



# **Welcome to Year 3 Curriculum Evening**

**Mrs Bushell**

**Miss Matheson**

**Support: Ms Pearl, Mrs Morrow**

# Our Aims:

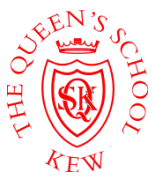


We aim to provide a safe, caring, happy and stimulating environment in which the children will:

- consolidate the work and attitudes previously learned
- develop a more independent approach to their schooling
- prepare themselves for the increased demands of secondary school



# Safe and Secure



- Doors open at 8.40am, giving children the opportunity to change their books and get settled to Guided Reading  
(Tuesday -Singalong 8.40 – NOT through office)
- Registration at 8.50 am – children arriving after that time should enter via the office and will be marked late
- Pick up arrangements – if necessary, please advise the member of staff at the door, not the office and try to avoid changes during the day.
- Absences and appointments



# School day information



- Collective Worship: 10.15 – 10.35am
  - Playtime: 10.35 – 10.50am
  - Lunch: 12.25 – 1.25 pm
- Monday – whole school theme  
Tuesday - Singing Worship  
Wednesday- Vicar CW  
Thursday – KS2  
Friday - Celebration
- The best time to catch your child's teacher is after school. Should you need a longer meeting, please arrange an appointment through the school office
  - Email through [info@queens.richmond.sch.uk](mailto:info@queens.richmond.sch.uk)

NB

Mrs Bushell and Miss Matheson are out of class on Friday afternoons. Mr Adams and Mr Adams will dismiss the classes.

# Our Learning Certainties



*Good learners are:*

Enthusiastic  
Responsive  
Flexible  
Resourceful  
Inclusive  
Resilient  
Focused  
Independent  
Determined  
Motivated  
Imaginative  
Confident

**Enthusiastic - Responsive - Flexible - Resourceful -  
Inclusive - Resilient - Focused - Independent -  
Determined - Motivated - Imaginative - Confident**

# Annual Curriculum Plans

Available on the school website



<https://www.queens.richmond.sch.uk/page/?title=Learning+and+Teaching&pid=38>

The Queen's C of E Primary School - Long term Planning  
Year Group: 3

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Certainty</b>	Independent , determined	Imaginative, Motivated,	Resourceful, Responsive	Enthusiastic, Confident	Focused, Resilient	Flexible, inclusive
<b>Educational Visits &amp; Visitors</b>	Primary Proms	Chiswick House Gardens	Egypt Day	Saatchi Gallery- Egyptians	Mandir	Lego Day Kew Gardens
<b>English</b> Text writing focus	<b>Pebble in my Pocket</b> Information writing Nouns – a/ an Poetry Performance Sentence punctuation Non-fiction punctuation Headings & subheadings	<b>The Iron Man</b> Figurative language, similes, onomatopoeia Descriptive writing Letter writing Sentence punctuation Standard verb forms Tenses	<b>Plays</b> Compare speech layout Writing & performing <b>Instructions</b> Imperative verbs Prepositions	<b>Peter Rabbit</b> Paragraphs, story setting, structure. Speech marks Drafting & editing	<b>Charlotte's Web</b> Story writing Diary writing Character portraits Conjunctions Tenses – present perfect	<b>Mouse Bird Snake Wolf</b> Creating & describing creatures Graphic novel
<b>Mathematics</b> Areas of learning	Place Value, Addition, and Subtraction	Subtraction, Multiplication and Division	Multiplication and Division, Money, <del>Statistics</del>	Measurement: Length and Perimeter Fractions	Fractions Measurement: Time and Roman Numerals	Properties of Shapes Mass and Capacity
<b>Science</b> Topic	Light	Rocks & Volcanoes	Forces & Magnets	Plants	Animals including humans Teeth & eating	
<b>Religious Education</b>	What Is The Bible's 'Big Story' and What Does It Reveal About Having Faith in God?	Remembrance Peace & Christmas Gifts	Islam	The two Greatest Commandments Easter People	Hinduism	Worship and Liturgy
<b>Art &amp; Design and Design &amp; Technology</b>	World wide Cave art	Moving Monsters Pneumatic designs	Art Exploring weather through different painters	Egyptian Art	Investigating Patterns Hindu - <del>Mandalas</del>	Portraying relationships
<b>Computing</b>	Online safety Instructions/Introduction to coding (Scratch)	Unplugged instructions Further coding – creating a basic game	We are artists- research and recreation of art works	We are musicians – creating music on the computer	Creating tessellations using software	Further coding – creating a story book animation using Scratch
<b>History</b>	Early Britain Stone Age			Egyptians		Local Area
<b>Geography</b>		Mountains & volcanoes	Climate Zones		The Water Cycle	
<b>Languages</b>	Core Vocabulary -	Ancient Britain –, learning to say 'I am, I have, I live'	I'm Learning French	Animals	Little Red Riding Hood – reading the story in French	I Can... - Learning different activities and verbs
<b>Music</b>	Listen & rehearse sounds accurately Harvest songs	Play & perform	Patterns – use & apply musical notation Finale	Create & compose Finale	Listen to & appreciate	Music over time/ places
<b>Physical Education</b>	Swimming  Invasion Games (Tag Rugby)	Stability Gym Swimming	Stability Cosmic Yoga Object Control Invasion games(Hockey)	Stability Dance Object Control Invasion games(Netball)	Object control Cricket Locomotion Athletics	Locomotion Object Control Net games (tennis)
<b>Citizenship / PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

