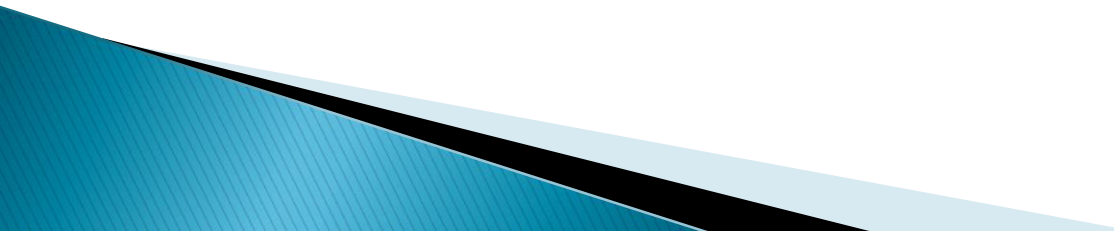




# YEAR 3

CURRICULUM MEETING

# What will we be covering?

- ▶ Our learning culture
  - ▶ Maths overview
  - ▶ English overview
  - ▶ RE overview
  - ▶ RHE
  - ▶ Expectations and Responsibilities in Year 3
  - ▶ Educational visits
  - ▶ Home learning
  - ▶ Safeguarding
  - ▶ Attendance
  - ▶ Communication
- 



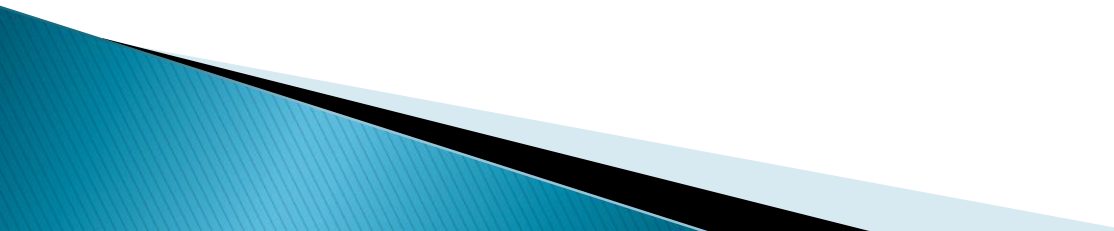
# Our Learning Culture

Independence  
Respect  
Enthusiasm  
Collaboration  
Growth mindset

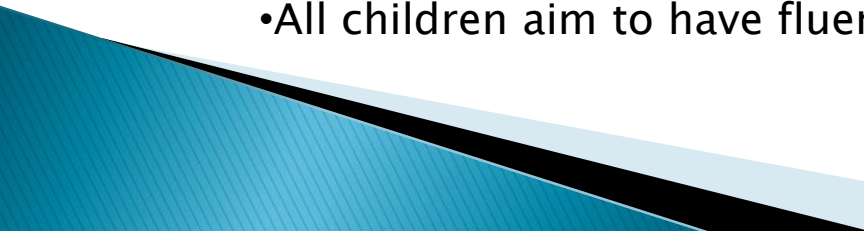
# Talk partners

- ▶ Changed weekly
- ▶ Children must persevere even if they don't normally choose to work together – that's real life!
- ▶ Talk partner evaluations:
  - Weekly
  - Two stars and a wish
  - Children agree what they think a good talk partner is
  - We encourage their feedback to be constructive
- ▶ Followed through in Celebration assemblies on Friday

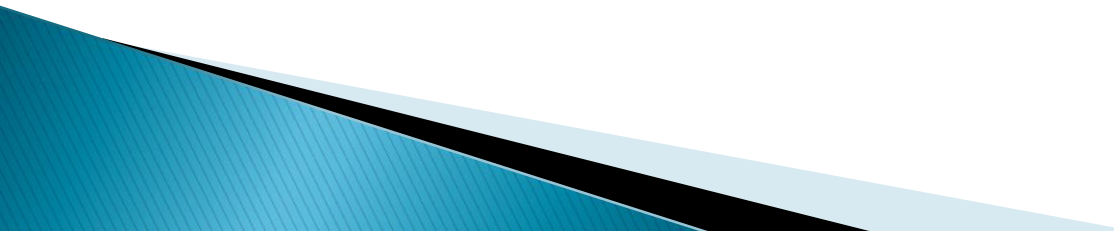
# Questioning

- No hands up.
  - Lollipop sticks used.
    - This encourages children not to switch off in the lesson, and always participate.
  - Talk partner discussion is given to help children form their responses.
  - Finger voting
  - Show me on your whiteboard
- 

