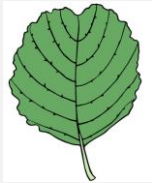




Welcome to Year 3



Alder Class
Mrs Hillman
Year Leader



Laurel Class
Miss Downer



Willow Class
Mrs Preston



Year 3 Teaching Team



Mrs Oldham
Alder class



Mr Cross



Year 3 Teaching Team

Year 3 Support Team



Mrs Ryves



Mrs Henson



Mrs Thorpe

Other Members of staff



SENCO (Special
Educational Needs Co-
Ordinator)
Mrs Uphill



Librarian
Mrs Thomas



**Child and Family
Support worker**
Mrs Boden



ELSA
Mrs Batten

The Office Team

We are here to help.

Email: adminoffice@hiltingbury-jun.hants.sch.uk

Office opening hours are:

- 8.30 - 4.00 Monday - Friday



Rachel Bailey
Admin Assistant

Vikki Batten
Business Manager



Simone Gowland
Admin Officer



Becky Rose
Admin Assistant



Year 3 Curriculum

- We aim to spark curiosity across our Year 3 curriculum with units that are engaging, relevant and ambitious for all.
- Please refer to our school website for detailed information about our Year 3 curriculum: [Hiltingbury Junior School - Year 3 \(hiltingbury-jun.hants.sch.uk\)](http://hiltingbury-jun.hants.sch.uk)





Are we part of something bigger than ourselves?



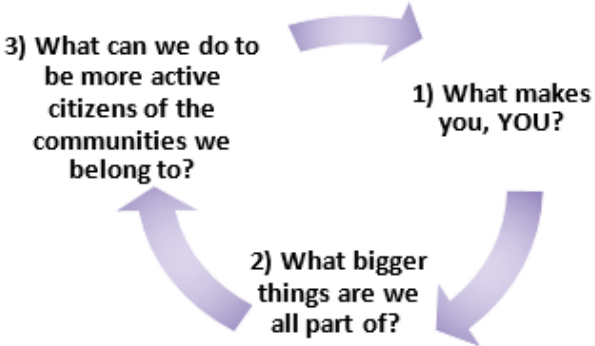
CONCEPTS

<p>Identity Who you are.</p>	<p>Community A group of people who have things in common e.g. shared interests or location.</p>	<p>Belonging Feeling a part of something.</p>	<p>Citizenship Being a part of your community and playing an active role.</p>
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OUR LEARNING JOURNEY

PROJECT LAUNCH
Following on from our transition learning, the children will identify who sits in the circles around us and will begin to explore 'What makes you, YOU?'

Defining the concepts of **identity and belonging**. Children will explore their personal identity and what is important to them before looking wider at both our school and community values.



OUTCOME
Year 3 will host their own art gallery, inspired by our focus artist Pablo Picasso.
The gallery will feature their own response to Picasso's work as well as their own abstract face in the style of Picasso to represent their own unique identities.

LEAD SUBJECTS

English	Reading	Geography	ART	PDL	RE
<p>We will begin by creating our own identity poems inspired by Roger McGough We then use the picture book - The Barnabus Project, with the theme of belonging, as a stimulus for our own retelling.</p>	<p>With a modern twist on fairy tales, we will read - The True Story of the 3 Little Pigs and The Little Wooden Robot and the Log Princess. Together, we will read The Diary of a Big Bad Wolf as our class end of the daybook.</p>	<p>As Geographers, we will rehearse, develop and reflect on our map skills within the school grounds and our local area before creating our own map of Hiltingbury Lakes. After fieldwork, we will design our own maps of the lakes to share with the local council and publish on their website!</p>	<p>In our 'All About Me' unit, we will focus on 3D drawing, sculpture and textiles to create our own abstract face in the style of Picasso. Along the journey, we will explore Pablo's techniques and asymmetric portraits to inspire our own responses.</p>	<p>Our personal development learning will focus on our understanding our own identities, the meaning of our school community values as well as British values before exploring the ways we can be active citizens in our own communities.</p>	<p>We will define our key term 'generosity' before exploring the generous gestures from our own lives. We will then meet a range of faith leaders from across our community and focus on the act of generosity Dana for Hindus.</p>

RICH TEXTS

VISITORS

Through our RE learning, we will have the opportunity to listen to different faith leaders from across the community.



