



Welcome to

St Michael's  
Primary School



# Meet the Year 3 Team




Miss Cousins  
(3C class teacher)



Mrs Mack  
(3M class teacher)



Miss Noakes  
(Teaching Assistant)



If you have an issue you need to speak to someone about, please contact your child's class teacher in the first instance. If you need further assistance, please then contact Miss Lewis (KS2 Assistant Headteacher). You can do this by speaking to us at the end of the school day or by sending a message via the school office [contactus@st-michaels-lichfield.staffs.sch.uk](mailto:contactus@st-michaels-lichfield.staffs.sch.uk)



# Meet the Senior Leadership Team



Executive Headteacher  
Mrs Ballinger



Deputy Headteacher  
Mrs Hobson



Assistant Headteacher  
(KS1)  
Mr Freeth



Assistant Headteacher  
(KS2)  
Miss Lewis



An illustration featuring a large, open book in the center. At the top edge of the book, four children's heads are visible, looking towards the viewer. On the left side, a male teacher in a yellow sweater holds a book and points towards the large book. On the right side, a female teacher in a pink top and purple skirt holds a book. To the left of the large book, there are several colorful pencils. To the right, there is a stack of books. The background is a plain, light brown color.

# Safeguarding

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher any behaviours of any adults working in the school that may concern you.

If you have a safeguarding concern please call us on [01543 227425](tel:01543227425) or send an email to [contactus@st-michaels-lichfield.staffs.sch.uk](mailto:contactus@st-michaels-lichfield.staffs.sch.uk) entitled **SAFEGUARDING CONCERN**. Please do not provide an account of the concern but request that a Safeguarding Lead contacts you and provide us with a phone number for us to do so. The office team will then ensure that a Safeguarding Lead contacts you as soon as they are able to.



# Safeguarding Team



**Mrs Hobson**  
Lead DSL/SPOC  
Deputy Headteacher



**Mrs Ballinger**  
Deputy DSL/SPOC  
Executive Headteacher



**Mr Freeth**  
Deputy DSL  
Assistant Headteacher



**Miss Lewis**  
Deputy DSL  
Assistant Headteacher



**Miss Murray**  
Deputy DSL  
EYFS and Phonics Lead



**Mrs Housley**  
Deputy DSL  
Year 6 Teacher



**Mr Downie**  
Deputy DSL  
Year 4 Teacher



# Weekly timetable

Please see below our weekly timetable. Please note that this may be slightly altered throughout the school year based on reviews of the timetable and special events in school.

Year 3 timetable – Autumn 2024

	8.40-9.00	9.00-9.30	9.30-10.30	10.30-10.45	10.45-11.45	11.45-12.15	12.15-1.10	1.10-2.45	2.45-3.15	
<b>Monday</b>	Morning Activity	Reading	Indoor PE/ Maths	Break	Maths/ Indoor PE	PSHE	Lunch	Science	Science	Whole school worship
<b>Tuesday</b>	Morning Activity	Reading	English	Break	Maths	Class read	Lunch	French/ Music (Alternate weeks) (1.10-2.10pm)	RE (2.10-3.15pm)	
<b>Wednesday</b>	Morning Activity	Reading	English	Break	Maths	Class read	Lunch	PE	Computing	Class worship
<b>Thursday</b>	Morning Activity	Reading	English	Break	Maths	Class read	Lunch	Geography /History (Alternate weeks)	Geography /History (Alternate weeks)	Prayer and Praise
<b>Friday</b>	Morning Activity	My Happy Mind	English	Break	Maths	Mark Homework	Lunch	Art/DT (Alternate weeks)	Art/DT (Alternate weeks)	Special Mentions

# Curriculum overview

Please see below our planned curriculum coverage for the year ahead.

