



Year 3
Curriculum Meeting for Parents and
Carers

Spring 2
Key Information and Dates

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



Who is working in Year 3

Ghana:

Ms S Asghar

Classroom Practitioner:

Ms S Begum

Namibia:

Mr S Khan

Year Group Leader:

Ms S Asghar

South Africa:

Mrs N Kaur

Phase Leader:

Mrs M Hardie

Zimbabwe:

Mrs T Jiva



A Typical Day

Mornings

- 8:45 - Soft Start (*Registers Close - 9:00*)
- 9:00 - Arithmetic
- 9:30 - English
- 10:30 - Break
- 10:45 - Maths
- 11:45 - Lunch

Afternoons

- 12.30 - Afternoon Registration and Assembly
- 12.45 - Take One Book
- 13:30 - PSHE
- 14:15 - PE
- 15.00 - Story
- 15.15 - Home time

Our PPA Day will usually be on Monday

PPA (Specialist Teachers)



Mr Gillingham - Art

Ms Valverde - Spanish

Mr Kai - PE

Ms Calver - History
and Geography

TERM Theme: Mother Nature

Big Question: Where in the world does our food come from?



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:
 - Poetry
 - Adventure stories
- Take One Book
 - Take One Book: 5 sessions a week
 - **Blue John** by Berlie Doherty (author) and Richard Johnson (illustrator)
 1. Hook
 2. Orientation
 3. First Encounters
 4. Digging Deeper
 5. Review and reflect



Science-Animals Including Human Keeping Healthy



- Children will learn that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Working scientifically skills:



Geography-Where in the world does our food come from?



Lesson	Topic: Where in the world does our food come from?
1	WALT: explore where in the world some of our food comes from
2	WALT: explore the journey of one type of food we eat
3	WALT: understand how farming can help us get our food
4	WALT: understand the trade and transport of our food
5	WALT: consider the advantages and disadvantages of the food trade
6	WALT consider solutions to problems of the food trade



Art and Design

- ***Kapow Scheme of Work***
- **Painting and Mixed Media**
- **Prehistoric Painting**
- **Reflecting on the purpose of cave art paintings and introducing a sense of proportion when drawing an animal.**

Week	Week	Week	Week	Week
Lesson 1: Exploring prehistoric art	Lesson 2: Charcoal animals	Lesson 3: Prehistoric palette	Lesson 4: Painting on the cave wall	Lesson 5: Hands on a cave wall
To apply an understanding of prehistoric man-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.





Design and Technology



Kapow Scheme of Work






Nutrition: Eating seasonally

Follow a recipe to make Japanese fruit skewers.

- ✓ Explain that fruits and vegetables grow in different countries based on their climates.
- ✓ Understand that seasonal fruits and vegetables grow in a given season.
- ✓ Understand that eating seasonal fruit and vegetables positively affects the environment.

Key facts

Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.



Blue and purple: vitamin C and fibre.

Red: vitamin A and vitamin C.

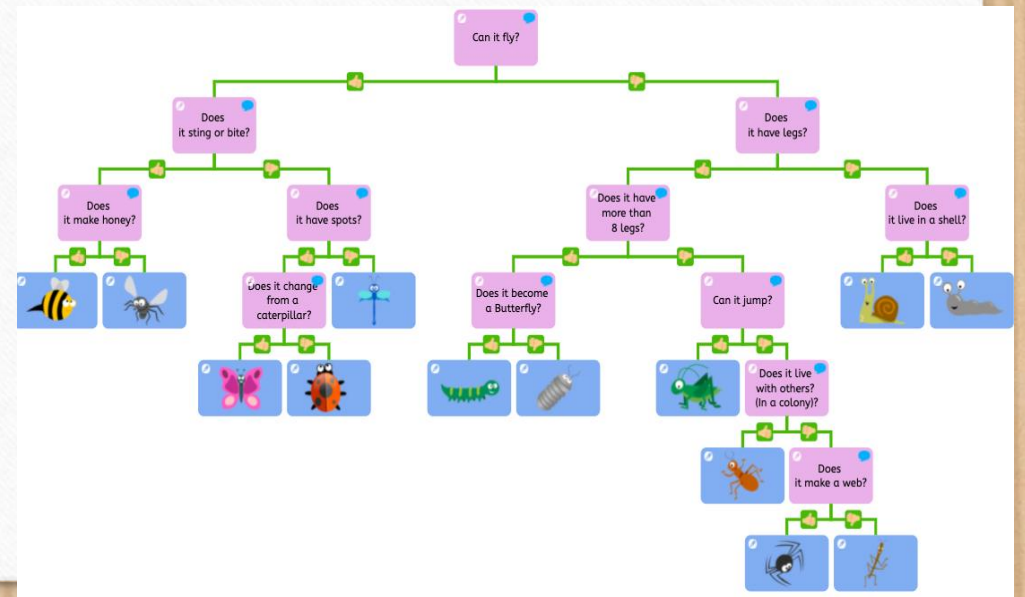
Green: vitamin E, iron, B vitamins and calcium.