Want to inspire the project further at home?



SPECIALISTS

A range of speakers, local heroes and members of our community. We will hear about their contributions to the community and what motivates them to take an active and supporting role in the community.

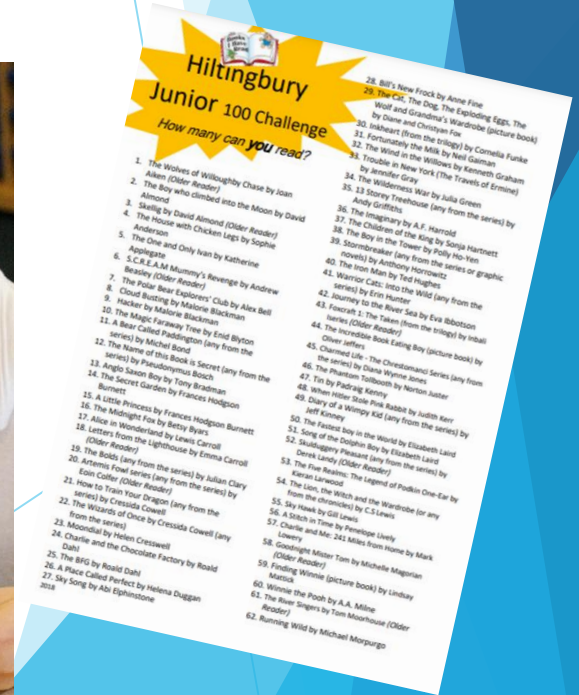
Our first trip will be a local visit to Hiltingbury Lakes on Thursday 9th October, where the children will take a Geography focus, to create their own maps which we will share with the council.

SUBJECTS TAUGHT DISCRETELY FROM THE PROJECT

Maths	Science	Computing	French	PE
In Maths, we will focus on the Year 3 Place Value unit, recapping key skills and concepts from Year 2. We will use a range of manipulatives to help us reason and will apply our skills to problem-solving contexts. Following this, we will focus on a range of mental and formal written strategies for addition and subtraction.	As Scientists, our focus will be on magnets, exploring the properties of materials and the push and pull effect of magnets. We will explore key vocabulary of attract and repel through a range of investigations, before questioning the strength vs size relationship of magnets.	As digital Literacy is a fundamental skill in our modern world, our first computing unit will focus on basic ICT skills, typing and E-safety – Understanding how to keep ourselves and others safe online as well as learning the basics of word processing and gaining familiarity with the computer keyboard. Children will use both desktop computers and chrome books.	To begin our French learning, we will start with our 'I am learning French' unit on Language Angels. This will encompass a range of cultural information about France and initial key phrases and words.	Our physical education learning will be broken into two sessions over the week. The first is multi skills outside and the second is Dance inspired by a range of fairy tales. Our key focus will be on dynamic quality, sequencing, developing motifs and performing to music.

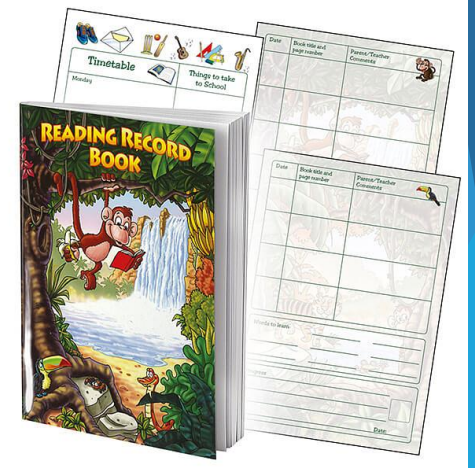
Reading

- Visit to our library every other Tuesday (Alder and Laurel) and Wednesday for Willow
- 1 book can be taken home for 2 weeks and another kept and read at school.
- Library open on a Friday each week until 4pm
- Opportunities for building reading fluency (paired reading, echo and choral reading)
- Shared class books
- Read Write Inc phonics sessions



