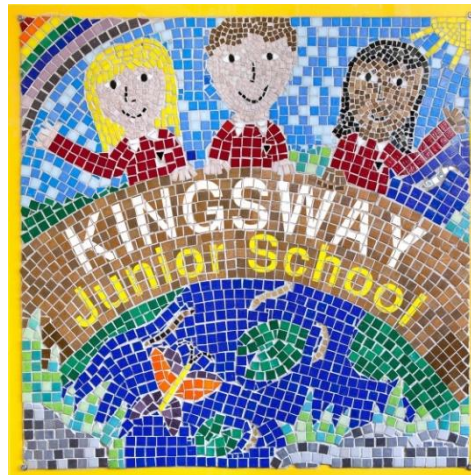


Kingsway Junior School

No Child Left Behind



Welcome to Year 3

Teachers

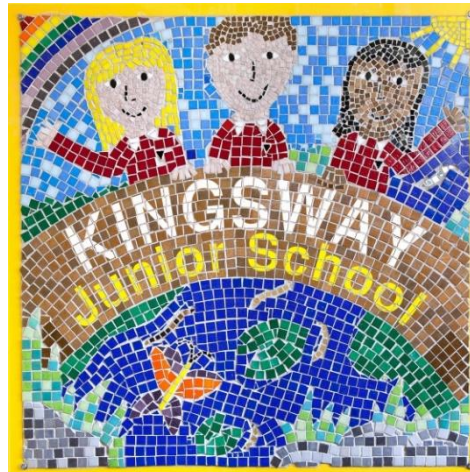
Palace - Miss Lawrence

Castles - Miss Whiting and Ms Grover

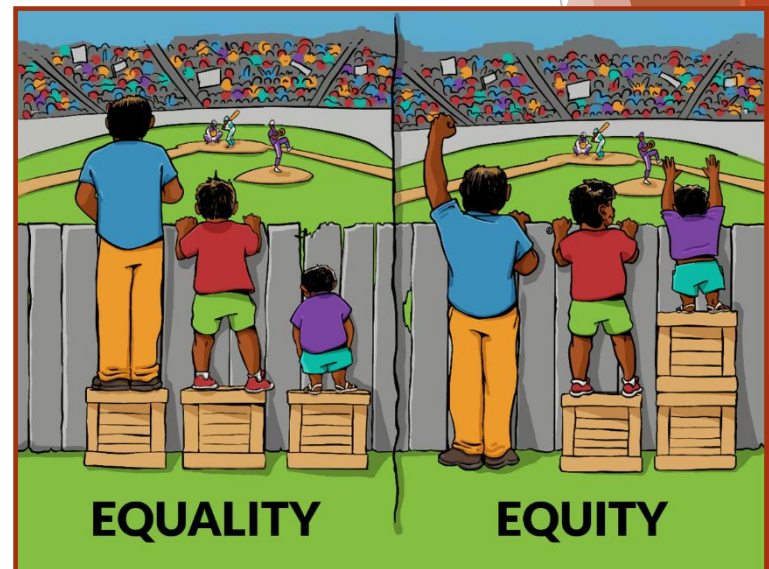
Year 3 TAs

Palace – Mrs Jawad

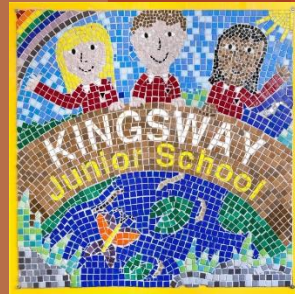
Castles – Mrs Starr and Mrs Dunton



Respect - Kindness - Equity

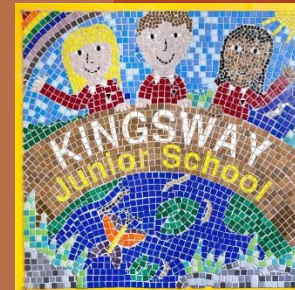


Developing Confident Happy, Enthusiastic learners



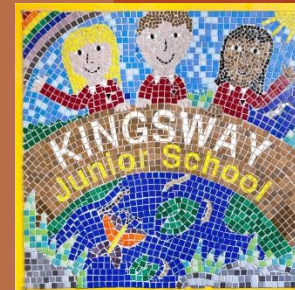
- ▶ It is important to make sure that all children are on the playground ready for when the bell rings at 8.45am. **Registration is at 8.50am. Lessons start at 9am.**
- ▶ All teachers and SLT will be on the playground before and after school.
- ▶ **Behaviour** – We have an anti-social and pro-social behaviour chart, where pupils are clear about the behaviour and the restorative consequence. Please see the chart on the next slide.

