



Welcome to Year 3/4  
2023-2024



# The Year 3/4 Team!



## Kingfishers

**Miss Thompson**

(Monday, Tuesday,  
Wednesday)



**Mrs Barnes**

(Thursday and Friday)



## Robins

**Ms Terry**



## Woodpeckers

**Mrs Bone**





# The School Week

## A typical School Day:

8.40-9.00	9.00 – 9.10	9.10-9.30	9.20-10.30	10.30-10.45	10.45-11.45	11.45-12.00	12-1	1-1.30	1.30-2.30	2.30-3.30
Early Morning Task – learning response, reading or Thinking task	Fluency – maths / handwriting or spelling	Assembly	Maths or Literacy	Break	Maths or Literacy	Class story	Lunch	Guided Reading	Project / Discreet curriculum subjects	Project / Discreet curriculum subjects

PE Days – Tuesday and Wednesday

PPA time – Monday

Any other regular events – Forest School and Saints



# Class Routines



- Toilets
- Water
- Cloakroom
- Equipment – pencil cases
- Toys and personal belongings



### Our Vision:

"To foster a safe environment where everyone flourishes to make a difference to themselves and others"

### Our School Values:



### Our Ways of Wellbeing:



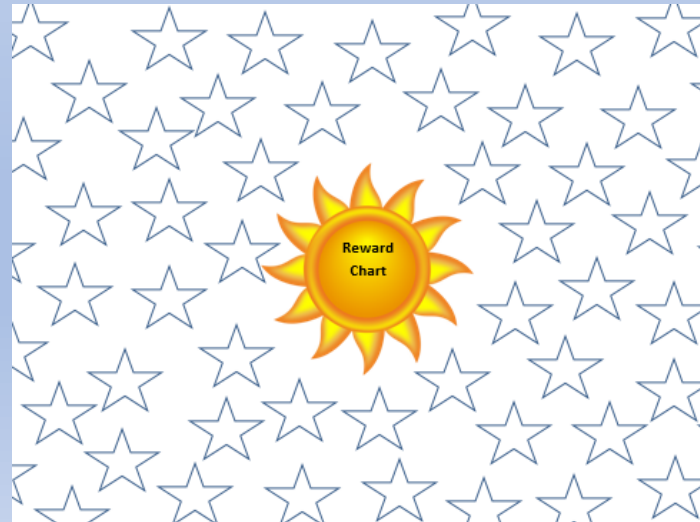
### Our School Rules:

- ★ Be Kind
- ★ Be Safe
- ★ Show Respect





# Setting Behaviour Expectations





# Behaviour Expectations

- First steps are always working with children to embrace the reward aspects and make the right choices.
- Steps for when right choices are not made.
- Working in partnership with home ensures the best outcomes for the children.
- Positive behaviour management based upon genuine, positive relationships with the children.



## Behaviour Policy



### What happens if I make the right choices?

- An adult will give me praise
- I will make progress with my learning
- I might get a 'make a difference star' / House Point
- I might win 'Puff-Puff' the starfish
- I might get a head teacher's certificate
- I will be proud of myself

### What happens if I don't make the right choices?

- An adult will talk to me and give me the chance to change how I am behaving
- I will need to meet at break or lunch time to reflect on, and talk about, my behaviour
- I may need to complete a reflection sheet
- I will need to take missed learning home to complete and return the next day
- I may need to go to work club on Fridays to complete any missed learning
- My parents may be contacted
- For deliberate physical contact I will have an internal or external exclusion







# Communication





# Communication



- A strong home/school communication is vital
- Please do contact us if you have any queries or concerns...
  - Write a note in the home-school communication book. Teachers will also use this book to communicate to you. Please sign to show you have seen the note.
  - Pass a message through the members of staff on morning duty
  - Arrange a telephone appointment via the school office: 01962 732801
  - All emails to class teachers to go via the office: [adminoffice@sunhill-jun.hants.sch.uk](mailto:adminoffice@sunhill-jun.hants.sch.uk) We endeavour to answer emails within 48 hours
  - The office needs notifications about absence – telephone: 01962 732801