Reading Records

- Your child has been given a reading record to keep a record of their reading habits. This helps us support them best in school.
- We ask that they read every day and record in their record at least 3-4 times week.
- **Reading Records are due in every Thursday for checking.**
- We also ask that you read to your child too



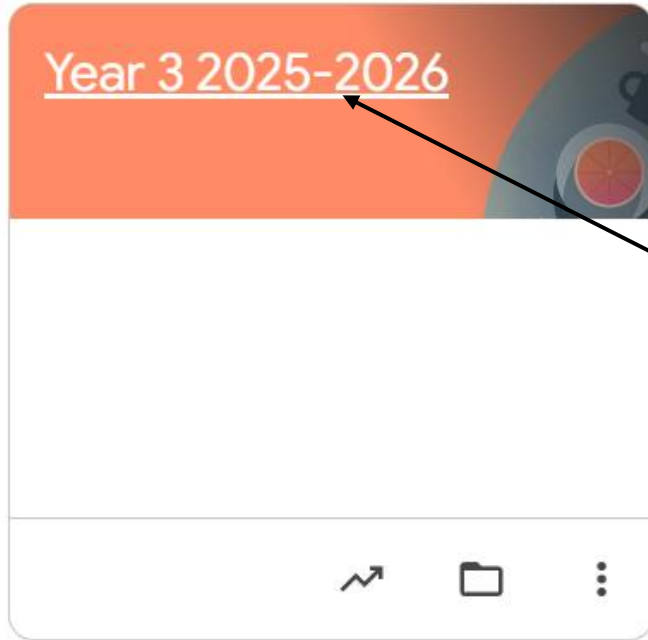
Days to wear PE kit!

This year, Year 3 have PE on Mondays and Fridays.

If for any reason a week will be different, we endeavour to email in advance



Year 3 Google Classroom



Spelling Quiz date for these spellings: **Friday 27th September**

Our spelling rule this week is: Spell words with long vowel phonic digraphs (including split digraphs) i_e, ie, y, igh

This week's spelling words are:

arrive
idea
cried
style
night

1. Write your words each day
2. Create your 5 sentences
3. Extension, can you use our rainbow writing from in class to write each spelling word?

Year 3 Team



Year 3 Spelling Homework 2...
Google Docs

Homework

- Reading - at least 3/4 times a week
- Reading Records (handed in every Thursday)
- Spellings (set on Friday for testing the following Friday - little pink books)
- Times Tables Rockstars practice - at least 3 or 4 times a week
- All homework is posted on Google Classroom



Year 3 Spelling Homework

Date Set: Friday 29th September 2023

Date of Spelling Test: Friday 6th October 2023

Spelling Rule: Spell words with long vowel phonic digraphs (including split digraphs) oa, oe, o_e, ow

Look, Say, Cover	Write and Check – Day 1	Write and Check – Day 2	Write and Check – Day 3	Write and Check – Day 4	Write and Check – Day 5
float					
wrote					
obey					
flow					
tomatoes					

Please fill in the grid above, using 'Look, Say, Cover, Write, Check' over 5 separate days.

Next, each word needs to be written into a sentence below (one spelling word per sentence), for example:

Apples **float** on water.

