



**Year 3**  
**Autumn 2**  
**Parents and Carers Curriculum Meeting**

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Key Information and Dates

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**Please make sure you  
have signed in.**





## Who is working in Year 3?

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### Ghana:

Ms S Asghar

### Namibia:

Mr S Khan

### South Africa:

Mrs N Kaur

### Zimbabwe:

Mrs T Jiva

### Classroom Practitioner:

Ms S Begum

### Year Group Leader:

Ms S Asghar

### Phase Leader:

Mrs M Hardie



# A Typical Day

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## Mornings

- 8:45 - Soft Start (*Registers Close - 9:00*)
- 9:00 - Maths
- 10:00 - English
- 11:00 - Assembly
- 11:15 - Break
- 11:30 - Take One Book
- Midday - RWI Spelling

## Afternoons

- 12.30 - Lunch
- 1.15 - Afternoon Registration
- 1.15 - Computing
- 14:15 - RE
- 15.00 - Story
- 15.15 - Home time

**Our PPA Day will usually be on MONDAY**

# PPA (Specialist Teachers)

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Mr Gillingham - Art

Ms Valverde - Spanish

Mr Kai - PE

Ms Calver - History  
and Geography



# Autumn 2 Theme: Special People and Special Places



## Big Question: Who first lived in Britain?



### Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



### Personal Development

SMSC - spiritual, moral, social and cultural development.



### Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

# English Texts

- English Lessons

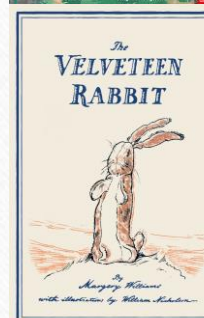
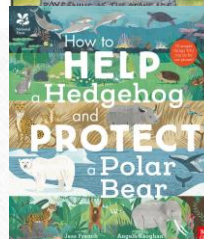
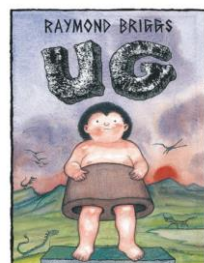
Half term focus: Letters and correspondence

**UG-** by Raymond Briggs

**How to help a hedgehog and protect a polar bear**

by Dr Jess French and Angela Keoghan

**the Velveteen Rabbit**  
By Margery Williams

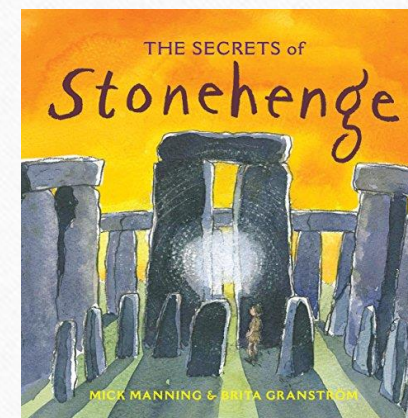


Take One Book

Take One Book: 5 sessions a week

**The secrets of Stonehenge** by Mick Manning and Brita Granstrom

1. Hook
2. Orientation
3. First Encounters
4. Digging Deeper
5. Review and reflect





# Maths

- Multiplication-focus on the 3, 4 and 8 times table.
- Explore these facts in a number of concepts including word problems.
- Parent Guide



**Explore:**

Includes questions related to various lesson objectives as an introductory activity for pupils.

**Master:**

Introduces new concepts through a C-P-A approach with the use of engaging pictures and manipulatives.

**Guided Practice:**

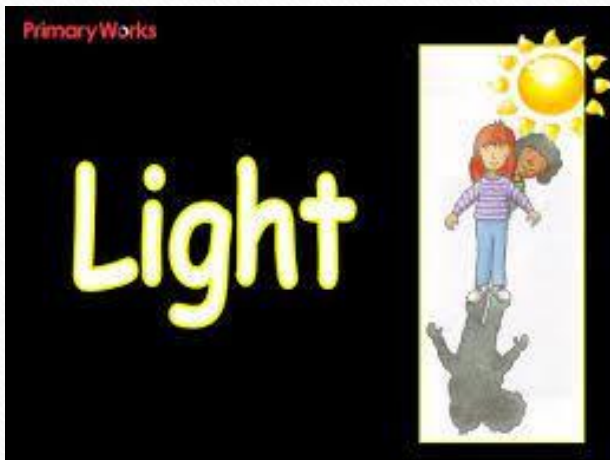
Children work with a partner for further consolidation of concepts.