KJS Behaviour Chart



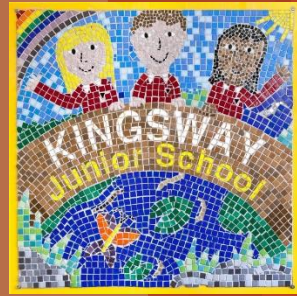
Pro-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTORS	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	◆ Listen to instructions and advice from all adults Speak with respect to adults and pupils ◆ Be willing to turn a negative situation around with a positive response ◆ To perform an act of kindness for adults or pupils ◆ Showing a positive attitude to learning and behaviour	◆ Show an increasing independence during learning ◆ Following instructions and advice calmly during a difficult situation Demonstrate a persistently positive attitude to learning Demonstrate persistent thoughtfulness to others ◆ Show an increasing understanding of how demonstrating respect leads to respect ◆ Turning a negative situation into a positive outcome	◆ Show leadership or a willingness to assist others ◆ Encourage kindness in others and lead by example ◆ Taking a leading role in promoting respect ◆ Representing the school in a positive manner ◆ Be truthful about situations	◆ Show an exceptional attitude to learning with an outstanding piece of work ◆ Take a leading role in encouraging listening skills in others ◆ Encourages a positive attitude in others ◆ Perform an act of kindness ◆ Demonstrates respect on a consistent basis	◆ A persistent attitude to improving learning ◆ To demonstrate exceptional listening skills in a related task or piece of work ◆ A pupil who shows spirit to benefit others ◆ Perform acts of kindness ◆ Manners and acts lead to recognised respect from the local community ◆ Takes a leadership role among pupils to develop school spirit
	Recognition	Verbal recognition and praise from teacher/staff, class acknowledgement, round of applause/appreciation	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

KJS Behaviour Chart



Anti-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Wandering around classroom - Ignoring adult requests - Disturbing learning - Calling out - Throwing or flicking small items - Interfering with the property of others - Distracting others - Fiddling with things - Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. - Excluding others from games, conversations or activities	- Choosing not to change behaviour - Refusing to do work/avoiding work - Answering back - Repeated ignoring of adult requests - Insulting others - Denial of inappropriate behaviour - Defacing own or others work - Accidental damage to school or personal property - Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice - Intentionally preventing others from learning - Play-fighting	- Persistent Level 2 anti-social behaviour - - Unwillingness to reflect on an incident or behaviour - Lying or rumour spreading - Minor deliberate damage to property - Disrupting the class so that learning is affected - Manipulating others to make a poor behaviour choice - Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing - Spitting on things - Regular incidents of unkindness to different individuals. - Leaving the class without permission	- Persistent Level 3 anti-social behaviour - Leaving the classroom without permission - Refusing to follow any instruction from any member of staff - Swearing - Lying to get a child or adult in trouble - Proven stealing of school or personal property - Graffiti - Persistent, significant disruption to learning - Using threats to force others to make poor behaviour choices - Threatened violence - Fighting - Deliberately hurting another child including emotionally - Regular incidents of unkindness to the same individual. - Racist, religious, sexist and homophobic abuse, cyberbullying, taunting or harassment	- Persistent Level 4 anti-social behaviour - Leaving the school site without permission - Swearing directly to intentionally hurt or abuse someone - Threatening remarks - Arson - Serious deliberate damage to school or personal property - Disruption to learning through physical, verbal or emotional abuse of pupils or adults - Trying to deliberately hurt someone else - Possession of an object that could be used intentionally to harm someone - Serious fighting - Serious physical assault: including hitting, strangling, punching, pinching, kicking - Spitting at someone - Sexual misconduct - Proven and persistent bullying
	Restorative Action	Attention prompt/Non Verbal cue from teacher Rule reminder linked to class charter Verbal reminder from teacher of behaviour expectations Positive reinforcement	Verbal warning Possible movement of space / chair within the classroom Teacher may informally speak to parents Potential loss of break time (appropriate to anti-social behaviour)	Time out Loss of break time (appropriate to anti-social behaviour) Teacher verbally informs parents Apology note (appropriate to anti-social behaviour) Recorded on school system	Possible removal from class Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT) SLT or Deputy informed Recorded on school system	Consideration of suspension / exclusion SLT/ Head teacher informed Recorded on school system
	Playtime restorative action	Reminder of rules by staff	Children asked to walk with an adult to reflect on their behaviour Children asked to have a 'time out'	Loss of part of break / lunch Teacher informed	Incident referred to SLT Loss of rest of break / lunch Parents will be contacted	Internal or external suspension/exclusion Meeting with parents and a possible action plan drawn up