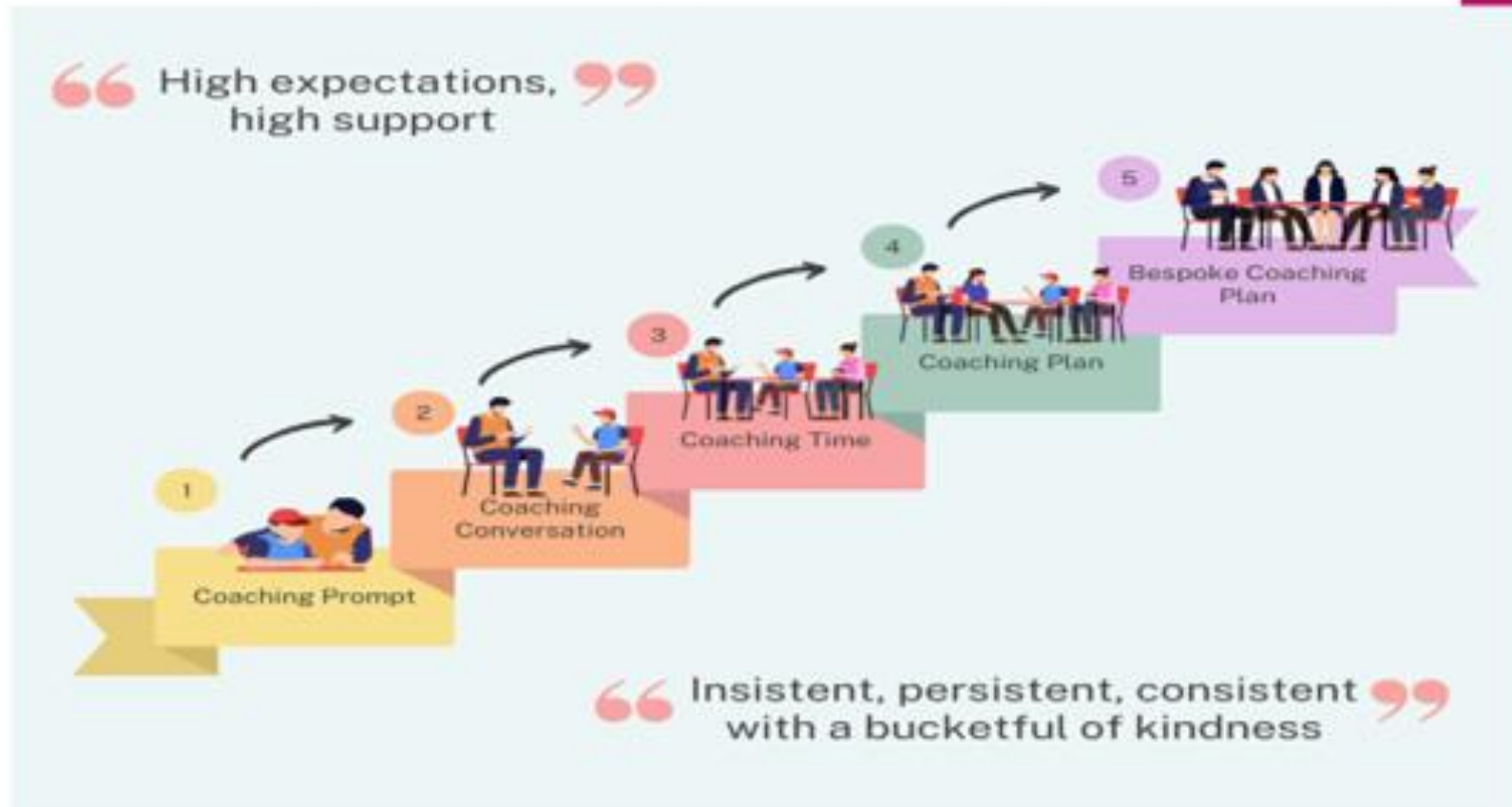
- 1.
- 2.
- 3.
- 4.



The Empowerment Approach

'Good for Me, Good for You, Good for Everyone!'

What do our systems look like when things don't go to plan?



