



Year 3 Curriculum Evening



Agenda

- ❖ Meet the team
- ❖ Our expectations
- ❖ Curriculum coverage
- ❖ Special events, visitors and 10richment
- ❖ Homework
- ❖ How to help at home
- ❖ Inter House Events
- ❖ Dates for the diary
- ❖ Safeguarding
- ❖ Inclusion
- ❖ Contact us





Meet The Team

❖ Miss Coleman, Mrs Johnson, Mrs Avenell

❖ Mrs Balchin, Mrs Crook, Mrs Farrow, Mrs Bradford



❖ Mrs Balchin - PSHE

❖ Miss Blacklidge - RE, Mrs Frogley - Inclusion





Year 3

- ❖ Transition
- ❖ Buddies
- ❖ Birthday mufti
- ❖ Worry Eaters





Our Expectations

- ❖ Stationery & Uniform - Thank you!
 - ❖ (School shop - orders can be made through:
bursar@godalming-junior.surrey.sch.uk)
- ❖ PE kits - **worn to school on Thursday!**
- ❖ Snacks - healthy and **NO NUTS** and preferably no wrappers!
- ❖ Please name anything that comes into school
- ❖ School Values:

Resilience - Autumn1

Forgiveness - Autumn2





Year 3 expectations:

- The jump from Year 2 to 3 in Junior Schools can feel big. So we've had a 'softer' start to ease them in.
- Following an introduction to the [United Nations Convention on the Rights of Child](#) and our school [Values](#), we expect the way that the children conduct themselves to embody these
E.g. showing **kindness** and **tolerance** to others.
- Upcoming roles and responsibilities:
 - School Council
 - Anti-Bullying Star
 - Class librarian
- Gradually begin to increase levels of independence.
 - Bringing in their reading records each day
 - Looking after their property in school
 - Coming into school independently





School equipment

- A full pencil case
 - Pencils, sharpener and rubber*
 - Pink Polishing Pen*
 - Whiteboard pen*
 - Ruler*
 - Colouring Pencils
 - *Optional* homework notebook*
- (*All available from the School Stationery Shop - which is open every **Wednesday**)
- Water bottle (named)
- Reading book (from home or class library)
- Reading record
- **Complete PE kits (Thursday)** - children to come into school in PE kits on this day.
- House t-shirt





Curriculum

❖ Autumn Term

- ❖ Stone Age to Iron Age
- ❖ The Mayas
- ❖ Forces and magnets (Science)
- ❖ Light (Science)
- ❖ E-safety and 'ProBots'

❖ Spring Term

- ❖ Improving the local environment (Geography)
- ❖ Rocks and Plants (Science)

❖ Summer Term

- ❖ Ancient World - Egyptians
- ❖ Animals including humans (Science)



Year 3 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Short burst creative writing Poetry	Persuasive adverts Tales of fear	Journey stories	Persuasive letters Non-chronological reports	Portal stories	'Grow and change' stories Explanation texts
Key Texts	Life doesn't frighten me at all	Whizzi -wheels The Dark	Journey to the Haunted Hollow	Dear Mr Samson, ... Blossomers	The lion, the witch and the wardrobe	Scarab Paw and the temple invasion! Why do children make so much noise?
Maths	Number: Place Value, Addition & Subtraction	Number: Multiplication & Division	Measurement: length & perimeter Number: Fractions A	Number: Fractions B Measurement: length, mass, capacity	Measurement: money Measurement: time	Geometry: properties of shapes Statistics
Science	Forces and magnets	Light	Rocks	Plants	Animals including Humans	
Geography			Godalming - How can we improve our local environment?			
History	Stone Age to Iron Age Ancient Maya				Ancient Egypt	
Art	Back to basics		Collage		Charcoal	
Design and Technology		Moving Christmas decoration		Cooking pasta salad		Sewing bookmarks
PSHE	Working Together Relationships		Community Living in the Wider World		Healthy Lifestyle Health and Wellbeing	
RE	Sikhs - What do <u>Sikhs</u> value?	Christianity - How can artists help us to understand what Christians believe and do?	Christianity - What is the Bible's 'big story'? Why is it like treasure to Christians?	Islam - How does worship show what's important to Muslims?	Christianity - How did <u>Jesus</u> change lives?	How do people use creative ways to express their beliefs?
Music	Developing musicians: Recorders	Developing musicians: Singing Christmas carols	Developing musicians: Recorders	Developing musicians: Singing Round songs	Developing musicians: RoomWhackers	Developing musicians: Singing Leavers song to buddies
French	Greetings and core vocabulary	Animals	I can... Can you? Instruments	Healthy lifestyle	Fruits & Vegetables	At the café Weather
PE	Basketball Circuit Training	Dance Hockey	Gymnastics OAA	Cricket Dance	Athletics Gymnastics	Tennis Rounders
Computing	E-Safety charters Probots	E-safety Using Powerpoint	Touch Typing BBC Dance Mat	Coding - Scratch Dance Routines	Understanding Computer Networks	Stop/Start Animation - Zu3D
Trips/visitors	Stone Age Day		Local walk		Haslemere Museum	