# Online Safety



We take e-safety very seriously at Queen's

Not all children will recognise the term "e-safety" but they will be able to talk about safety online

Online safety is routinely referred to in computing lessons (and lessons where technology is used)

We use professional resources to inform children, staff and parents

We are professionals and e-safety is part of our safeguarding responsibilities

Our systems are strictly monitored and controlled

We are constantly striving to keep abreast of new developments in technology that could affect our children

# Online Safety



You can find our online safety resources on the school website under:  
About Us / Safeguarding / Online Safety

<http://www.queens.richmond.sch.uk/page/?title=Online+Safety+Resources&pid=412>

## General Guidelines

- Talk to your children about their online activity
- Share what you do as a family online
- Encourage an open environment about online behaviour
- Restrict screen time on devices (tablet, laptop, mobile phone) before bedtime
- Don't allow devices to be kept in bedroom overnight
- Have a set of rules about what can be
- Find things to do together online (games, homework research, holiday planning, etc.)

## Don't Panic!

The internet is a fantastic resource for your children – just think about how they use it





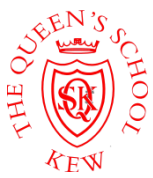
# Queen's Shield and Reward System



- House Points – each child has been allocated a house which they stay in throughout KS2.
- House points awarded for individual achievement, effort and behaviour
- Good work bag
- Nuggets – class achievement or behaviour
- Blue/green/yellow/red card



# School uniform



Please ensure ALL clothing is named

Children should wear correct school uniform

- Hair tied back if below the collar (boys & girls)
- No nail varnish
- No jewellery in school except stud earrings and watches (none for PE, Earrings taped.)

**Please support us in this as constant reminders  
waste valuable curriculum time.**



# Equipment in School



All items should be **named**.

- lunch boxes
- water bottles
- snack containers
- Rucksacks - small

(Pens and pencil cases – not needed, small and plain)

- Jumpers
- Coats
- Shoes

- Lost? Look in Lost Property in the playground – named items will be returned to the owner where possible.

# Assessment



- No curriculum levels – no **2a 3c or 3b** etc.
- Assessment is against the learning objectives of the new curriculum: KPI's (*key performance indicators*) appropriate to age expectations
- Attainment will be described on a 6 point scale as working:

below age expected

**b**

**b+**

at age expected

**W**

**W+**

above age expected

**Secure**

**S+**

- Assessment is ongoing throughout the year
- Progress will be discussed at parent teacher consultations

# Marking Code



Displayed in each classroom for the children and is used consistently throughout the school, with more being added as the children move up the school and understand how to evaluate their work.

Check website for relevant policies

<b>Our marking code KS2</b>	
<b>Sp</b>	I need to check my spelling mistake
<b>C</b>	I need to add a capital letter
<b>LC</b>	I need to use a lower case letter
<b>P</b>	I need to check my punctuation
<b>G</b>	I need to correct my grammar
<b>M</b>	I need to make the meaning clearer
<b>^</b>	I need to check if I have missed something out
<b>V</b>	I need to think of a better choice of word
<b>┌</b>	I need to start a new paragraph by indenting
<b>✓✓</b>	I need to smile as this is very good work

# Reading and choosing books



- Daily Reading (at least 10 minutes)
- Choosing their own books
- Encouraging and listening to your children reading at home
- Using the reading records
- Guided reading
- Book Talk



# Homework



- **Maths:** Mathematics set each week on Fridays
- **English/Topic Homework:**
  - Spellings
  - Reading
  - Speaking & listening
  - Education City (all children will have a login)
  - Research / projects/ posters etc.
- **Homework will not be individually marked** – feedback will be given in class to highlight common errors/ misunderstandings and opportunities will be given for sharing projects, discussing research, presenting posters etc.

*Homework should be a positive experience – we will try and get the quantity right, but this will vary with each child and their weekly commitments.*

*Little and often is usually best.*



# Spelling & Reading



- Spelling is taught throughout the week and has a high profile in writing, particularly in the end of KS1 & KS2 SATS and in on-going writing assessments. It is important that children spend time learning and practising spellings, looking at patterns and understanding spelling rules in order that they can apply them in their writing.
- We do spelling activities and talk about the new spellings on a Tuesday – children need to know the patterns and key spellings to share the fun activities.
- Reading regularly, out loud and silently is an important part of homework. Ideally children should be reading every day and discussing what they are reading to aid comprehension skills, particularly inference and prediction.  
*'Good readers are good writers'*
- Presentation and handwriting





# School Council and Monitors

- Two class representatives changing during the year
- Rotating classroom monitors
- Eco monitors
- Prayer Ambassadors



# Trips / Important Dates



All dates on the website

- Parents evenings
  - 12<sup>th</sup> November
  - 21<sup>st</sup> November
- Trips – Weekly swimming 9.55 – 11.30
- Royal Albert Hall – School Proms
  - Wednesday 9<sup>th</sup> October
- Saatchi Gallery - 10<sup>th</sup> March (Egyptians)

# School Website



[www.queens.richmond.sch.uk](http://www.queens.richmond.sch.uk)

- Newsletter
- Policies (including Healthy Food Policy and Marking Policy)
- Guide for parents new to Queens
- Uniform
- Curriculum grid



# Parent Helpers



- Please see the school guidelines – Class reps will liaise with us to create a timetable.
- Induction, DBS etc.
- Reading, times tables, art etc

# Any questions?



**Thank you for  
coming!**