KJS Behaviour Curriculum



- ▶ In our school we have also developed a behaviour curriculum, where pupils will be taught and expected to demonstrate our expectations.
- ▶ This includes behaviour outside, inside and around school.
- ▶ Please see our website for further details of what we teach.
- ▶ [Kingsway Junior School - Behaviour](#)

Inclusion

Inclusion is at the heart of all we do.

Kingsway Junior School is an inclusive school.

We recognise every child's right to education and it is our aim to support all children to reach their full potential and to be the best that they can be.

- Every child learns in different ways and, from time to time, may have barriers which prevent them from making the progress we expect. When this happens, we work closely with you to explore different ways to support your child, ensuring they get the most out of their time at school.
- Your child's class teacher will speak to you if they feel your child needs a little more help with some aspects of learning. They are your first point of contact and will keep you informed about your child's progress.

Who's who?

Inclusion Lead: Mrs Akers

SENCO: Miss Whiting

Specific Learning Difficulties specialist: Ms Robinson

All teachers are fully trained in supporting children with Special Educational Needs and creating inclusive classrooms.

Get in Touch

Miss H Whiting (SENCO) - inco@kingswayjm.herts.sch.uk

Mrs A Akers (INCO) - inco@kingswayjm.herts.sch.uk

We're here to support you and your child every step of the way.

There is a lot of support on our website:

<https://www.kingswayjm.herts.sch.uk/send>

How do we prioritise wellbeing?

Making sure every child has a safe adult to talk to

Children know who they can turn to and are encouraged to share their worries, feelings and experiences.

A caring and supportive Pastoral Team

Our Pastoral Team provides personalised support to help children feel safe, valued and ready to learn.

Giving every child a voice

We listen to our children through pupil voice, school councils and pupil leadership opportunities, helping them to shape our school community.

Celebrating every child

We recognise and celebrate each child's individuality, strengths, achievements and contributions.

Understanding Children's Rights

Children learn about their rights, respect for others and how to create a fair, inclusive and caring community.

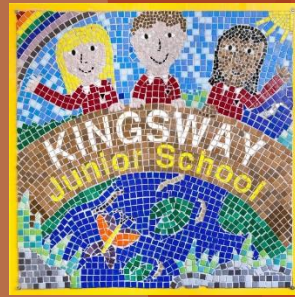
Providing enriching experiences

A wide range of experiences, activities and opportunities helps children develop confidence, resilience, friendships and a sense of belonging.

An open-door approach

We value strong partnerships with families and encourage parents and carers to talk to us whenever they have a question, concern or need support.

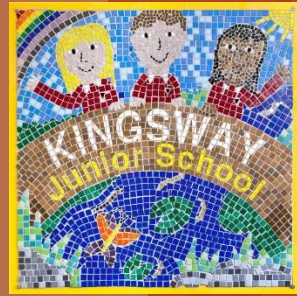
KJS expectations:



- Pupils are **expected to line up ready to start the day on the playground, with their own class teacher.**
- Pupils should be dressed with appropriate school uniform, please encourage your child to tuck their shirt in. Black school shoes must be worn. Hair must be tied up at all times.
- Reading books and reading records should be in school each day. These will be checked weekly.
- PE kit in school. This year, **PE takes place Tuesday and Wednesday.** Children come in school uniform and change into their PE kits before the lesson.