Orange and yellow: vitamin A, vitamin C and fibre.



Computing

- Discussion and reminders on Online Safety
- **NCCE Scheme of Work-Data and Information Branching databases**
- Children will:
 - develop their understanding of what a branching database is and how to create one.
 - create physical and on-screen branching databases.
 - Create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases



PSHE

- Topic: Healthy Me
- 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.



1. Being Fit and Healthy

2. Being Fit and Healthy

3. What Do I Know about Drugs?

4. Being Safe
Assessment Opportunity ★

5. Being Safe at Home

6. My Amazing Body



Religious Education (RE)

- How are symbols important in religion?
Investigating the relationship between religion and symbols.
- Relate the meaning from the story to Hindu practices today
- Describe what a Hindu might learn from celebrating Holi about what God is like
- Apply teachings from Holi to life today for a Hindu person





Spanish

- Wild animals and story: *¿A qué sabe la luna?* by Michael Grejniec

Hoy aprendemos: los nombres de animales salvajes

Auto-evaluación:
Ortografía
Genero masculino/femenino
Artículo definido el/la
X Necesito mejorar:

A colorful illustration of various wild animals in a savanna setting. The animals include a monkey, a zebra, a tiger, an elephant, a camel, a hippo, a kangaroo, a giraffe, a lion, a polar bear, a rhino, and a snake. The background shows a blue sky with a red sun and yellow ground.

El camello

La cebra

El oso

El rinoceronte

El canguro

El elefante

El león

El mono

El hipopótamo

La jirafa

La serpiente

El tigre



Physical Education

- PE Days - Monday and Friday
- Handball
- Basketball



Key Success Criteria

- P** Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- C** Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.
- S** Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.



Music

Project Earth Rock

- Low carbon diets and active and healthy travel
- Learning to play the ukulele





Key Events Coming Up This Half Term...

- Wednesday 28th February 2024 - Ghana and Zimbabwe visiting Mudchute Farm
- Wednesday 6th March 2024 - Namibia and South Africa visiting Mudchute Farm
- Thursday 28th March - Last Day of Term
- Friday 29th March- Friday 12th April 2024 - Spring Break
- Thursday 18th April- Summer 1 Curriculum Meeting



Behaviour & Expectations

- 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 Mrs Fordham or Mrs Tshuma.

Home Learning



Home Learning at Brampton Primary 2023-2024								
Activity	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Each child should be read to every day. Parents and carers record this at least 5x a week in the reading records.		Each child should read at home every day for at least 10-15 minutes. Parents and carers record this at least 5x a week in the reading records.	Each child should read at home every day for at least 10-15 minutes. They record this at least 5x a week in the reading records.	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.			
	Each child to visit the school library once a week and take out a book they would like to have read to them or that they would like to read.							
	Each child to visit their local library on a regular basis.							
RWI/phonics and Comprehension	The sound of the week will be uploaded onto Tapestry. Parents and carers ask questions about the book they are reading to their child.	RWI books will be brought home each week, the sounds at the front of the book need to be practised with an adult at home, each day. The book should be read throughout the week, building fluency. RWI books contain comprehension questions for parents to discuss with their child.		Optional for parents – class teachers will provide a question and answer sheet for comprehension practice each week that can be completed and marked at home.				
		All children have access to Oxford Reading Buddy (ORB) online, where comprehension activities can be completed.				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).		
Spelling			7 spellings from RWI to practise	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.				
Maths	Each week, the children will be given a practical activity that can be completed at home to consolidate the week's learning. This can be recorded on Tapestry.		Online Numbots activities <i>Number bonds to 20</i>	Online Times Tables Rock Stars (TTRS) activities <i>Y2 – Focus on x2, x5 and x10</i> <i>Y3 – Focus on x3, x4, x6 and x8</i> <i>Y4 – All tables</i>		Online Times Tables Rock Stars (TTRS) activities <i>Consolidation of tables knowledge and increasing fluency</i>		
	Numbots Activities		MyMaths Activities					
Projects	Half termly project based on the whole school theme for the half term and the year group 'big question'.							
All children expected to complete.				Optional				



Supporting Pupils at Home

- 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.
- Please join the local library if you are able.



Brampton Behaviour Policy

- 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

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)



Working Together

- 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 or see a member of the senior leadership team.



Volunteers

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?

