



MALVERN WELLS
C.E. PRIMARY SCHOOL

Class 3 Welcome Evening

Our aims, expectations and overview of the exciting year ahead!

Who's Who in Class 3



Mrs HC

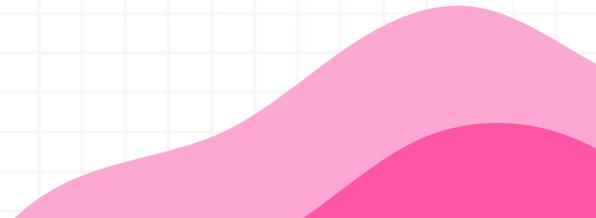
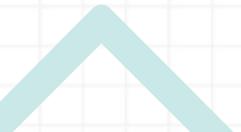


Mrs Myers



Miss Spilsbury

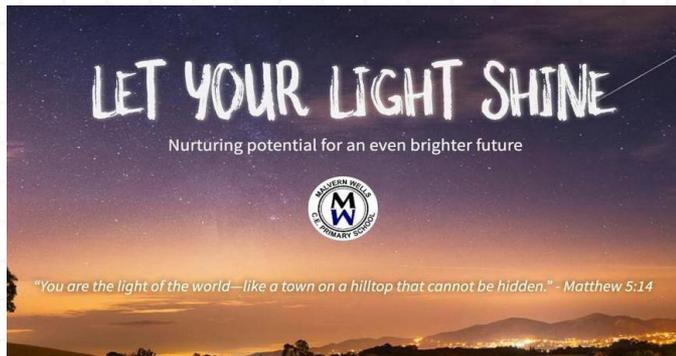
Everyday - Miss
Spilsbury
Monday and Tuesday
- Mrs HC
Wednesday - Mrs
Dainty/Mrs Myers
/Mrs HC
Thursday and Friday
- Mrs Myers



Our Vision for an exciting year ahead!

As you know, in all we do, we look to 'Nurture the Potential for the Brightest Future'. We tell our children that they come to school to 'Let their Light Shine' and this feeds into everything we do and every strategic decision we make. We want every child in Class 3 to go beyond their limits and rise to challenges – whether that is academic ones, physical or emotional ones. Every child will be set up for success, but this doesn't mean it will be easy for them! We want challenges to be a stretch for them and for them to realise...

"Life has no limitations; except the ones you make." Les Brown





MALVERN WELLS
C.E. PRIMARY SCHOOL

Our Values

COMMUNITY | COMMITMENT | COMPASSION | COURAGE

Community

We are a small school with a big heart; a family where every individual is valued and each one belongs.

Commitment

We are committed to nurturing the potential in every child, like a gift waiting to be unwrapped. Our commitment extends beyond the walls of our classrooms, pursuing excellence in all we do.

Compassion

At Malvern Wells, every individual is known, loved, cared for and celebrated. We strive to extend kindness to our school, our community, our nation and our world.

Courage

We are courageous learners, consistently reflecting and constantly improving. We believe that making mistakes is integral to growth, so nurture the curiosity to learn with the freedom to fail, and the passion to make a difference.

Behaviour – The Malvern Wells Way

As a staff , in Class 3, we are committed to ensuring that every individual is nurtured to reach their very brightest potential through our safe and nurturing community.

We will do this by generating an environment where exemplary behaviour is the heart of productive learning in our happy class room. Everyone will be expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

We recognise that good behaviour is rooted in strong relationships and our vision and values are central to promoting relationships and setting the culture of our school. We define culture at Malvern Wells as: 'The way we do things around here... even when no one is looking.'

Our behaviour choices are rooted in exemplifying our 4 values through our school.

For more information so see our [Behaviour and Relationships Policy on our website.](#)



Communication in Class 3

Open and
honest
communication

- Contact the school office with a message
- Make an appointment if necessary
- Not always available at home time

A Partnership
approach



Effective Communication is vital! - newsletter, whiteboard,

Facebook, texts, emails!

Handbook on website

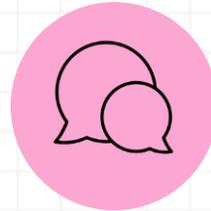
How can you support us to do our best?



Read our weekly
newsletter



Attend our Best
Seats Assembly
when you can



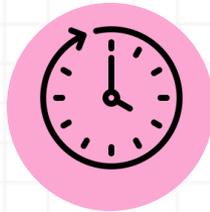
Communicate
with us - good
and arising needs



Attend parents'
evenings,
workshops and
other supportive
events.