Step 1 – Coaching Prompt

A short reminder (less than 1 minute) to help you get back on track.
If this happens 2 times in a day or 3 times in a week → move to Step 2.

Step 2 – Coaching Conversation

A 5-minute talk with your teacher or another adult (usually at break or lunch).
If this happens 2 times in a week, we will inform your parents/carer.
If this happens 3 times in two weeks → move to Step 3.

Step 3 – Coaching Time

A 20-minute after school session with your teacher (sometimes with the Year Leader too).

Together we will set targets and write them on a chart.
Your parent/carer will join at the end for a quick update.

We'll check your progress over 3 weeks.

If things don't improve → move to coaching plan

(recorded on behaviour logs with the number of the step – aim to get back to the start)

Partnership between home and school

- **Parents Evenings** – 20th & 22nd October, again in Spring term
- **Reports** – Summer Term
- **Bringing our community together:**

Embrace – 9th October 9am - to come together to meet other Parents in the school community and to have the time to explore a range of different special educational needs.

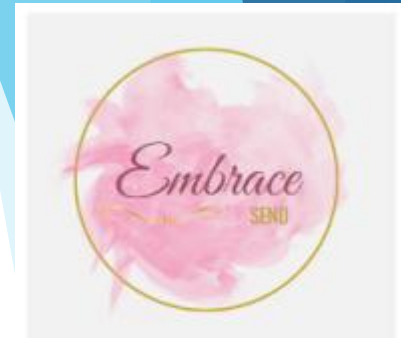
Unity – 30th September 9am - collaborate, we review, discuss and evaluate the experiences we offer our children.

Connected – Autumn 2 - TBC to receive advice and strategies for nurturing the social, emotional, and mental well-being of their children.

- **HSPTA** - Spooks and Sparkes, Santa Dash, Colour Fun
- **Information evenings across the year** – *Online safety, curriculum subjects*
- *Whole school events - World Mental Health Day 10th October 2025*
- *Community Day - 21st May 2026*
- *Sports Day - Friday 5th June 2026 Plan A and Friday 12th June 2026 Plan B*



caring;
compassionate;
connected



embrace



shaping our school
together

Partnership between home and school

Why is high attendance important to my child's education?

- a child who is absent a day of school per week misses an equivalent of two years of their school life
- 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all

Absence at any stage leads to gaps in your child's learning. This in turn can:


- mean that they fall behind in work
- affect their motivation
- affect their enjoyment of learning
- lead to poor behaviour
- affect their desire to attend school regularly affect their confidence in school
- mean they miss out on the social life of school and extracurricular opportunities and experiences
- affect their ability to have or keep friendships



Hampshire
County Council

Achievements

Hiltingbury Junior School
Community Values Award



Awarded to: _____

Class: _____

Date: _____

We care about each other

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- We celebrate our School and Community values in our weekly Celebration Assemblies.
- Every half term we also focus on specific values to promote deeper understanding.
- We would like to hear about your child's achievements at home too.
- Please email these in to the school office.

Hiltingbury Junior School
Learning Value Award



Awarded to: _____

Class: _____

Date: _____

We care about learning

© Hiltingbury Junior School www.hiltingbury-jun.herts.sch.uk

Hiltingbury Junior School
Learning Value Award



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Hiltingbury Junior School
Learning Value Award



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Where can you find more information?

- Our school website <https://www.hiltingbury-jun.hants.sch.uk/>
- The Year 3 web page
- Our School Blog – visit our facebook page
- The Office – please send all emails to admin@hiltingbury-jun.hants.sch.uk
- Weekly Hiltingbury Highlights newsletter (whole school)
- Y3 Google Classroom



Headteacher's message

Dear Parents and Carers,

As we wrap up the second week of term, we're thrilled to share the exciting developments happening in school.

Year 6 had the privilege of hosting Jamie Gane, an inspiring adaptive athlete. Jamie shared his experience with our children and emailed the school to say, "It was a truly rewarding experience, and I thoroughly enjoyed sharing my message with such a bright and engaged group of young people." We are incredibly proud of Year 6 for embodying our school community values so admirably.