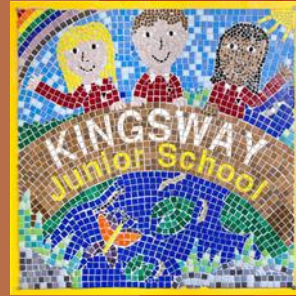
KJS expectations:



- ▶ Water bottles should be regularly taken home, washed and refilled – children need to fill these at break and lunch times and not during lesson times.
- ▶ **Toast is provided daily before 8:50am** and fruit is available in classrooms for break times.
- ▶ We are a healthy school, please support us with ensuring snacks and **lunches contain healthy foods. Please avoid nuts and nut spreads.**
- ▶ Lunch options include **four option choices daily** or a packed lunch option.



Home Learning



Reading

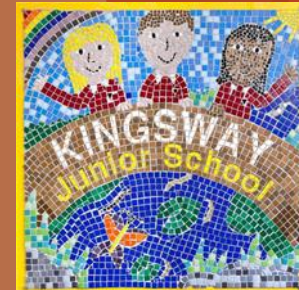
Children are expected to **read to an adult at least 5 x a week**. Free reader books are based in their classrooms. Library books will be in addition to this. Children will also be reading a book in their guided reading sessions as well as in English.

Reading Records: should be completed by adult at home 2 times a week and child every time they read.

Times Tables

Times tables will be taught and practised regularly in class and should be practised at home too. The Multiplication Test will happen in Year 4. Pupils **MUST** regularly practise their times table using times table rock stars and UR Brainy.

Home Learning



Spellings

We teach spelling three times a week.

Spelling patterns are taught and some words are learnt off-by-heart. Your child may receive targeted words to practice at home in their reading records.

Home Learning

This year we are providing pupils with a half termly outline of their home learning. This will be linked with their in-class learning. Each week 3-5 activities will need to be completed, and can be brought into lessons to help the pupils with their learning. Each half term, the focal foundation subjects will rotate between History/Geography, PSHE/RE/Spanish and Art/DT.

A half-termly project will be set, alongside comprehension questions, and maths practise.

Year 3 Home Learning (Autumn 1)

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	The Tree and the River Look carefully at one page from the book. Write down three things you can see and one question you want to ask about the picture.	Mini Rabbit not lost Imagine a little rabbit who must find some berries for his cake. He must go off on an adventure to find the berries. Write 3-4 sentences about: - Where could he look? - Who might he find along the way?	Mini Rabbit not lost You are Mini Rabbit lost in the forest. Write 3-4 sentences about the troubles you may face. Encourage imagination and sequencing ideas.	Paperbag Princess Look at the front cover. Write 3-4 sentences predicting what the story might be about. Who do you think the main character is? What might she do in the story? Does the picture give clues about adventure or danger?	Paperbag Princess Imagine a dragon is part of an adventure. Write 2-3 sentences about how the princess might deal with the dragon. Could she be brave, clever, or funny? What might happen at the end of the story?	Paperbag Princess What could be a sequel to the Paper bag Princess? - Could Princess Elizabeth find adventure again? - Would the dragon find another castle to destroy?
Maths	Recognising Place Value For each number, identify the value of each digit. Example: 423 = 4 hundreds, 2 tens, 3 ones Activity: Write the place value for each digit in the following numbers: 374 582 691	Comparing Numbers Task: Use >, <, or = to compare the numbers in pairs. 374 ___ 582 691 ___ 374 582 ___ 691 Activity: Arrange the following numbers in ascending order: 374, 582, 691	Counting in Multiples Objective: Count from 0 in multiples of 4, 8, 50, and 100. Task: Complete the counting sequences. Count in 4s from 0: 0, 4, 8, 12, 16, 20, ____ Count in 8s from 0: 0, 8, 16, 24, 32, 40, ____ Count in 50s from 0: 0, 50, 100, 150, 200, 250, ____ Count in 100s from 0: 0, 100, 200, 300, 400, 500, ____	Task: For each number, write the number that is 10 more, 100 more, 10 less, and 100 less. Example: 374 10 more: 384 100 more: 474 10 less: 364 100 less: 274 Activity: Apply the same to the following numbers: 582 691 423		
Science	Rock Investigation Choose one rock. Describe it using 3 words (e.g., hard, shiny, bumpy). Draw a picture of it. Then look at rocks in your garden or outside. Can you sort them into 2 or 3 groups? (For example: big/small, smooth/rough).	Types of Rocks Choose one type of rock (granite, sandstone, marble, or chalk). Create a poster about it. Include the following information: -What does the rock look like? -Where is this rock usually found? -Is it used in buildings, roads, or statues? -What makes it useful for people? -Add any key facts	Comparing Rocks Compare two or three different rocks you have found or researched. Write a few sentences about how they are similar and different. Guiding Questions: -Are they hard or soft? -Are they smooth or rough? -Are they the same colour or different? Challenge: Make a simple table to show the similarities and differences.	Fossils Research what a fossil is. Use these websites: https://www.fossilsforkids.com/ https://www.amnh.org/explore/ology/paleontology/paleontology/kids2/english/fossils.html https://onegeology.org/kids2/english/fossils.html Then make a poster showing the key facts about fossils. -How is a fossil made? -What kinds of animals or plants can become fossils?		

