



Connaught

Junior School

Welcome to Year 3 and to Connaught Junior School!



We are so excited to welcome your children to their new school after the summer break!

Introduction to staff



Mrs Blight-Skipp

Head of Year 3

Matterhorn
Class teacher



Miss Butler

Olympus Class
teacher



Mrs Youle

Snowdon Class
teacher



Miss Knight

Eiger Class
teacher

Introduction to staff

Support staff

- Mrs Dines
- Mrs Bensemann
- Miss Rogers
- Miss Monk
- Mrs De Lima
- Mrs Joseph
- Miss McNeill
- Miss Lydia
- Mr Moynan
- Mrs Collins
- Miss Graham-Scott

We are very lucky to be supported by lots of lovely grown ups who spend time in different classes.

Overview for the Year

Tribal Tales

A History Based Topic

What do you need to know before this topic?

- The Stone Age was during the prehistoric era.
- The Stone Age led into the Iron Age era.
- There are many eras in world history.
- Eras are a period of time in history.
- Eras can last many years.
- History can be plotted on a timeline.
- A timeline is continuous to the present day.
- A timeline is written in chronological order.

Sticky Knowledge

There are three prehistoric eras: Palaeolithic, Mesolithic and Neolithic.

The Stone Age began around 2,000,000 BC and ended around 3,000 BC.

The Iron Age followed the Stone Age and ended around 600 BC.

Neolithic man relied on hunter-gathering for food and survival.

Neolithic man lived in caves, before moving to wooden huts as the Iron Age approached.

Soil is made up of 4 main layers: rocks, air, water and organic material

There are three main types of rocks: sedimentary, igneous, and metamorphic.

Key Skills

Sequencing of key events using appropriate terminology e.g. BC/AD, before, during, after.

Consider cultural, economic, military, political, religious and social history of this time period, considering similarities and differences between then and now.

Present information in a variety of ways through enquiry, interpretation and using sources.

To use a wide range of sources.

To understand that some events are considered to be significant in both British and world history.

Ask a range of questions about the past.

Understanding how events in the past link to our lives today.

Uses dates and terms accurately.

Forms own opinions about historical events from a range of sources.

Key Assessment Questions

When was the Stone Age?

When was the Iron Age?

How are they linked?

How did the Stone Age help shape our world today?

How did people live in the Stone Age era?

What is different about our world now compared to the Stone and Iron Ages?

How did people survive in the Stone Age and Iron Age era?

What are the four main parts of soil?

Key Vocabulary

Chronological, BC, AD, Stone Age, Iron Age, century, decade, sources, artefacts, timeline, cave painting, community, settlement, Neolithic, mammoth, fur pelt, spear, hammerstone, borer, jewellery, bronze, iron, archaeologists, civilization.

Writing	Maths	Art/DT	PE	ICT	PSHE - Jigsaw
<p>Instructional text</p> <p>Children will compose a set of instructions in the form of a Survival Guide for surviving during the Stone Age!</p>	<p>Place Value</p> <p>Addition</p> <p>Subtraction</p>	<p>Activities sessions will consist of:</p> <p>Forest School</p> <p>Cookery – fruit crumble</p> <p>Prehistoric art (using chalks and textured surfaces)</p> <p>Pottery – fossil making</p> <p>DT – pneumatic toys</p>	<p>Fundamental skills</p>	<p>Online Safety: Knowing how to use the internet responsibly.</p> <p>Logging on and using the technology at Connaught.</p> <p>How are devices connected to one another?</p>	<p>Y3 Jigsaw</p> <p>New Beginnings</p>

Curriculum Drivers

Caring Community

I am the child who can understand how people in communities relied on each other and how important it was to be part of a small community to survive.

Learning & Leading

I am the child who can understand that knowledge about the world around me empowers me to make my own decisions about our school community.

British & Global Values

I am the child who can consider the impact of discoveries about the Stone Age and Iron Age on the history of the world.

Wellbeing & Being Well

I am the child who can respect how people at their time lived, exploring their culture, lifestyle and the things that were important to them. I can relate this to how I live, my own culture and what is important to me.

Enterprise & Effort

I am the child who can appreciate that people during the Stone Age and Iron Age had to be enterprising and resourceful with what they had in order to survive and thrive.