**Independent:**

Children work through questions independently applying skills taught during the lesson.

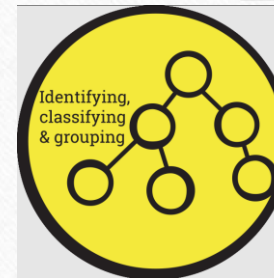


# Science- Light



- Children will learn about types of light sources, they will look at how light travels and will explore shadows.
- Children will learn that we need light in order to see things and that darkness is the absence of light.
- They will also learn that light is reflected from surfaces and about how shadows are formed.

## Working scientifically skills:



# History- Stone Age to the Iron Age

- Children to look at the development that occurred during these periods
- Children to compare how life has changed.



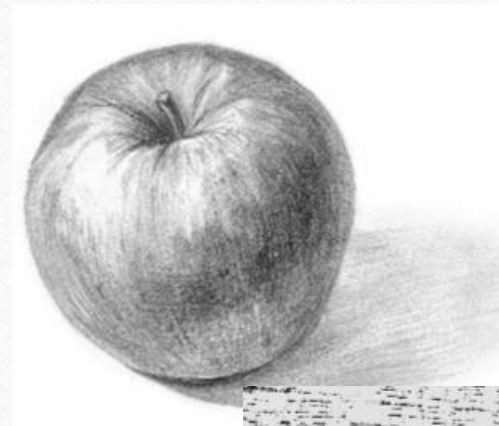




# Art and Design

- *Kapow Scheme of Work*
- Drawing: Growing Artists

Week	Week	Week	Week	Week
<a href="#">Lesson 1: See like an artist</a>	<a href="#">Lesson 2: Shading</a>	<a href="#">Lesson 3: Texture pictures</a>	<a href="#">Lesson 4: Botanical drawing</a>	<a href="#">Lesson 5: Abstract flowers</a>
To recognise how artists use shape in drawing.	To understand how to create tone in drawing by shading.	To understand how texture can be created and used to make art.	To apply observational drawing skills to create detailed studies.	To explore composition and scale to create abstract drawings.





# Design and Technology

- **Kapow Scheme of Work**
- Electrical Systems: Electric poster

## Lesson 1: Information design

- ✓ To understand the purpose of information design.

## Lesson 2: Topic research

- ✓ To research a set topic to develop a range of initial ideas.

## Lesson 3: Design development

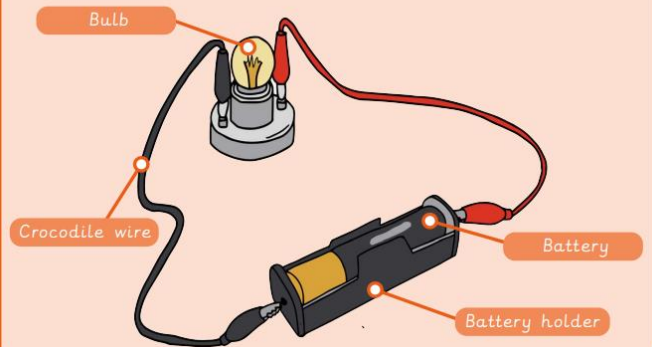
- ✓ To develop an initial idea into a final design.

## Lesson 4: Electric poster assembly

- ✓ To assemble my final product and incorporate a simple circuit.



An electrical system is a group of parts (components) that work to transport electricity around a circuit.



An electrical product is an object that uses an electrical system to make its different parts work.







# Computing

- Discussion and reminders on Online Safety
- **NCCE Scheme of Work**
- **Creating Media**
- Stop-frame animation
- Learn to use a range of techniques to create a stop-frame animation using tablets and create a story-based animation, adding other types of media to their animation, such as music and text.