Year 3 Home Learning (Autumn 1) Resources

Week one: English



History:

Stone age tool example:



Week two:

Types of rock



Home Learning: Building Independence

Our approach to home learning is designed to develop children's independence, reflection and ownership of their learning. Rather than receiving a tick from an adult, children will self-mark and reflect on their learning during lessons, with support from their teachers.

Home learning ideas will contribute to our classroom learning and discussion: children will regularly share their ideas and learning in lessons and will have dedicated opportunities to contribute to the class forum, sharing suggestions, questions and insights with their peers.

This helps us move beyond simply checking that work has been completed and instead focuses on children engaging with, discussing and taking responsibility for their home learning and using their pre-learning to help them in school.

Expectations in Year 3: Curriculum



Curriculum Newsletters will be sent out each term summarising what your children will be covering within each subject. A copy will be sent via email.

School pledge and classroom charter

- ▶ At Kingsway we encourage independence – taking responsibility for own work and actions.
- ▶ We strive to create a learning environment that encourages children to 'take a risk' and grow as a learner.
- ▶ All we ask is children try their best. Mistakes are a part of learning.

Curriculum Newsletters

Kingsway Junior School

Curriculum Newsletter

Year 3 Autumn Term 2026

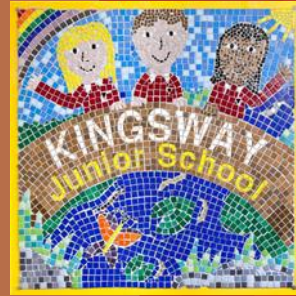


The children have settled into Year 3 well and have come back to school focused and ready to tackle the year ahead. In Castles this year, Miss Whiting and Ms Grover will be your teachers, supported by Mrs Starr, Mrs Danton and Miss Stock. In Palace this year, Miss Lawrence will be your teacher, supported by Mrs Jawad.	
Home Learning Home Learning will be sent out half termly and will link to the pupils curriculum learning. Please speak to class teachers for further information.	
English In English, we will be following the Herts For Learning Curriculum, which combines the use of outstanding rated books to approach learning in a creative, engaging and enthusing manner. Year 3 will be exploring the following texts: Mini-Rabbit Not Lost Bear and the Piano The Magic Box Words are Ours The Koala who Could The Squirrels that Squabbled The Lion Inside Incredible Jobs You've (Probably) Never Heard Of Throughout the year, the children will complete extended writing to ensure that the writing techniques are embedded. We will also be writing cross curricular pieces which combine their knowledge of English, Geography, History and Science. We encourage reading at ALL times.	Maths We follow the Herts For Learning scheme for Maths. It will focus heavily on times tables, reasoning and problem solving skills. We will cover a range of areas throughout the term such as place value, fractions, decimals and percentages, properties of shape, area and formal methods of all four operations. We encourage pupils to regularly review and complete their multiplication tables, and ensure they are confident and fluent in them.
Science In Science this term, we will be exploring the unit of Rocks and Fossils and Forces and Magnets. The key scientific skills that the children will be developing are observing over time and identifying, classifying and grouping.	PE PE will be taught by CSE coaches twice a week. This term we will be focusing on Fitness and Netball then Gymnastics and Dance. Please ensure your child's PE kit is labelled and in school at all times.