Read daily
Practice
spellings
Tables



Be timely in response
and payments - school
money



Partner with us to
embed our vision and
values



MALVERN WELLS
C.E. PRIMARY SCHOOL





Home Learning

We love seeing the children's work at home, especially when they are motivated by their learning in school, however, this is not an expectation.

However, we have core 3 focus' for homework

1. Reading – please read with your child daily and record this in their personal reading log please.
2. Spellings – please take time to learn and practise these.
3. Mental maths – year group focus.
4. Weekly worksheet – alternate Eng/Maths – Grammarsaurus YouTube videos are helpful to complete when you can – consolidates learning

What are we learning about this term?

History - How did daily life change in Britain from the Stone Age to the Iron Age?

Art - Sculpture - How can where you live impact you as an artist?

Science - Animals including humans

PE
Multiskills -
Wednesdays

RE - Autumn 1 - How and why do people mark the significant events of life?

Autumn 2 - What is the 'Trinity' and why is it important for Christians?

Geography - What are the key geographical features of the UK, and my region?

PSCHE
Jigsaw



Autumn 1 2024 – C3 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 am	Doors open	Doors open	Doors open	Doors open	Doors open
8:50 - 9:00 am	Registration / KIRFS	Registration / KIRFS	Registration / KIRFS	Registration / KIRFS	Best seats in the HOUSE – Please join us
9:00 - 9:30 am	RWI / Guided Reading				
9.30 – 9.45	Spelling/Handwriting	Spelling/Handwriting	Spelling/Handwriting	Spelling/Handwriting	
9.45 – 10.30 am	Maths	Maths	Maths	Maths	Maths 9.45 – 10.45
10.30 to 10:45am	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Spelling Test – 10.45-11.00
10:45-11.00 am	Maths – Guided Group and Independent Application				
11.00 – 11.14 am	Break	Break	Break	Break	Break
11.14 -11.30am	English	English	English	English	English
11.30-12.15 pm					
12.15-1.15 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.15 – 1.30 pm	Story time – Reading for Pleasure	Story time – Reading for Pleasure			
1.30 – 2.20 pm	3D Curriculum	3D Curriculum	PE	RE	3D Curriculum
2.20 – 2.35 pm					
2.35 - 3:25 pm			French	Jigsaw	

3D curriculum – linked, sequenced blocked subjects

Year 4 Multiplication Check

- Children are expected to, alongside their daily reading and spelling practise, continue to learn their multiplication tables.
- Resources are provided, such as Times Table Rockstars help facilitate this.
- Throughout the year, children will be monitored and informally tested to assess their progress according to the 12 tables.



Maths



We teach maths using a mastery approach. We use a range of resources.

We always start the year with place value to assess the children's number knowledge and build on this across the year.

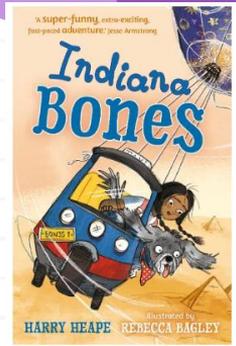
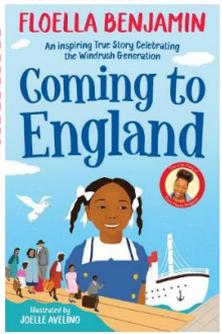
Each morning, we complete KIRFS to support the children's rapid recall of number facts.

Maths Key Instant Recall Facts (KIRFs)

- Number bonds to 10 and 20
- Times tables – 2, 3, 4, 5, 10
- Telling the time – o'clock, half past, $\frac{1}{4}$ past, $\frac{1}{4}$ to
- Doubles and near doubles
- Halving
- Addition and subtraction within 20 moving on to within 100
- Money – recognising coins and their value



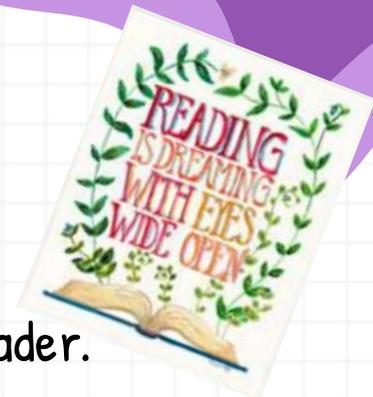
My child is a good reader, what happens next?