Identity and Uniqueness

I am the child who can understand that our era and lifestyle is unique and that we are all linked by our common identity as humans.

Maths



Taught in whole class setting; multi-way differentiation; focus on stretch and challenge; targeting new curriculum expectations.



PSHE

Focus on developing growth mindsets; looking at our core values and exploring different emotions

Writing

We follow the Jane Considine writing planning, using high quality model texts to support and scaffold their own writing in a range of genres linked to our Topic.



Computing

Regular use of iPads and the computer suite; focus on e-safety, coding and programming using algorithms.



PE

Please ensure children wear to school their full kit on a Tuesday and Friday. Children need a note from a parent if they are to be excused from PE. Earrings must be removed prior to coming to school/be able to taken out at school.

Art & Design

Integrated into our creative curriculum and activities; lots of exciting projects over the year which involve design and modelling.



Other topics across the year

Autumn 2: Bagshot – A Local Study

Spring 1: The Groovy Greeks

Spring 2: Powerful Plants

Summer 1: Our home – The UK

Summer 2: The Romans are Coming!

Overview for the Year

- Independence and resilience
- Growth Mindset!
- Homework
- Clubs
- Activities



What's coming up?

- Stone Age workshop
- Christmas production
- Butser Ancient Farm trip
- Your first Connaught Sports Day!



Any questions, please let us know!

Home School Partnership

- Homework (next slide)
 - Reading
 - SPaG
 - Maths Arithmetic
- Uniform
 - PE days (Tuesday and Friday)
- Parents Evening
 - 17th & 19th October
- Attendance

All homework will be set on Monday –

Home learning

Reading- 5 comments written in the homework diary per week. A member of the team will be checking this every Monday. The reading will often have a focus such as 'Find as many expanded noun phrases as you can'.

Spellings- Although the majority of practice will take place in school, it is always a fantastic idea to revisit any commonly misspelt words at home too.

Maths- We will send home homework that will relate to the learning happening in the classroom. It may include retrieval practice of older topics covered too.

Times Tables: Please encourage your child to have a go at Times Tables Rockstars at home. There will be opportunities at school but the more practice the better!

Home learning can be found on the school website in the 'Parents' section.

Homework w/c 12 th September 2022					
1) Read at least 5 times before next Monday. When you read, punch the air each time you get to a full stop!					
2) Mathematics: In your blue books, complete the Maths questions. Choose to start on either Base Camp or Climbing.					
3) Talk homework - Being confident and taking risks is the key to improvement. What can you do to improve your confidence?					
4) Spellings - learn your new spellings for the following week. These will be set at the end of the week.	M	T	W	Th	F
5) Times tables - practise your times tables on Times Table Rocks Stars every day.	M	T	W	Th	F
Spellings to learn for next week:					
Spy Spied Try Tried Cry	Cried Walked Skipped Accident Accidentally				

Snacks!

Snacks need to be brought in each day.

They need to be **nut free**.

Our snack list comprises of the following:

Fruit (either a whole piece or sliced up and in a plastic container. Grapes must be sliced length ways in half.) *Bear products are now permitted.*

Vegetables (eg. Celery sticks, sliced cucumber, carrot sticks, etc.)

Bread sticks/pitta bread/rice or oatcakes/crackers (+ dip is also allowed)

A plain biscuit (eg. digestive or rich tea – no chocolate coating)

Cereal/breakfast bar – no nuts or chocolate chips

Dried fruit (eg. Raisins, bananas, mango)

Crackers/Cheddars

Cheese cut into cubes or BabyBel

Plain popcorn (not Butterkist and toffee/caramel flavour)

Soreen bars (Not the chocolate variety and no other cakes or cake bars are permitted)

Please speak to your class teacher if you are unsure of a suitable snack or if your usual snack is not on the list – they will be happy to help!

Our contact info

- Mrs Blight-Skipp matterhorn@cjs.tamat.org.uk
- Mrs Youle snowdon@cjs.tamat.org.uk
- Miss Butler olympus@cjs.tamat.org.uk
- Miss Knight eiger@cjs.tamat.org.uk

School office: school@cjs.tamat.org.uk

Questions



Please stack the chairs - no more than 6 per stack.
Thank you!



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