3EC TIMETABLE

	8.35	8.55	10.00-10.20	10.35	11.35	12.15	1.05	2.05	3.05	
Mon	Registration	English	Value Assembly	BREAK	Maths	Shared reading	LUNCH	PSHE	RE	STORY
Tues		English	Spelling		Maths	Shared reading		Science		
Wed		English	CT/SLT Assembly		Maths	Music		History		
Thurs		English	Spelling		Maths	Handwriting		PE	STORY	
Fri		English	Celebration Assembly		French (Mrs Avenell)	Maths		Art (Mrs Avenell) Computing (Miss Coleman) 2 week timetable		OTIME

3JA TIMETABLE

	8.35	8.55	10.00-10.20	10.35	11.35	12.15	1.05	2.05	3.05	
Mon	Registration	Maths	Value Assembly	BREAK	English	Shared reading	LUNCH	RE	PSHE	STORY
Tues		Maths			English	Shared reading		History		
Wed		Maths	SLT/CT Assembly		English	French		Science		
Thurs		Maths			English	Handwriting		PE		
Fri		English	Celebration Assembly		Music (Miss Coleman)	Maths		Art (Mrs Avenell) Computing (Miss Coleman) <u>2 week</u> timetable	OTIME	



Special Events

- ❖ **Autumn term**
- ❖ **Stone Age and Iron Age**
- ❖ Stone Age Day in school - TBC but has previously been subsidized by PTA
- ❖ **Mayas**
 - ❖ Mexican specialist - visitor

Spring term

- ❖ **Improving the local environment**
 - ❖ Godalming local visit - Geographical survey

❖ **Summer term**

- ❖ **Ancient Worlds**
 - ❖ Haslemere Museum - TBC



Recommended Days Out

❖ Autumn

- ❖ The Lookout Centre Bracknell
- ❖ Butser Farm

❖ Spring

- ❖ Godalming Museum
- ❖ Wisley Gardens
- ❖ Kimmeridge/Lyme Regis

❖ Summer

- ❖ Winchester Science Museum
- ❖ British Museum



Learning language



- ❖ WALT = We are learning to
- ❖ Success criteria = **Must**, **Should**, **Could**, **Try**
- ❖ Talk4Writing
 - ❖ 'boxing up' - planning
 - ❖ Story mapping - learning our model text
 - ❖ Magpie words - gathering quality vocabulary from other writers
 - ❖ WAGOLL: 'what a good one looks like'
- ❖ Stars and a wish = marking
- ❖ House Point- given as reward for good behaviour/work
- ❖ BOLTS - Building on, leading to...



Assessment

- ❖ Ongoing throughout the school year - teacher assessment, end of unit assessments, BIG Writes
- ❖ Baselines in the coming weeks
- ❖ Assessment week near the start of Spring and near end of Summer term
- ❖ All conducted in a soft, age appropriate way.



