



Welcome to Year Robins  
2025-2026



# The Year 3 Team!



Miss Wilkinson



Mrs Cheyney



# The School Week

## A typical School Day:

Feedback /EMT	Readers	Literacy		Spelling	Maths		ERIC with CT 1:1	RE L3	1:50pm -2:35pm Indoor PE Gymnastics	2.45pm- 3.05pm Wellbeing Assembly in class	Story and Home time
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PE Days – Wednesday & Friday

PPA time – Tuesday morning



The school year so far...



# Class Routines



- Toilets
- Water
- Equipment
- 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 School Expectations:






		
Good for Me	Good for You	Good for Everyone








# Rewards



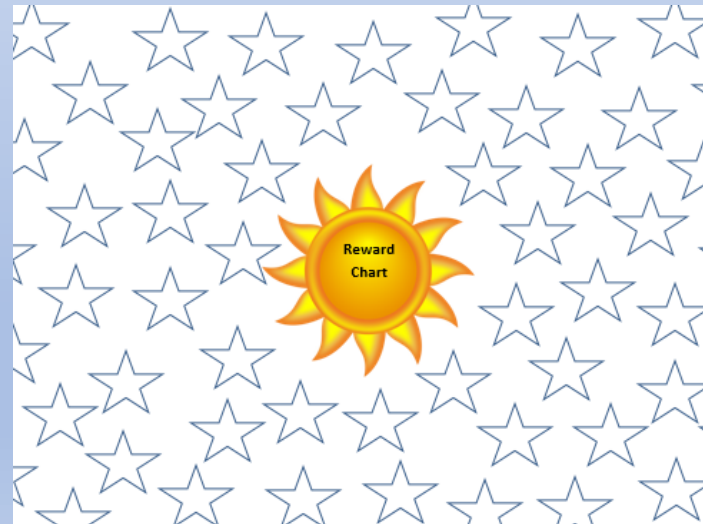




## My STARS Chart

Name:	Class:				
					
					
					
					
					



# Setting Expectations





# Behaviour Expectations



- The Behaviour Policy is on the Website and is updated annually. Our policy reflection The Empowerment Approach. As a school we are into our second year using this approach.
- Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.





# Wellbeing in School

Looking after the wellbeing of our school community is very important to us.



'Bingo' wellbeing award

Comfortable	Connected	Count	Capable	Control
I feel uncomfortable	I feel disconnected	I feel I do not count or belong	I feel incapable	I feel a lack of control



# 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



# Our Projects this year



The drivers for our curriculum:

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



- Autumn Term – Geography
- Spring Term – Creative
- Summer Term – History (Trade and Transport)

## 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.

Autumn Term – Minstead. We will undertake a river study.

Spring Term – Art Junk Modelling

Summer Term – Wataercress Line



# 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 / SATS). 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 –Daily practice (TTRS) to prepare for weekly challenge in school.
- Home learning research or project work



# Spelling



We use ***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**

Year 6

My Focus Five	How I'll become a spell master	Next sentence used correctly in their writing	Teacher's mark
hesitantly not <sup>^</sup> tent	FF FF FF	FF FF FF	OK
stared, i @?@	FF FF		
achieve, eve in achieve	FF		
curiosity Rio <sup>x</sup> city <sub>✓</sub> sity	FF		
ancient <sup>ent</sup>	FF FF		

Name: Fred Flintstone  
About Beginning: 6th September

Crash! Crash! Crash! The wind screamed as it <sup>swirled</sup> around the <sup>one</sup> abandoned ferris wheel. The same distorted carnival music could be heard from the mould-covered scarlet tents. Rushing <sup>standing</sup> with age the dogs stood in a line - like soldiers <sup>to</sup> attention. Pardon my smothered the ripped banners and <sup>suffered</sup> <sup>said</sup> the suffocated the stalls. The rose-burnin stench of rotting apples and damp bushes covered the Funfair like a blanket. Groggity was all over <sup>the</sup> the air giving the funfair an <sup>extra</sup> <sup>stand</sup> <sup>attention</sup>.

The little girl, Raven, started shiver at the creaking <sup>gold</sup> <sup>gates</sup> as the sound of <sup>silent</sup> <sup>mediculous</sup> 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
- ❖ The children will all have a username and password for the 'SORA' system. This is an online library linked to Hampshire School Library Service. They can borrow a full range of reading material including books and magazines.



# 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 (November, February)
- SEND parents' evenings week before
- 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