



Year 3
Curriculum Meeting for Parents and
Carers

Summer 1
Key Information and Dates

Please make sure you have signed in.



Who is working in Year 3

Ghana:

Ms Sobia Asghar

Classroom Practitioner:

Ms Shapla Begum

Namibia:

Mr Sharaz Khan

Year Group Leader:

Ms Sobia Asghar

South Africa:

Mrs Navjeet Kaur

Phase Leader:

Mrs Marie Hardie

Zimbabwe:

Mrs Tasneem 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: Travelling and Explorers'

Big Question: What was it like to live in Ancient Rome?



Rights Respecting Schools

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



Personal Development

SMSC - spiritual, moral, social and cultural development.

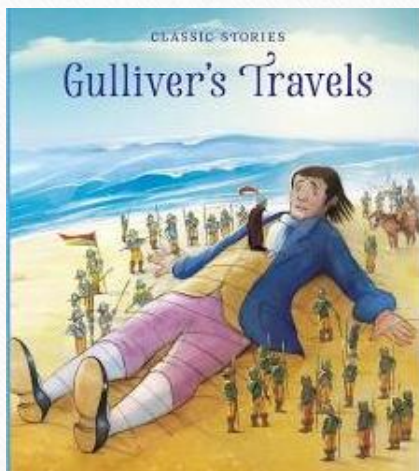


Fundamental British Values

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

English Texts

- English Lessons
- Half term focus: Travellers and Explorers
- **The Green Ship**
- **Gulliver's Travels**



- Take One Book
- Take One Book: 5 sessions a week
- **FeatherLight** by Peter Bunzl (author)
- 1. Hook
- 2. Orientation
- 3. First Encounters
- 4. Digging Deeper
- 5. Review and reflect





Maths

Statistics

- Understand that pictures can represent more than one number.
- Pictograms
- Bar graphs.
- reading and interpreting bar graphs.

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- Forces and Magnets



Working scientifically skills:

- Children will focus on magnetism. The children will learn about types of forces, they will look at how magnets can attract and repel. They will then use their knowledge of magnetism to create an experiment.



History-What was it like to live in Ancient Rome?

- To learn about Ancient Rome. Look at the lifestyle of people and what they did.
- Look at how Rome was governed.
- Look at religions and beliefs.
- locate Italy and Rome on a map.
- Use maps of the Roman Empire.



Art and Design

- *Kapow Scheme of Work*
- *Sculpture and 3D-*
- *Abstract and Shapes*

Week	Week	Week	Week
Lesson 1: Structural shapes	Lesson 3: Seeing space	Lesson 4: Abstract sculpture	Lesson 5: Surface decoration
To join 2D shapes to make 3D structures.	To develop ideas for 3D artwork.	To apply knowledge of sculpture when working in 3D.	To evaluate and improve an artwork.



Design and Technology

Kapow Scheme of Work

Structures

Building a castle

Unit outcomes

- ✓ Draw and label a simple castle that includes the most common features.
- ✓ Recognise that a castle is made up of multiple 3D shapes.
- ✓ Design a castle with key features which satisfy a given purpose.



Computing

- Discussion and reminders on Online Safety
- ***NCCE Scheme of work- Connecting Computers***
- Children will:
 - develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs
 - be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches.
 - discover the benefits of connecting devices in a network.



PSHE

- Topic: Relationships
- We are looking at the relationships that we have in our lives
- Stereotypes
- 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.



Religious Education (RE)

How are symbols important in religion?

How did Jesus and Buddha make people think?

- Discussing the teachings of Jesus and the Buddha.
- Retell a story from Jesus and the Buddha in detail and suggest the meanings.
- Identify the impact Jesus and Buddha have on the lives of Christians and Buddhists today.



Spanish

- Spanish and British Food-
- Role-play at the restaurant.



Physical Education

- PE Days - Monday and Friday
- Sports' Day
- Capture the Flag
- Chance to Shine- (Cricket)





Music

Project Earth Rock

- Composting and making a Difference
- Learning to play the ukulele



Key Events Coming Up This Half Term...

- Wednesday 7th and 14th May 2024
- Monday 15th April - first day of term
- Tuesday 16th April - My Right to be Safe Day
- Thursday 18th April - Parent and Carer Curriculum Meetings
- Tuesday 30th April - Parent Forum at 9.15am
- Monday 6th May - Bank Holiday Monday
- Thursday 23rd May - last day of term



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.				
		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).						
All children have access to Oxford Reading Buddy (ORB) online, where comprehension activities can be completed.								
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?