# PSHE

- Topic: Celebrating Difference
- Class team, school citizen, rights and responsibilities, rules, rewards and consequences
- Parents and carers can find copies of the letters regarding the PSHE curriculum, and about the books used in PSHE Read Aloud, on the school website.

## PSHE and Citizenship Objectives

- I understand that everybody's family is different and important to them.
- I understand that differences and conflicts sometimes happen among family members.
- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I recognise that some words are used in hurtful ways.
- I can tell you about a time when my words affected someone's feelings and what the consequences were.

## Emotional Literacy/Social Skills

- I appreciate my family/the people who care for me.
- I know how to calm myself down and can use the 'Solve it together' technique.
- I know some ways of helping to make someone who is bullied feel better.
- I can problem-solve a bullying situation with others.
- I try hard not to use hurtful words.
- I can give and receive compliments and know how this feels.





# Religious Education (RE)

- **How are symbols important in religion?**  
*Investigating the relationship between religion and symbols.*



- In RE lessons, the children will be looking at the importance of light within religion. The children will then move onto learning about religious festivals and the reasons these festivals are celebrated. The festivals that will be explored are Diwali, Christmas and Hanukkah.





# Spanish

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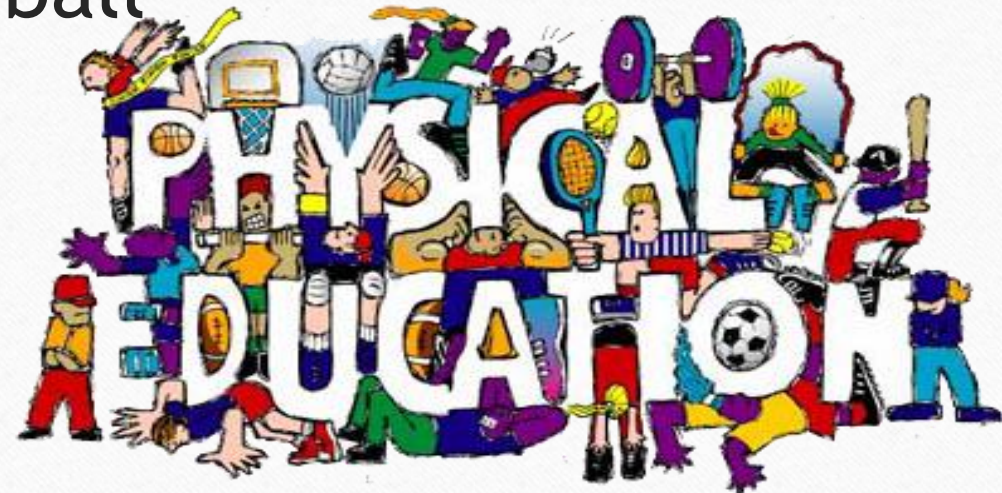
- **School and free time activities**
  - Online story: el colegio abandonado
- <http://cvc.cervantes.es>





# Physical Education

- PE Days - Monday and Friday
- Orienteering and dodgeball





# Music

- **Project Earth Rock**
- Recycling and Water Use Awareness







# Key Events Coming Up This Year...

- Visit to the British **Museum- 20th<sup>th</sup> and 21st November**
- **10<sup>th</sup> November-** hands-on session about bio-based building materials
- Look at how we can build buildings using sustainable and recycled materials, what we use currently uses a lot of natural resources and waste.



Parent  
volunteers



# Behaviour & Expectations

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- Punctuality and attendance are crucial - lessons start at 9:00am - remember soft start begins from 8:45am so families can arrive at school from this time.
- Safeguarding: Please do let the teacher know if your child has had an accident or has a mark or bruise. Please do not be offended when we ask about them.
- We expect pupils to make the most of every lesson - focus and attention are key (and we ensure the lessons are enjoyable and memorable).
- Please download the **MyEd App**. If you have concerns about attendance, please speak to Mr. Wedgbury or Mrs Tshuma.





