



Welcome to the Year 3 Curriculum Evening

DEBBIE HARRISON, HEADTEACHER
SAM BOWRY, DEPUTY HEADTEACHER



Our vision...

“
We strive to provide a strong learning environment which enhances academic achievement and develops a child’s social and relationship skills and attitudes to succeed.”

Our values



Our mission is to empower children to have a bright future.

Our school values drive everything we do as we believe that the purpose of education is to ensure everyone in our school community is able to flourish.



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The Year 3 team...



Mr Mills



Mrs Bowry



Mrs Humphrey-Caglia



Miss Vega



Mrs Green



Mrs Carrick



Mrs Davis

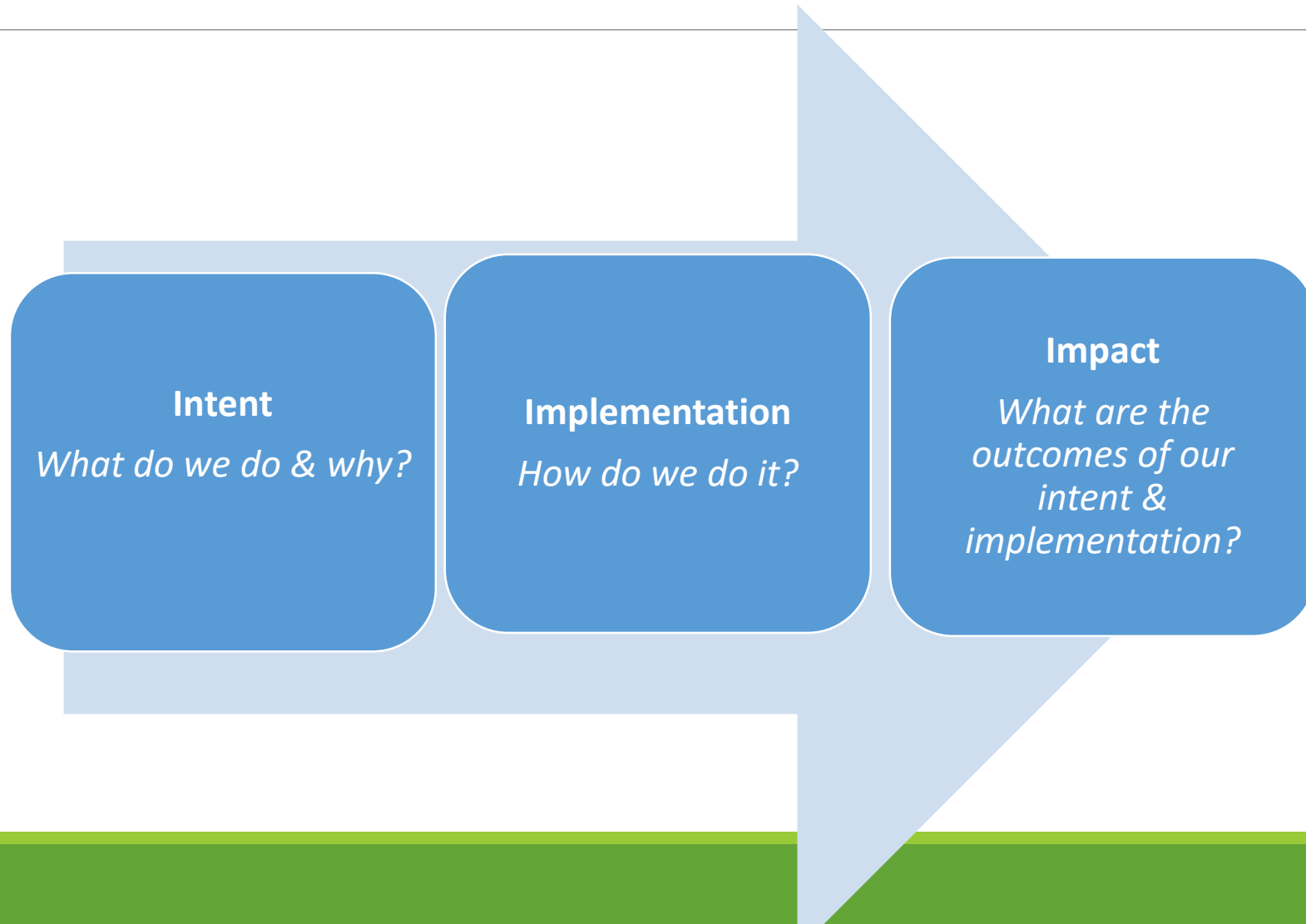


Miss Prince



Mrs Elliot-Murray

Curriculum development – Year 3 and beyond



Themes of Learning

Autumn

How did life change in prehistoric times?