RE We are continuing to follow the Jigsaw curriculum for our RE learning. This term we will be focusing on the key beliefs and practices and worldview of Hinduism.	PSHE We are continuing to follow the Jigsaw curriculum for our PSHE learning. For this term, we will be exploring the units of 'Being Me in my World' and 'Celebrating Differences'.
Computing In computing this year, we will be using the NCCE curriculum. This term our focus for learning will be Connecting Computers.	History & Geography In history, we will be ordering events in the Stone Age, explaining how farming and new tools changed people's lives and investigating evidence from the past. In geography, we will be locating and identifying places across the UK, comparing human and physical features, investigating how landscapes are shaped, and recognising significant landmarks.
Spanish, Music Spanish will be taught by Mrs Hallahan and will focus on likes, dislikes, classroom objects and the singular and plural form. Music will be focussing on Ballads.	Art & DT Art and DT will be taught by class teachers this year and for this term, the children will be exploring drawing in Art and in pneumatic systems in DT.

Our termly curriculum newsletters will give you an overview for what we will be covering.

These can be found on our school website.

Maths



Maths

During the week your children will carry out tasks in both arithmetic and reasoning activities.

Your children will have the opportunity to use a wide range of resources throughout their learning where needed.

This will help embed the core skills required for their progress and learning.

Fluency sessions will take place throughout the week to recap and practise the concepts your children have already learned to ensure they go into the long term memory.

Reading and Writing



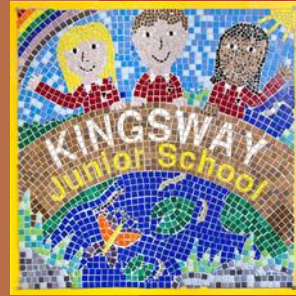
Reading

Pupils will have various opportunities for carrying out reading tasks. These will be within guided reading lessons, English lessons and class books. These lessons will focus on building vocabulary as they will be reading a range of texts and genres.

Writing

Your childrens' English lessons will be based around a range of high quality texts. Alongside an excellent model of writing, they help build childrens' vocabulary, which can be applied in their writing. Spellings are a key focus and these will be taught in regular short sessions, in English lessons and also through other subjects.

Dates for your Diary



- There are some in-school workshops as well as off-site trips happening this year. More information will be provided closer to each trip.

Autumn

18th November - Library Visit

24th November – Church visit

15th December - Stone Age workshop

Spring

TBC- Geography fieldtrip

2nd February- Animal workshop

Summer

11th July- Verulamium Museum

TBC- Athletics trip

Communication

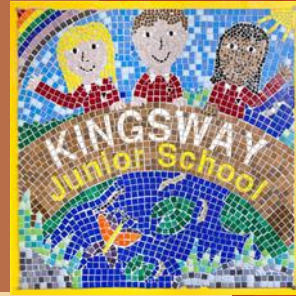


We value and appreciate all communication from you.

Please talk to us **after school or email/ call the office** to set up an appointment with us if you require a longer slot.

Unfortunately due to meeting times in school, teachers are unavailable on **Tuesday and Thursday** afternoons, but we will always try to accommodate where possible.

Keeping up to date



Please keep up to date with our school developments, via the following ways:

<http://kingswayjm.herts.sch.uk/>

Texts

emails

Newsletter

X (Twitter)

Termly class assemblies

Dates will be on our curriculum newsletter

Thank you for your time.

Any questions?