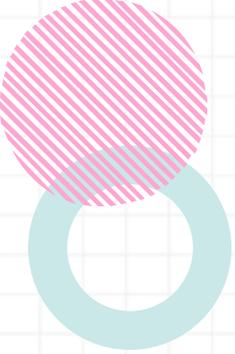
- It is vitally important to still have an understanding of what your child is reading. We want to maintain/develop great attitudes to reading. Although they very often want to read in their head, once fluent it is still important to hear them read.
- **In Year 3 & 4**, we endeavour to expose the children to a variety of texts, including visual literacy resources, a range of fiction and non-fiction texts (books including; myths & legends) as well as book which are structured for different purposes.
- **Reading Tree** This will enable our school to benefit from the wide array of texts
- As your child learns to decode and read fluently, it becomes even more important to understand the texts they read and evaluate the impact of the author's choice of language. They will also be encouraged to participate in discussion and debate – building on own ideas and challenging views courteously.
- **Reading Workshop** – Information to follow
- We read daily in school during our guided reading lessons and the children have a quality text read to them daily.



My child won't read, how can I help?



- Read TO your child as much as possible, modelling yourself as a reader.
- Don't force them to read huge amounts- a couple of pages, **little and often!**
- Discuss any concerns with the class teacher
- Encourage your child to read lots of different text types of their choice!
- If your child is strong reader, it is vitally important to still have an understanding of what your child is reading as well as the skills they are using to read new and unfamiliar words. Although they very often want to read in their head once fluent, it is still important to hear them read outloud.
- If your need any advice, please ask
- Workshop!



Writing

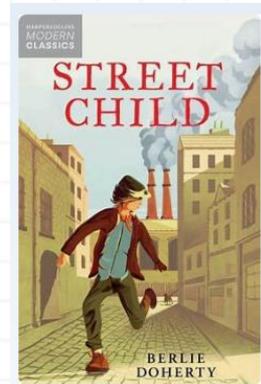


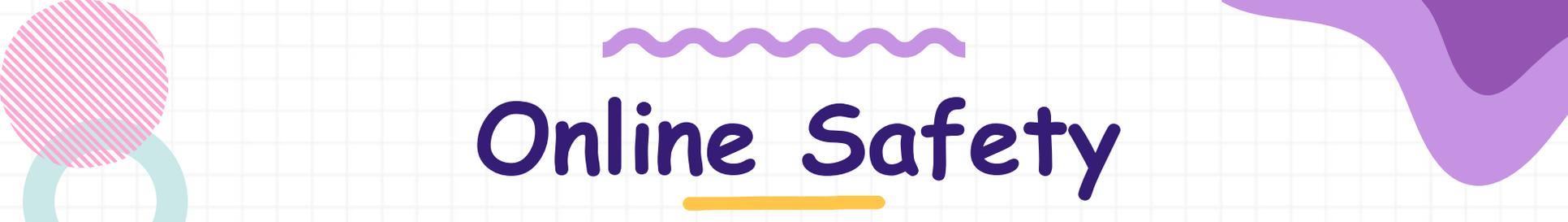
We take a sequenced approach to Writing and plan to make connections with our History or Geography Focus .

They are assessed regularly through Hot Task pieces of writing – first unit of writing will be focusing on Place Value for Grammar to embed the basics.

Children's writing is always given a 'purpose'. This term, we will start with a non-chronological report.

In KS2 expectation for handwriting is to write fluently using a joined style.





Online Safety

The best filter is an educated child

Children have the right to **enjoy childhood online**, to **access safe online spaces**, and to benefit from all the **opportunities** that a connected world can bring to them, **appropriate to their age and stage**.

As they grow older, it is crucial that they learn to **balance the benefits offered by technology** with a critical awareness of their own and other's **online behaviour** and **develop effective strategies** for staying **safe** and making a **positive** contribution online.

UK Council for Internet Safety

Online Safety

At School

- Safe and responsible use of the Internet is at the heart of our school curriculum.
- Clear expectations are set through the school's online safety policy and acceptable use agreements.
- Online safety issues are taken seriously and are monitored to inform the computing curriculum.
- Opportunities for teaching about online safety issues are identified in other areas of the curriculum.

At Home

- Reinforce the messages shared through the acceptable use agreements.
- Monitor what your child is viewing on the Internet and have open discussions about who they are communicating with.
- Set clear boundaries regarding who they can communicate with (i.e. only people that they know in the real world) and how much time that they spend on the computer or tablet.

Key Dates and Costs -

all trips for the year, will be announced soon

Autumn 1	Autumn 2	Spring 1
Boundless Outdoors - 26 th -27 th September	TBA	TBA

SAVE
the
DATE



**THANK YOU FOR YOUR CONTINUED
SUPPORT**