Spring

Local area study

Summer

What was the Roman Empire, and what impact did it have on Britain?

The Year 3 timetable

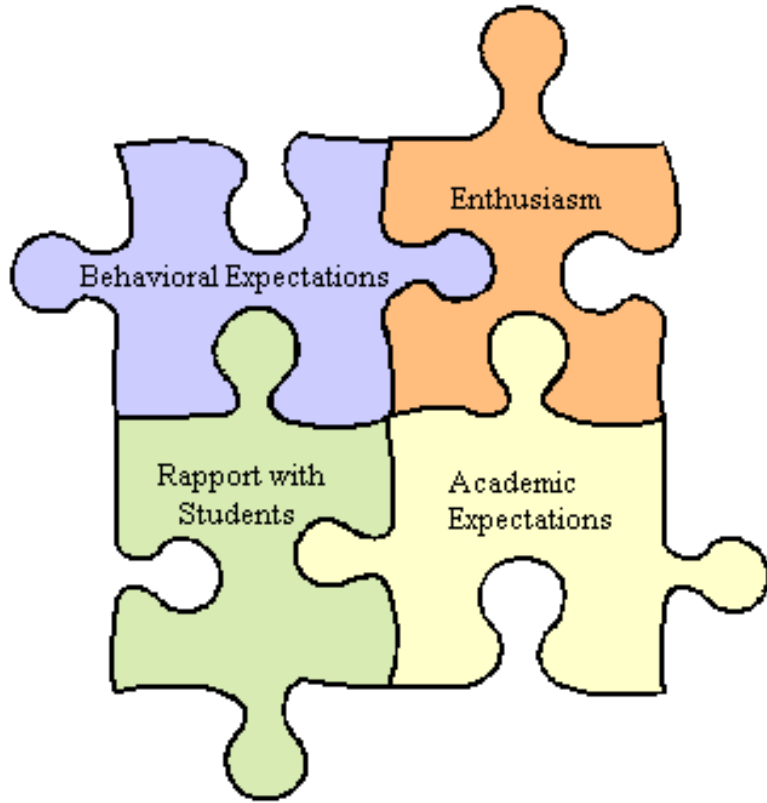


	8:30 - 8:50	8:50 – 10:00			10:40-12:00			1:00-2:00		2:00-3:10	
Monday	Early Morning Activity	English		BREAKTIME (10:00-10:20) ASSEMBLY (10:20-10:40)	Guided Reading/ Read Write Inc	Maths	LUNCH (12:00-1:00)	Reading for pleasure	Geography/ History	PSHCE	Class story
Tuesday	Early Morning Activity	English			Guided Reading/ Read Write Inc	Maths		Reading for pleasure	Science		Class story
Wednesday	Early Morning Activity	English			Guided Reading/ Read Write Inc	Maths		Reading for pleasure	PE	RE	Class story
Thursday	Early Morning Activity	English			Guided Reading/ Read Write Inc	Maths		Reading for pleasure	Computing	Swimming	Class story
Friday	Early Morning Activity	Celebration Assembly	English		Guided Reading/ Read Write Inc	Maths		PE	Art/DT	Music	

Aims: Behaviour and Attitudes

- Children are safe and happy
- High expectations are shared by all
- We all have high aspiration for our children
- Positive behaviour for learning
- Any incidents are swiftly dealt with

A positive learning environment



We know how important it is to create an environment to enable our children to thrive. We are passionate about creating a positive school experience coupled with high expectations both socially and academically. We believe that building positive relationships with the children and parents is fundamental.

Setting high expectations for our children

Ensure positive rewards are in place:

- Class Wide Rewards
- House Points (playframe)
- Star of the Week (school values)
- Celebrations in assembly
- Above and beyond postcards
- Stickers and certificates from class teachers and Head/Deputy Headteacher



Ready Respectful Safe





Maintaining high expectations.