# Home Learning

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- Each child should read at home every day for at least 20-30 minutes. They record this at least 5x a week in the reading records. To be implemented in 2022/23: each child to read a banded book, as well as having access to a class library book.
- The children will bring home their RWI spelling log book that contains spellings that the individual child needs to rehearse (words that the child is struggling with).
- 10 spellings will be sent home each week from the National Curriculum based on the child's current level. They will be tested on these spellings in the following week.
- Online Times Tables Rock Stars (TTRS) activities Y3 – Focus on x3, x4, x6 and x8 tables
- **Optional:** Half termly project based on the whole school theme for the half term and the year group 'big question'.

# Home Learning projects

Create a piece of work relating to the place of worship we have visited.  
(Synagogue)

Ideas include:

- 3D model
- art piece
- A poem to reflect your experience



Prehistoric Britain

- Create a project to construct a model of a prehistoric home from either The Stone Age, The Bronze Age or The Iron Age
- create a presentation
- make a fact file as part of their home learning.





# Supporting Pupils at Home

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- Please ensure that your child reads every evening (aim for 20 minutes). You can help by discussing the meaning of key words and asking questions about the book that your child is reading.
- Ensure that an adult has signed the child's reading record each day.
- Encourage your children to read a range of reading material - magazines, graphic novels, newspapers etc.
- Children also benefit from being read to.



# Brampton Behaviour Policy

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- We use BPS points, good news notes and celebration assemblies to reinforce positive behaviours and good work.
- We use a learning zone system in class for behaviour - consequences for not following the school rules include time out in another classroom and a blue letter home.
- Very poor behaviour at break or lunchtime may result in pupils being given a behaviour reflection - missing some of their lunch break with a member of SLT.





# Class Worry Boxes

- Worry boxes provide a way for pupils to share any concerns or worries they have with their teacher - there is one in every classroom and these are checked regularly throughout the day.





# Uniform & PE Kit

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## School Uniform

- Plain or school blue jumper, cardigan or fleece
- White school shirt, polo shirt or T-shirt
- Grey or black skirt, pinafore or trousers
- Blue and white checked dress
- White/navy blue/black headscarf
- Plain black shoes or trainers
- Black, grey or white socks or tights
- Preferably no jewellery - watch and stud earrings only
- An appropriate coat to keep your child warm and dry

## PE Kit

- No jewellery and no earrings (studs will need to be taped if kept in)
- Plain blue or school logo PE T-shirt
- Black trainers or plimsolls
- Black, grey or navy shorts in warm weather
- Plain black, grey or navy tracksuit bottoms in cold weather

*(Pupils should come to school in their PE kit on their PE days)*





# Healthy Body, Healthy Mind

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**Please provide your child with:**

- A water bottle - the children will have access to their bottle all day.
- A healthy packed lunch or request a school meal.

**Optional:**

- A healthy morning snack -a piece of fruit.
- EYFS and KS1 are provided with a piece of fruit each day.



# Key Dates for Autumn 2

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- Wednesday 15<sup>th</sup> November- Parent and Carer Forum
- Wednesday 20<sup>th</sup> December - Last Day of Term - 2pm finish
- Monday 23<sup>rd</sup> October - Thursday 21<sup>st</sup> December 2023 to Wednesday 3<sup>rd</sup> January 2024 - Half Term
- Thursday 4<sup>th</sup> January - Spring 1 Curriculum Meeting





# Working Together

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- The children make the best progress when there is a partnership between home and school, so...
  - Please support and reinforce the school's rules and expectations (behaviour, uniform, attitude etc.).
  - Do communicate any worries, queries, questions or concerns you might have - we want to help! First of all, please speak to your child's class teacher, then the year group leader and then a senior leader.
  - Email [info@brampton.newham.sch.uk](mailto:info@brampton.newham.sch.uk) or see a member of the senior leadership team.



# Volunteers

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We are looking for parents and carers to volunteer to accompany classes on their educational visits.

We would like to create a bank of people who can be called on to support the school in ensuring all children are able to attend at least one educational visit each half term.

Parents and carers who are interested would be asked to complete a DBS as part of our safeguarding policy.





# Any Questions?

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