Year 3	Autumn	Spring	Summer
<b>Class Novel (RFP)</b>	<b>Core</b> – Krindlekrax, Philip Ridley <b>Curriculum</b> - Stone Age Boy, Satoshi Kitamura & The Secrets of Stonehenge, Mick Manning <b>Class Read</b> - The Butterfly Lion, Michael Morpurgo	<b>Core</b> - The Iron Man <b>Curriculum</b> - Cinderella of the Nile, Marjan Vafaeian and Escape from Pompeii, Christina Ballit <b>Class Read</b> – The girl who lost a leopard, Nizrana Farook	<b>Core</b> - George's Marvellous Medicine, Roald Dahl, Hodgeheg, Dick King-Smith <b>Curriculum</b> - The Orchard Book of Greek Myths, Geraldine McCaughrean <b>Class Read</b> – Mousehole Cat, Antonia Barber
<b>RE</b>	What is the Trinity? and What are festivals of light?	What do Hindus believe? and why do Christians call the day Jesus died, Good Friday?	When Jesus left, what was the impact of Pentecost? and opening the Qur'an and exploring Ramadan
<b>Science</b>	Animals incl. Humans	Rocks and Forces, Magnets	Light, Plants
<b>Geography</b>	Counties and Cities of the UK	Volcanoes and Earthquakes	Changes to Settlement Types
<b>History</b>	Stone Age and Iron Age	Ancient Egypt	Ancient Greece
<b>Art</b>	Mastery of basic observational KS1 drawing skills using chalk and charcoal - Cave drawings	Sculpture - recognisable 3D form - attaching and creating texture - making a canopic jar	Painting - colour mixing using the colour wheel, paintbrush techniques - expressive landscapes
<b>D&amp;T</b>	Textiles – Hand sewn decoration (sewing skills)	Product Analysis - photo frames /Design and Make Photo Frame	Nutrition -Greek inspired salad/pizza

Year 3	Autumn	Spring	Summer
<b>Computing</b>	Digital Literacy: Connecting computers/ Stop-frame animation	Digital Literacy: Sequencing sounds/branching databases	Digital Literacy: Desktop publishing /events and actions
<b>French</b>	(1) Phonetics lesson 1 (Core vocab) & I'm Learning French or Ancient Britain (Early language unit) (2) Fruits or vegetables (Early lang unit)	(1) Musical instruments (Early lang unit) (2) Seasons (Early lang unit)	(1) Ice creams (Early Lang unit) (2) Little Red Riding Hood (Early lang unit).
<b>Music</b>	Ukulele whole class- To perform simple rhythmic and melodic patterns in time with a secure beat.	Just three notes building to five- By just using up to 5 notes, children will make simple yet effective music. Reading notation will be incorporated.	Stravinsky's Firebird- To listen and reflect on a piece of orchestral music and perform as an ensemble.
<b>PE</b>	Gymnastics, Netball, Outdoor Adventurous Activities Playground Games	Swimming, Striking and fielding (fundamentals of Cricket), Dance	Sport from another culture (Skyros from Greece), Net and wall games (fundamentals of badminton) Athletics
<b>PSHE</b>	Being Me in My World and Celebrating Differences	Dreams and Goals and Healthy Me	Relationships and Changing Me
<b>Wider School opportunities</b>	Cannock Chase - Tanglewood Days (step back in time - Stone Age) Survival, team building day etc.	Geography fieldwork around the city of Lichfield	Ancient Greece – Activity Day Year 3 sleepover (both on school premises)

An illustration featuring a large, open white book in the center. At the top edge of the book, four children are peeking over: a boy in a green shirt, a girl in an orange shirt, a girl in a pink shirt, and a boy in a blue shirt. To the left, a man in a yellow sweater and blue trousers stands next to a stack of colorful books, holding a book and pointing towards the central book. To the right, a woman in a pink top and purple skirt stands next to another stack of books, also holding a book. The background is a simple, light-colored wall.

# Trips overview

- Stone Age trip at Cannock Chase ( 9<sup>th</sup> October 2024)
- Spring geography fieldwork trip ( Date TBC)
- Sleepover at school (See next slide)
- Greek Day (in school)





# Residential

## St Michael's Year 3 Sleepover!

This year we plan to offer the children of year 3 the chance to have a sleepover at school, which will give them the opportunity to stay away from home for one night, before formally staying away for two nights in year 4.

This event will take place in the Summer term and will involve lots of fun and games including watching a film. The fun and games will continue into the day after the sleepover and will finish at the end of the normal school day.