Step of behaviour/ Types of behaviour	Deal with by	Action: Emphasis on restorative process	Type of action appropriate for children with specific SEND needs
Step 1 Talking and being distracted Disturbing other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. calling names, sexual words, using a negative tone) Ignoring instructions (e.g. standing out) Wasting learning time (e.g. hanging out in the toilet)	Teaching Staff	<ul style="list-style-type: none"> Non-verbal signal Describe the preferred behaviour, reminding them of times they have made good choices Verbal reminder of expected behaviour / class rules Verbal reminder and consequence explained 	<p>Warning (verbal or visual)</p> <p>Please note: It is important to provide processing time.</p>
Step 2 Continuing with the above behaviours Talking and being distracted Disturbing other children Talking inappropriately to others	Teaching Staff	<ul style="list-style-type: none"> Time out at a concentration station within the classroom for a chance to modify their behaviour 5 minutes away from the group (with a timer) in classroom 	Warning (verbal or visual) with a moment book
Step 3 Continuing with the above behaviours Inappropriate physical behaviour such as pushing, hitting, getting shoving, hitting, breaking resources	Teaching Staff	<ul style="list-style-type: none"> Time of session away from group within classroom Time to Year Twelve teacher's classroom if a change of location or time is appropriate Loss of playtime / lunchtime (time) to reflect on behaviour and restore relationships – use Reflection sheets – pupils must be clear about the reasons for the action and expectations going forward. Write a letter of apology or make a card to say sorry Use of Circle Time Conversation to develop social understanding Record on CPD/M 	Time of session away from group within classroom (with L.T. support as appropriate)
Step 4 Repeated incidents of the above behaviours Verbal Suggested bullying/ name calling	Class teacher/ Year teacher Teaching Staff	<ul style="list-style-type: none"> Record on CPD/M Withdrawal ** to Assistant Head or Head to reflect followed by lunchtime catch up ** Withdrawal - 5 minutes **Catch up time - (with S.T. involved in his / her classroom) Class teacher to inform parents. Parental discussion with parents (and with child if appropriate) to discuss behaviour and agree next steps e.g. individual reward system, daily parent communication etc. 	<p>Withdrawal out of room</p> <p>Class teacher to inform parents.</p> <p>Discussion with S.T. APPOQA discuss triggers and possible next step</p>
Step 5 Continued previous behaviours despite intervention Fighting Bullying Sex	Assistant head Teacher	<ul style="list-style-type: none"> Record on CPD/M Withdrawal for remainder of morning or afternoon, involve a member of the Senior Leadership Team (SLT) to support the child to complete and reflect to Y informed and parents informed by class teacher Facilitate a verbal resolution – this does not qualify as a legal resolution, but ensures learning and teaching for all pupils can continue uninterrupted. The reasons for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision. The pupils will complete allocated work whilst internally excluded. 	<p>Withdrawal out of room</p> <p>Removal to Assistant or Headteacher Head / Assistant Head to inform parents.</p>
Step 6 Aggressive behaviour Stickers or discrimination Sexual comments Any issues involving media such as Facebook, mobile phones and YouTube Threats made against staff Using racist, anti-diversity or homophobic language with understanding	Head teacher	<ul style="list-style-type: none"> Record on CPD/M Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by head teacher Time off the playground Internal Head Term Evaluation for a period of time, Head Term Evaluation for a period of time. 	<p>Withdrawal out of room, time out, move to head / SLT office</p> <p>Record on CPD/M</p> <p>Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child</p>

- Ensuring children take responsibility for their actions.
- It is key for children to have a clear understanding of the impact of negative actions and behaviour which could impact their learning.
- Home/School communication.

Zones of Regulation

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

Homework schedule and expectations

Educational research – collated by EEF

Education
Endowment
Foundation




Benefits of homework in primary school are a hotly debated subject - with research often inconclusive

Homework in primary schools +3

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

Setting homework in primary schools has a lower impact on average and has been studied far less than setting homework in secondary schools. Many of the same principles are likely to apply in a primary setting, such as carefully linking homework to classwork and considering the optimal amount of homework - which is likely to be less with younger pupils.

 **Studies in secondary schools show greater impact (+5 months) than in primary schools (+3 months).**

These gains are seen through regular routine activities - such as reading or timestables

This means its hard to distinguish benefits from routine, or work set - particularly with primary age

KFOS attempts to weave digital resources into the process - google classroom, my maths etc

 **Studies involving digital technology typically have greater impact (+ 6 months).**

Consideration does need to be put in place for those with less access to these resources