## The drivers for our curriculum:

- **CONFIDENCE**
- **INITIATIVE**
- **DIVERSITY**



## Skills emerging from our curriculum

### Competent and Confident to:

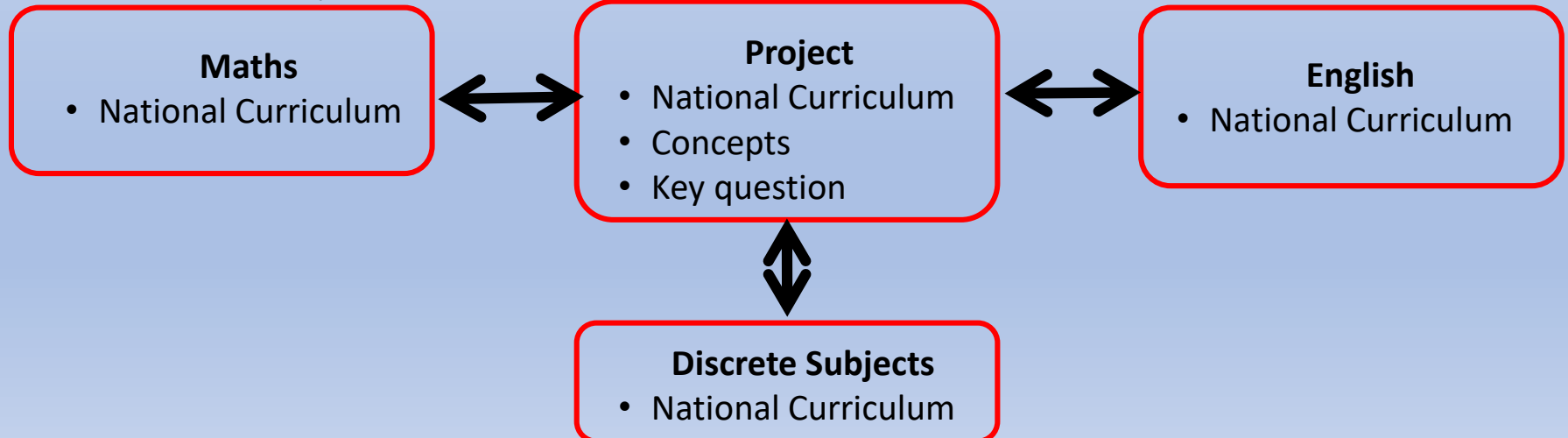
- Read & write reflectively
- Listen and speak respectfully to convey ideas
- Calculate efficiently & apply skills to solve problems
- Appropriately challenge & question
- Take risks and learn from mistakes

### Use Initiative to:

- Undertake & embrace challenges
- Evaluate, plan and take risks
- Work independently & collaborate
- Commit with focus & resilience
- Reflect, adapt and create next steps

### Use Diverse and Creative Thinking :

- Ask questions to extend thinking
- Generate ideas & explore possibilities
- Overcome barriers; try out alternatives & developing ideas
- Connect ideas & experiences in inventive ways
- Respecting & valuing all opinions





# 'Discrete' Subjects

Most subjects are taught through the project but some are 'discrete'.

PE (Saints and SHJS)

RE

PSHE / RSE

French



# Our Projects this year



- Autumn Term – Geography – Vision of Europe
- Spring Term – History – Travels in time
- Summer Term – Creative –Change makers

**Exploring a Key Question**



# Trips and Visitors



Trips are currently being planned in line with projects – there will be more information to follow on this.

For our current project, we have already sent out a request for anyone who has experience of either living or working abroad. Are you able to talk to the children about this?



# Assessment



An essential and integral part of the teaching and learning process

## Formative Assessment

- continuous, ongoing assessment during classroom teaching and marking of daily learning

## Summative Assessment

- assessment of individual learning – ‘tests’ (NFER). Beginning, middle and end of each year in maths and English.
- Part of normal learning journey and classroom practice. A way for children and adults to find out next steps.

