All about  
the  
child*

# ONLINE BULLYING, EXPLOITATION AND GROOMING

- Technology can be useful, educational and fun but also leaves children vulnerable and exposed.
- Children may be seeing or sending inappropriate images and messages without really understanding their meaning.
- Bullying is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. It can involve spreading lies about or posting embarrassing photos or videos of someone on social media.
- It can be impersonating someone and sending mean messages to others on their behalf or through fake accounts.
- Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves digital footprint – a record that can prove useful and provide evidence to help stop the abuse.
- Do you recognise these App symbols? What other apps have you heard of that may present risk of harm?



# REMEMBER: ABUSE HAPPENS ONLINE TOO THROUGH....

AI

Social Media

Online Chatrooms



Text and  
Maessaging Apps

Streaming Sites

Online  
Gaming/Gambling



# NSPCC Learning<sup>1</sup>

KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).<sup>2</sup> These are known as the 4 Cs of online safety.

## Content

Content is anything posted online - it might be words or it could be images and video. Children and young people may see **illegal, inappropriate or harmful content** when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

## Contact

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of **grooming** or exploiting a child or young person for sexual, criminal, financial or other purposes.

## Conduct

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, **online bullying**. Conduct also includes things like **sharing or receiving nudes and semi-nude images** and viewing or sending pornography.

## Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

*All  
about  
the  
child*



## Home / School Agreement.

### The School will:

- Care for your child's safety and well-being.
- Be open and welcoming.
- Provide high quality opportunities for each child to achieve their full potential as a valued member of the school community.
- Ensure that the learning environment is stimulating and supportive.
- Celebrate your child's academic and personal achievements.
- Support your child to develop a growth mindset.
- Support your child to develop a positive attitude to one another regardless of gender, race, culture, belief, values, age or need.
- Communicate with you about your child's progress and learning behaviours; celebrating their strengths and explaining how we can further support them at school.
- Provide information to you regarding school, including policies, events, workshops and newsletters.



## Home / School Agreement.

### The Family will:

- Encourage my child to treat all members of the school with respect and good manners
- Encourage my child in all aspects of learning, value achievements and give praise for all their efforts
- Support my child by reading or discussing books with him/her each evening and support other opportunities for home learning (with at least 3 recorded comments in reading record book per week).
- Ensure my child attends school regularly, arrives on time and is properly equipped
- Inform the school of the reason for any absence, as soon as possible on the first day of absence
- Make sure my child has a good night's sleep and select age appropriate TV programmes , games and DVDs
- Make sure the school is aware of any additional needs my child may have and any concerns or problems that might affect their behaviour or learning
- Encourage a positive regard to everyone in our community
- Use social media and other online platforms in a respectful manner, following our Safeguarding Policy
- Work in partnership with the school to support my child to follow the school Behaviour Policy – “Ready, Respectful, Safe”
- Attend parent consultations, information meetings, Open Evenings and other events where possible.
- Read all information sent home as this gives you important details that will keep you informed.



## **Your Child will try to:**

- Be helpful and caring towards others
- Be polite and respectful
- Be responsible and show they are ready to learn
- Tell a grown up if they have a problem or worry
- Help look after our school, inside and out
- Try their best, by developing a growth mindset
- Behave in a safe way
- Complete their home learning

**Please note that, if a child knowingly and willingly does not adhere to the home school agreement, then a conversation reinforcing the reasons why these rules are in place will take place with both the child and the parent.**



## Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.



### Maths

This term, Year 3 will review Number bonds to 10, so support in their number facts to 100. Then onto different ways to add and subtract mentally to 999, using these number bonds and patterns.

In Geometry, we will learn about right angles, quarter turns, parallel and perpendicular lines as well as horizontal and vertical.

### History

We will be learning about the Stone Age and the technology, settlement and trade that transformed this time period. We will take an in depth look at Stonehenge and the mystery to how and why it was built.

### Geography

This is an exciting unit called: From Food to Fork: Where does our food come from? We learn about farming and where in the UK is the best place to have a farm. We look at food grown locally and why some of our food comes from different countries, relating to weather and the environment.

### English

In English, we start with a very exciting story about a boy and his dragon! The children build their story writing skills by focussing on descriptive writing and making their writing exciting to read. Then we learn about writing a set of instructions based on looking after an animal.



## Year 3's Autumn Term!

### Science

In Science, we will go on 2 different learning journeys. We will look at:

#### Forces

We will learn about magnets and objects that are magnetic or not. The children will complete investigations on friction using rams and different surfaces.

#### Rocks and Solids

We will learn about different types of rocks and their properties. We will learn about Mary Anning and her discovery along the Jurassic Coast.

### Art/DT

This term in Art we will focus on drawing by looking at the artist *Georgia O'Keeffe*. We will focus on using different lines and shading with different graded pencils. We will draw a flower based on learnt techniques. This term in DT, we will be revisiting our sewing skills to create a

### French

This term in French, our topic is, *Getting to Know You*. We will learn: Intercultural understanding, Greetings and farewells, *How are you?*, *What's your name?*, Numbers to 10

### Reading

Reading will be focused on books that are connected to our writing. We will answer questions based on VIPERS and we will discuss different words or phrases that inspire us. This will support us with our writing and build our love of reading.

### Jigsaw

This term our Jigsaw learning will be called *"Being me in my world"*. We will revisit our school rules – Ready, Respectful, Safe. We will focus on our learning environment and our behaviour around our school environment.

### Music

This term the children will be learning about Funk/ Disco music – James Brown and learning Christmas carols for our concert.

## Learning is Fun!

- Trip to a Farm – October – Geography
- Pizza Express – Spring – DT - £10
- Lulworth Cove Trip in June linked with Geography – approx £12
- Victorian School Dress up day in Spring Term - History
- DT making drawstring bags
- Music – continuing with Recorder and then Ukulele in the Summer
- MFL – French
- Pen license



# Springdale First School



*Imagine, Believe, Achieve*



Do you have  
any  
Questions?



# Springdale First School



*Imagine, Believe, Achieve*

Thanks for  
listening