Homework schedule and expectations

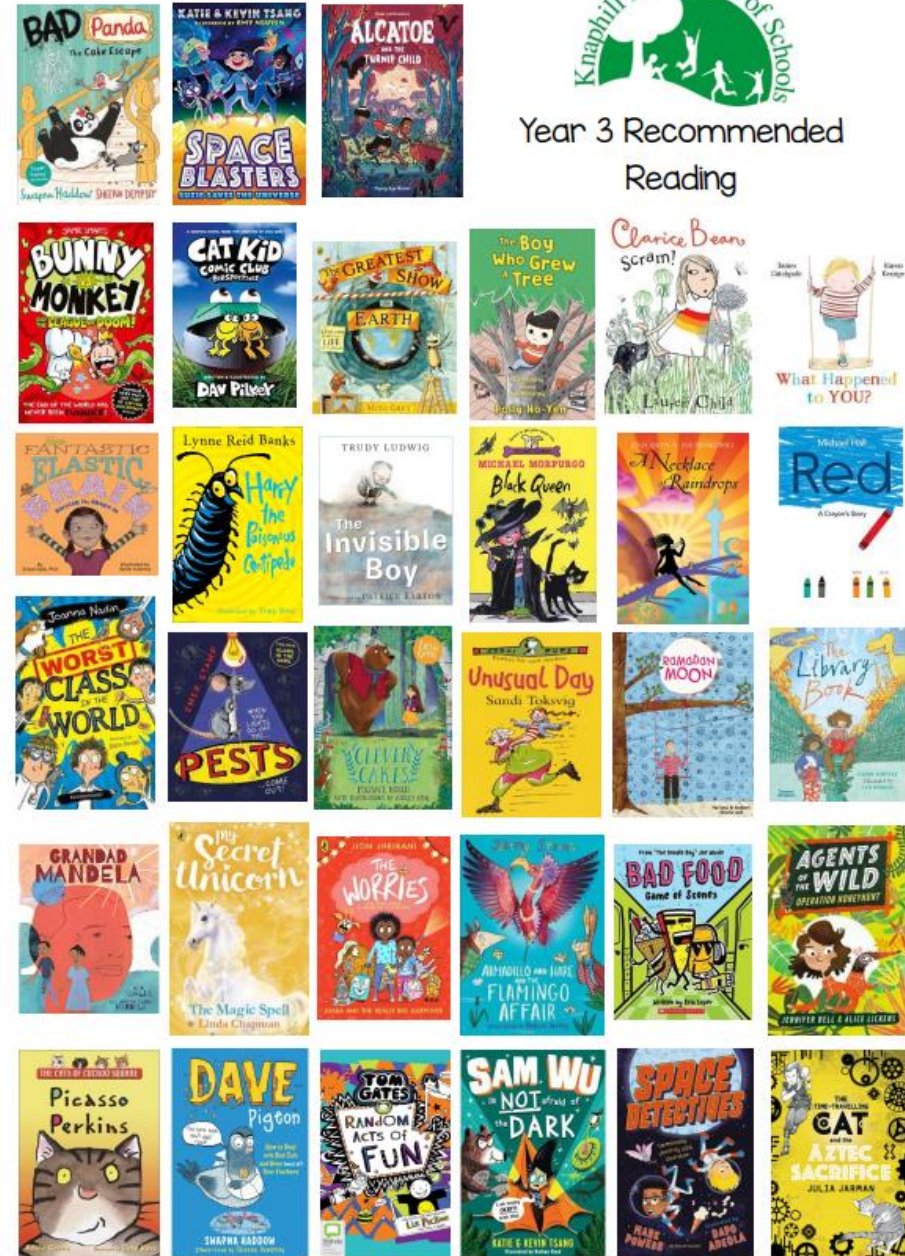
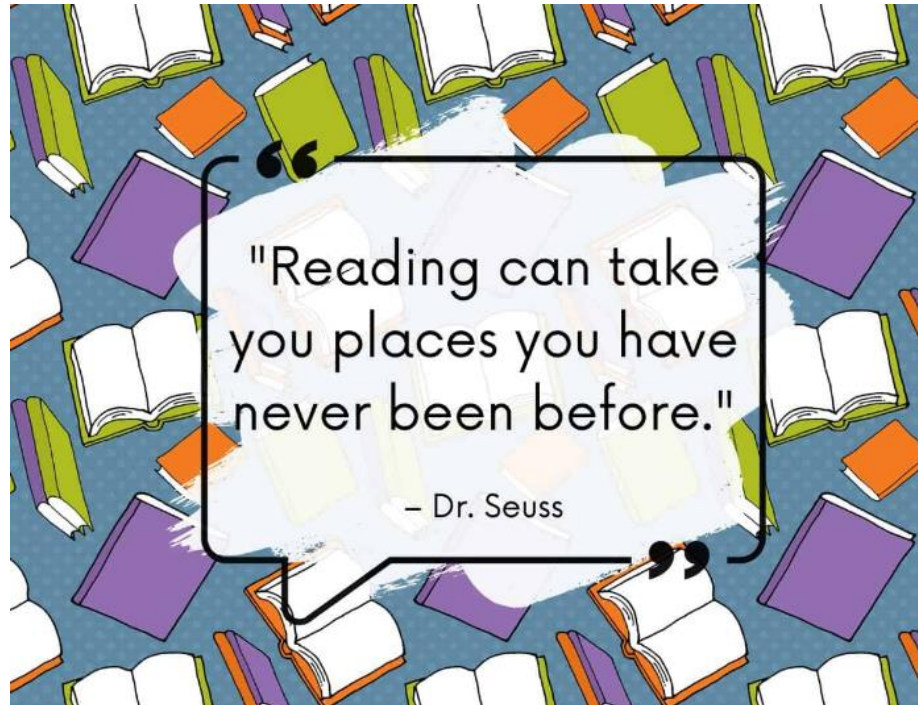
Type of homework	When will it be set	When is it due in
Reading, recorded in reading diaries (Book band and Read Write Inc book if applicable)	Children to read as often as possible – 5 x a week	Reading records checked regularly
Maths – MyMaths - Tasks related to the learning from this week sent out.	Sent on a Friday – overview on Google Classroom	The following Friday
Key maths skills – number facts/Timestables on TTRS or Hit the Button etc	Sent on Friday – overview on Google Classroom	The following Friday
Family Learning - related to the term's themed learning.	This is optional homework; your child can select as many activities as they would like to.	This homework will be celebrated at school at the end of the Theme of learning (Usually a term)
Value of the month Activity	Each Month on a Friday	Anytime that month