## Specific Learning Assessments

- used to assess and plan for how to meet specific learning needs.



# Homework



- Reading journals – to record reading 5x each week.
- Spellings – individual ‘focus 5’ fortnightly in communication book
- Times tables – fortnightly setting / test. Daily practice (TTRS)
- Home learning research or project work





# Spelling



We are now using Jane Considine's ***The Spelling Book*** to teach spelling at Sun Hill. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.

The Spelling Book is not a scheme, it's a way of teaching spelling that relies on teachers to bring the 'wonder of words' to life.

## **The Spelling Book aims to:**

- 1) provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered.
- 2) exceed all expectations around making the teaching of spelling effective, and 'stick-able', for children.
- 3) ensure that all concepts, activities and tasks taught increase 'stickability' and retention of vocabulary.



# Spelling

In addition to being exposed to and exploring key vocabulary to enable children to cover the curriculum, the children will also have a **Focus Five**. **The children will write their Focus Five in their reading records, so you can see what they're focusing on.**

These will be five words that your child finds tricky. They will identify the tricky part and aim to spell the word correctly within their writing at school. Once achieved, they change it for another tricky spelling.

**The children will not be tested on their Focus Five, but encouraged to use the words correctly within their writing.**

Differentiate approach focusing on what your child needs at that point.

**My Focus Five**

My Focus Five	How I choose to spell it	How I remember the tricky part	How I know I've got it	How I know I've got it
hesitantly not	tent	FF FF FF	FF FF FF	FF FF FF
stared, i	@?@	FF FF		
achieve, eve in achieve		FF		
curiosity Rio	x city / sity	FF		
ancient	ent	FF FF		
Name	Fred Flintstone			
Week Beginning	6 <sup>th</sup> September			

Year 6

Crash! Crash! Crash! The wind screeched as it <sup>swirled</sup> around the abandoned ferris wheels. The same distorted carnival music could be heard from the mould-covered scarlet tents. Rusting with age the dogs stood in a line - like soldiers <sup>paying</sup> to attention. Puckey smothered the ripped banners and <sup>suffered</sup> ~~sated~~ the <sup>suffered</sup> stalls. The rose-burnin stench of rotting apples and damp bushes covered the Funfair like a blanket. Grossiti was all over <sup>the</sup> the air giving the funfair an extra <sup>stand</sup> ~~extra~~ attention.

The little girl, Raven, started shiver at the creaking <sup>of</sup> ~~and~~ gates as the sound of <sup>her</sup> ~~her~~ <sup>silent</sup> ~~mediculous~~ laughter filled her head. The air



# Reading Books



## Reading Books

- ❖ 'Learn to Read' and 'Love to Read' Books
- ❖ Bug Club book at child's reading level – books and quizzes available on line
- ❖ Children are welcome to bring in age-appropriate books for independent reading
- ❖ book shelf in class to borrow from
- ❖ 'Learn to Read' books sent home for practise. To be returned please.

## Library

- ❖ Class visits to the Library every other week when it is open
- ❖ Children can have two books from the library
- ❖ These could be reading age books or books they would like to take home and share with people at home



# School Uniform and Equipment



- ALL named
- Long hair to be tied up – boys and girls
- NO nail varnish, coloured hair dye or make-up
- Single stud earrings which can be removed or covered for PE.  
Please provide surgical tape to cover earrings
- A coat in school if any chance of rain
- A hat and sun cream
- Any mobile phones or smart watches handed-in during the school day



# School Uniform and Equipment



- As per on the website: <https://www.sunhilljs.net/uniform>
- Any problems with uniform let us know; for example temporarily misplaced items or sensory needs.
- Second hand uniform available in the front lobby



# Reporting



- Parents' Evenings in autumn and spring (October, February)
- SEND parents' evenings
- A full written report in the Summer Term with an opportunity for a follow up meeting and 'book look' if required.



# Helping in School



- Listening to readers, playing maths games, helping in the library
- Helping on school trips
- Sharing experience
  
- Indicate on sign-in sheet