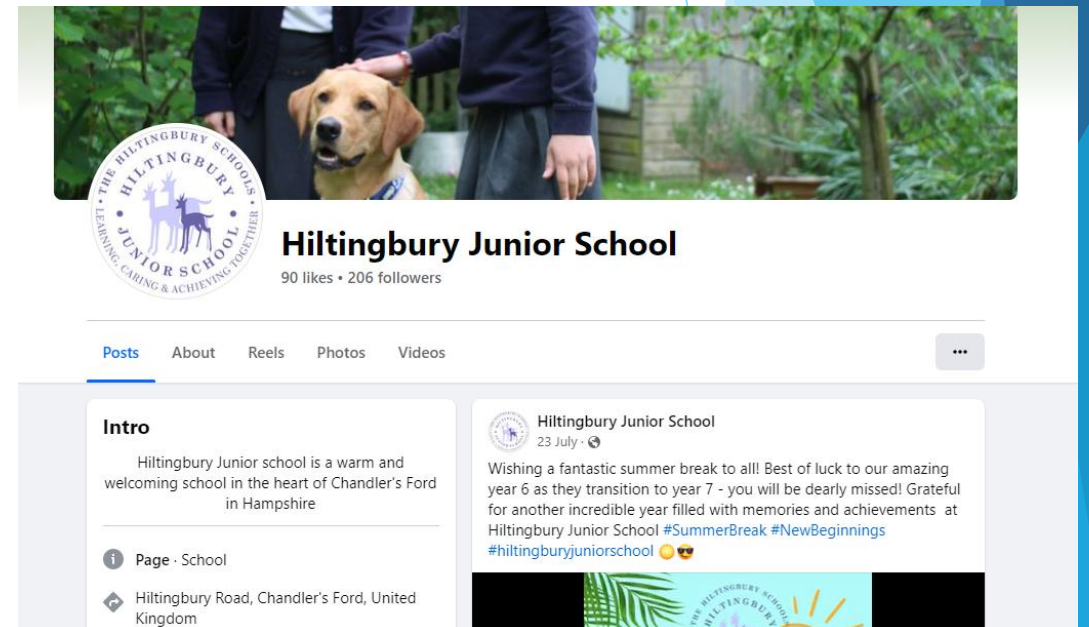


Dates for your diary -

Please check the school website calendar for more events and information

Monday 16th September - 5A Sustainability centre trip

Tuesday 17th September - HSPTA meeting



School Calendar

- Please check regularly: <https://www.hiltingbury-jun.hants.sch.uk/calendar/?calid=1&pid=49&viewid=1>

Date for your diary:

Macmillan 'Go for Green' day
26th September

School disco

13.11.25



Calendar

September 2024

< > View ▾ Print Subscribe

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2	3	4	5	6	7	8
	INSET day - School closed to p...	Welcome ba...				
9	10	11	12	13	14	15

School Improvement Priorities 2023-2025



To develop an ambitious interconnected curriculum with clear purpose, clarity and coherence which will achieve our vision and ambitions for every child in our school.

Improving Behaviour and Attitudes for all children.

Quality of education

Behaviour and attitudes

Personal development

Effectiveness of Leadership and Management

To research, review and begin to implement a shared understanding of effective high quality inclusive teaching to improve outcomes for all children.

To further develop leadership at all levels to ensure leaders are effective in their monitoring and evaluation of their subjects to drive priorities in their leadership roles.

-Subject Leadership, Governors, School Community



- As and when any problems or concerns arise, please let your child's teacher know. It is far better to nip something in the bud!
- Please do chat to us! There is always someone on the gate in the morning and class teachers are also on the gates at the end of the school day.
- You can contact Year 3 through:
adminoffice@hiltingbury-jun.hants.sch.uk