Reading ideas

Audio books	"Tap in/tap out" method	Magazines/comics	Family read together with family members being characters	Create an appealing reading environment... blankets, cup of tea and biscuits, cat to snuggle or dog		Family story time	
Read together out loud	Reading in front of child	Reading recipes or instructions eg ceafths	Read game tutorials	Parent read to child	Just reads the character voices and adult reads the narrative Or vies versa	Get them to read work they are proud of or each other's for siblings	Word searches and crosswords online or paper
Read picture books	Read the game board instructions with me to see how to play	Reading to younger sibling, animal, teddy bear	Reading instructions	Alternate lines child one then adult	Read game review to pick new one to try	Alternative	Read the cooking instructions for me - help me cook
Read to younger sibling, cat, stuffed toy etc	Bedtime stories!	Outdoor reading	Reading subtitles on tv	Recipes, building lego	Reading to child, taking in turns	Play games that involve reading in cutscenes	Read a book as a family. Take turns or read to them and talk about the text.
Helping with shopping by reading list	Newspapers (relevance)	Reading as part of a game - question cards	Reading tv schedules and program descriptions	Giving choice	Read books that are a film	CBeebies bedtime hour	Go to the library,

Recommended Reading lists



Reading and Home/school diaries

Date	Comment
25 th September Land of Roar – 1 page	Read aloud. Discussed the meaning of the word archipelago.
26 th September Land of Roar – 1 page	Parent read, child read characters. Discussed how it would feel to fly on a dragon. Talked and acted out what 'swooped' would look like.
27 th September Article about Queen Elizabeth II	Parent read to child. Asked what would happen to the Corgis.
28 th September Land of Roar – 1 page	Read independently. Asked for help to sound out the word 'triumph'.

Key events and dates for the year

Swimming: September to October

Parents' Evening: Tuesday 17th and Thursday 19th October

Book Week: 4th to 8th March

Science Week: 11th to 15th March

Autumn Term

Monday 9th October: Butser Ancient Farm visit.

Monday 16th October: Harvest Festival Assembly

Tuesday 14th November: Stone Age Day.

Thursday 14th December: Year 3 and 4 Christmas Performance

Spring Term

Knaphill Village Walk (Date TBC)

Summer Term

W/C 22nd April: Class trips to Chertsey Museum.

Please note, new dates are added in red on the Friday update newsletter.

Parking

Kindness is our focus value of the month and we have the opportunity to show kindness in all aspects of our daily lives. This should extend to parking. Our neighbours expect the road around our site to be busy at drop off and pick up times., but are within their rights to expect access their driveways at all times. It is unacceptable that our neighbours have been be spoken to without kindness when they have asked parents to move cars just so they can gain entry and exit to their property.

The double gates to the staff car park cannot be blocked at anytime. By parking in front of the gates, you are not only blocking access to the school for emergency vehicles but preventing access to our disabled parking bay, which is accessed at the beginning and end of the school day.

You may find it easier to park a little further from the school and walk - with less congestion it may actually save you time. Alternative parking is available at The Vyne, Garibaldi carpark and on Sussex Road.

How to contact us

Parents, teachers and support staff all want your child to be happy. If you have a question or something you'd like to discuss with us please do.

To help, we will send a weekly overview on Google Classroom each Friday with homework and key information you may need to know.

The easiest way to communicate with your child's teacher is to speak to us upon pick up or send us an email to year3@kfos.co.uk.