Reading Passport



- Optional termly challenge displayed outside 5KR
- Books and authors carefully chosen to complement the curriculum, link to enrichment topic and help children develop diverse reading diet
- Prizes given at the end of each term for those achieving **Bronze (up to 4)**, **Silver (up to 6)** or **Gold (all 8)**
- Book reviews also required in order to be awarded **Gold**
- Children can complete by reading independently, listening to audiobooks or reading alongside family members.
- Do not feel that all books need to be purchased!
 - Try class reading corners
 - Local library
 - E-Books/audio versions**
 - Sharing with other parents
 - 2nd hand copies - World of Books





Autumn Term Passport

- 'Fantastically Great Women Who Made History' by Kate Pankhurst
- Any book from the Questioners series by Angela Beatty (Picture or chapter versions)
- 'Poems to Perform' by Julia Donaldson
- 'Into the forest' by Anthony Browne
- Any of the books from the 'My Funny Family' series by Chris Higgins
- 'Winnie the Pooh' by AA Milne
- 'The Dark' by Lemony Snicket
- A book from the Sam Wu series by Kevin and Katie Tsang





Reading Expectations

- Children are expected to read at home **as often as possible** -logging this in the reading record
(this can include: co-reading and listening to audiobooks)
- Only adults should comment in reading records
- Key words the children struggle with should be logged as well
- We will endeavor to listen to all children over a fortnight and this will also be logged in your child's reading record



Helping with reading at home

- Lots of information available on the school website.
- Parent information - helping your child

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss



Five Finger Check

When listening to your child try to remember these 5 key things...

2. Success is key

Ensure the book they are reading is not too difficult. There is a temptation to give a child a book that is difficult thinking this will improve their reading. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

3. Maintain the flow

Allow opportunity for self correction rather than interrupting them immediately. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters.

4. Variety is important

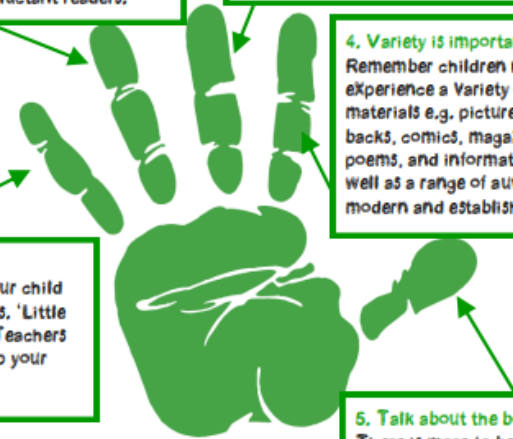
Remember children need to experience a variety of reading materials e.g. picture book, hard backs, comics, magazines, poems, and information books as well as a range of authors modern and established.

1. Regular Practice

Try to read with your child on most school days. 'Little and often' is best. Teachers have limited to help your child with reading.

5. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Always talk to your child about the book, about the pictures, how they think the story will end, their favourite part, can they empathise with characters? Can they comment on the writers' style? You will then be able to see how well they have understood and you will help them to develop good comprehension skills.





Helping with Maths at Home

- Please practise number bonds and times tables
- The White Rose '1 minute Maths' app- **highly** recommended
- 'How to help your child with Maths' PowerPoint on GJS website
- Encourage children to play on **TT Rockstars** as often as possible
- Let them help you cook (weighing out ingredients, measuring volume etc), shop and check the time.
- Play card games and board games that reinforce number skills

Remember to keep learning fun!

http://www.godalming-junior.surrey.sch.uk/website/helping_your_child/35621

<http://www.bbc.co.uk/bitesize/ks2/maths>

<https://ttrockstars.com/>





Helping with writing at Home

- Read, read, read!
- Talk comes first - we want children to be able to express their ideas clearly.
 - Verbal stories, fortunately/unfortunately.
- Creative picture prompts -
 - How could they describe it?
 - Where might it have come from?
 - What could be the story behind it?
- Writing shopping lists
- Instructions - models, lego or games
- Diary writing
- Comic strips
- Reinforcing school values through 'Home Talks' as suggested in weekly newsletters

Remember to keep learning fun!