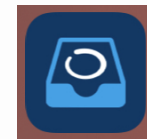
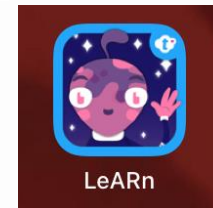
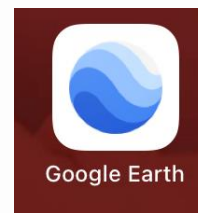
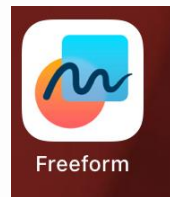
More details will be provided nearer the time.



# Learning Futures

We are now into the second year of our participation in the Learning Futures initiative. Class teachers plan a hybrid of learning using iPads and working in exercise books, enhancing and transforming the provision for our children at all stages of their education. The icons below illustrate some (but by no means all) of the apps we make use of in school.

If you would like to know more about the Learning Futures initiative, you can visit our school website or contact Miss Lewis.





# Accelerated Reader

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child can take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)

Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

An illustration featuring a large, open book in the center. At the top edge of the book, four cartoon children are peeking over. On the left side, a male teacher in a yellow sweater holds a book and points towards the text. On the right side, a female teacher in a pink top and purple skirt holds a book. To the left of the book, there is a stack of colorful pencils. To the right, there is a stack of colorful books. The background is a simple, light-colored wall.

# Accelerated Reader - Steps

1. Teachers determine your child's reading level by conducting a STAR reading test each term. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. This, alongside their own teacher assessment, will determine your child's reading level.

2. The STAR reading test will create a ZPD score for each child. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking the STAR Reading test, or teachers can use their best professional judgment to determine a ZPD. It is important for children to read with a high degree of comprehension and within their ZPDs.



# Accelerated Reader - Steps

3. All books in school are colour coded in relation to their ZPD score or book level (see image aside). Children can select a book from anywhere within their ZPD level. For example, if a child's ZPD score is 2.3-3.5, they may select appropriately-levelled books from the orange, yellow, green and possibly the blue collections. **Please note these book colours do not align with the previous book band colours used in school so do not worry if the colour of the book your child comes home with is different to those previously brought home.**

4. Once your child has read the book with you, they have the option to take a quiz to test themselves on their comprehension. There are over 35,000 Accelerated Reader quizzes available, with more being written every month - every book within the school Accelerated Reader stock is quizzed. The login details to take these quizzes can be found in your child's reading record. Every book that has an Accelerated Reader Reading Practice Quiz is given a points value. Accelerated Reader points are computed based on the difficulty of the book and the length of the book (number of words). Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz and each term will have a target to reach.

# Accelerated Reader

## Accelerated Reader Book Labels Explained

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:

**The title of the book**

Type in this number on the online platform (login details in the children's reading record) to take the book-related quiz and earn points.

Quiz No 219982  
Billionaire Boy

**The author of the book**

Williams, David  
B.L.: 4.1  
Points: 4.0

**The maximum number of points available when children complete the quiz.**

**The interest level attached to the book indicates age group appropriateness. Interest level is based on a book's content including theme, characterization, and plot. The interest levels are based on the recommendations of the publisher.**

MY

Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+

Children can, of course, still enjoy books together with you that sit outside of their ZPD level; however, when practicing their independent reading, it is very important to ensure that their books sit within their ZPD level to aid their progress in comprehension and fluency.

The website below will help you when selecting or purchasing books outside of the school stock, as it can quickly tell you what book level it is along with the quiz number and interest level.

<https://www.arbookfind.co.uk/default.aspx>

An illustration featuring a large, open book in the center. At the top edge of the book, four children's heads are visible, looking towards the viewer. To the left of the book, a male teacher in a yellow sweater and blue tie holds a small book and points towards the text. To the right, a female teacher in a pink top and purple skirt holds a book. The background includes a stack of colorful books and several colored pencils (purple, green, orange, yellow) on the left side.

# Home learning

Home learning is set for children on Showbie. This is set weekly in KS2. Details of the date home learning is due in will be shared with your child via Showbie also.

Home learning will be class marked on Showbie and feedback will be given to children verbally during the process of marking.

Your child may choose to complete their learning completely on their iPad, or may wish to complete some workings out or jottings on paper. Your child will be sent home with an exercise book for any paper work they wish to complete. Any work completed on paper should be photographed and the photo uploaded to the correct assignment on Showbie to be marked. There is no need for these books to be brought to and from school; all home learning will be submitted and self-marked on Showbie.