Homework



- ❖ Not starting until after October half-term
- ❖ Set on Monday to be handed in on Friday via Google Classroom
- ❖ Will usually consist of Maths and English task as well as daily reading at home.
 - ❖ E.g. Maths 'big question' or TTRockstars
 - ❖ Creative writing or a discussion/research opportunity.
- ❖ Children are expected to complete up to **30 minutes** per piece of Maths and English homework every week.
- ❖ Occasionally a half termly, project homework will be set based on a foundation subject.



E-Safety at Godalming Junior

- Each year group has an E-Safety unit in computing in the Autumn term
- Take part in Safer Internet Day every February with a different focus each year.
- Each class creates an E-Safety charter to encourage children to be safe online.
- Encourage open communication with children to speak up without judgement.
- Children are supervised when using technology in school. (Surf Protect-monitoring system).
- E-Safety policy in place which includes online safety.
- Mental health support given to those who need to help tackle issues and build self confidence.



E-Safety at home

- Ensure you have sufficient systems in place.
<https://www.internetmatters.org/parental-controls/> has information about how to put controls on different devices, websites and apps.
- Encourage open communication without judgement about what children are doing online
- Agree family rules around technology.
- Ensure appropriate supervision when using technology.
- Be a good role model
- Be aware of age restrictions -
<https://www.common sense media.org/>



❖ 10 special weeks in the school year

- Poetry Week
- Healthy Week
- Remembrance Week
- Human Rights Week
- Hero Week
- Arts Week
- Book Week
- Science Week
- Earth Week
- International Week





Inter-house events

- Cross Country Run 'Chippie Chase!' - coming soon!
- Poetry Competition
- Football Tournament
- Cricket tournament
- Sports Day



Dates for your diary



- **Welcome BBQ** – Friday 12th September
- **Poetry Week** – Monday 29th September- Friday 3rd October
- **Healthy Week** – Monday 6th October- Friday 10th October **Hello Yellow Mufti 10th – raising money for Young Minds**
- **HALF TERM** – Monday 27th October – Friday 31st October
- **INSET DAY** – Monday 3rd November
- **Remembrance Week** – Monday 10th – Friday 14th November
- **Parents Eve** – Tuesday 18th November (Late) Thursday 20th November (Early)
- **Human Rights Week** – Monday 8th December – Friday 12th December
- **Carols by Candlelight (Y3)** Monday 15th December
- **Christmas mufti (Jumper) Day** – Friday 19th December
- **END OF TERM:** Friday 19th December @ 1.15pm



- This is the first event of the year
- There will be further events such as the Quiz Night, Disco, Christmas Fair and Summer Fair
- Look out for updates in the weekly newsletter and the PTA noticeboard
- Class reps to be secured tonight if possible
- These roles help the smooth running of class and whole school events



Safeguarding and appointments

- ❖ If you need to make an appointment to see your child's class teacher, please contact the office.
- ❖ We cannot see parents at the start or end of the school day without an appointment. Due to safeguarding procedures, we ask that you do not enter the school building other than through Reception.
- ❖ From Monday 15th September, parents are asked to drop children at the gates.

**SAFETY
FIRST**





Inclusion



- If you have any questions or concerns about any additional support for your child, please speak to your child's class teacher about arranging a meeting to discuss this.
- We may then direct you towards our SENco Mrs Kate Wilkinson, if necessary or Mrs Andrea Crook, who is our Home-School Link Worker and also works part-time.



"Help! I need somebody..."

Sign up sheet at the back

- **Listeners for readers**

- **Help on DT days**

- Cooking
- Sewing

- **Expert visitors**

- Historians
- Scientists
- STEM

- **Class Reps**

- Please see your child's class teacher at the end of this presentation



DBS checks are required - please see the school office for further information on this.



Contacts

www.godalming-junior.surrey.sch.uk

Miss Coleman -

deputy@godalming-junior.surrey.sch.uk

Mrs Johnson and Mrs Avenell -

3JA@godalming-junior.surrey.sch.uk

Mrs Andrea Crook - HSLW

hslw@godalming-junior.surrey.sch.uk

Mrs Wilkinson - SENDCO

senco@godalming-junior.surrey.sch.uk



Thank you for
coming!

Please email us if
you have any
questions.



**Year 3
Curriculum
Evening**