# Behaviour policy

- Three step escalation: Reminder, Warning, Timeout
  - Children will be given explanations for their behaviour and parents will be informed if they have had a timeout and if there is consistent and repetitive timeout.
  - High expectations of behaviour across all aspects of school life.
  - Children will be celebrated for positive behaviour by being on the star, use of stickers, 'special stamps' and lots of praise.
  - Charts are reset at the end of each session.
  - Occasionally an 'instant time out' may be most appropriate. You will be informed if this has been the case.
  - Children are expected to take pride in their work, both the content and presentation.
    - Books are to be looked after.
    - Neat handwriting, and presentation policy followed throughout.
    - All children aim to have fluent cursive writing.
- 

# Curriculum Maps & Topics

- ▶ At St Catherine's we have ensured our curriculum map meets the needs of all our learners.
  - ▶ The topics are exciting and are listed on the school website. There is a greater focus on learning through shared experiences. Please look at the maps and support your child by taking them to places such as museums, galleries, parks, country side which will inform their learning.
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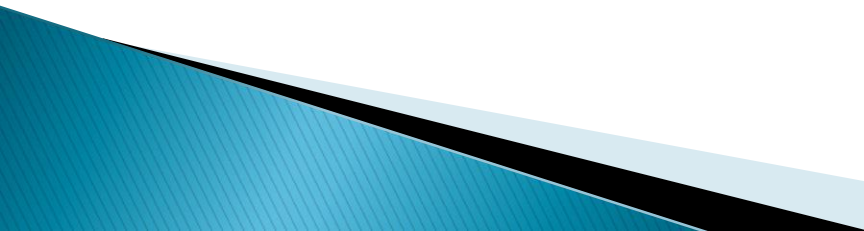
# Curriculum Maps & Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Predators	Tribal Tales	Gods & Mortals	Mighty Metals	Tremors	Urban Pioneers
Possible <u>real-life</u> opportunities	Animal experience	British Museum Stone Age Discovery Day	British Museum	Science Museum Visit local playground	Visit the seashore National History Museum	Science Museum Barnet Museum Bus trip to town
High Quality Texts	The Eagle by Tennyson; <del>Scoblecrax</del>	Stone Age boy; <del>Stig</del> of the dump;	Icarus and <del>Daedalus</del> ; <del>Theseus</del> and the Minotaur;	The Iron Man	Escape from Pompeii;	Last Night I saw the City Breathing by Peters; Bay by Roald Dahl
English	Recounts; non-chronological report; Dilemma stories	Information books; Adventure stories; Letters	Diary writing; Myths and legends; Character descriptions	Explanations; Instructions; Recounts; Poetry	Historical narrative using personification; Newspaper reports; Poetry	Leaflets; Free verse poetry; Autobiography; Signs and slogans
Maths	Place Value; Addition and subtraction	Multiplication and division	Multiplication and division; Money; Statistics	Length & Perimeter; Fractions	Fractions; Time	Property of Shapes; Mass & Capacity
<u>R.E</u>	The Christian Family	Mary, Mother of God	Sacrament of Reconciliation	Celebrating the Mass	Celebrating Easter & Pentecost	Being a Christian
Science	Food chains; Fossils; Plant parts and functions; Water transportation in plants; skeletal systems	Plants; Light		Forces and magnets	Rocks	Light and dark; Sources and reflectors; Shadows; Sun safety
Computing	Online research; programming floor robots; Online mapping	Presenting using PowerPoint	E-Safety; Online research; Touch-typing	Creating spreadsheets; Taking photographs and uploading them	Programming on Scratch; Emails	Digital mapping; Online research; PowerPoint presentations; Programming
History		Prehistoric Britain from the Stone Age to Iron Age	Ancient Greece		Ancient Rome - Pompeii	A local history study
Geography	Fieldwork; Using maps to locate countries and continents	Fieldwork; Human physical geography; Using maps and aerial images	Ancient and <u>modern day</u> Greece; Geographical features; Using maps		Volcanoes and Earthquakes	Geography skills and framework
Art & Design	3-D Scale models	Neolithic art; Clay beakers; Iron Age jewellery	3-D sculpture; Greek art and design	Embossed pattern and pictures; Making jewellery	Sculpture; Photography	Photography; Graffiti art; Observational drawing
Design & Technology	Selecting and using materials (collage and textiles)	Tool design and making; Building structures	Moving parts; model making	Product evaluation; Using research to inform design; Selecting materials; Making vehicles; Building an Iron Man; Using electrical circuits	Structures	
<u>P.E</u>	Net and Wall; <u>Dance</u>	Invasion Games; <u>Athletics</u>	Invasion Games; Gymnastics	Dance; Invasion Games	Swimming; Striking and Fielding	OAA; Swimming
PSHE	Maintaining positive relationships Dealing with my emotions	Me and my community	Staying safe online	A healthy me	Aspirations and Managing Money	Staying Healthy Different Families
French	Phonetics 1 & I am Learning	<del>Vegetables</del>	Little Red Riding Hood	Ancient Britain	Ice Cream	Presenting Myself
Music		Compositions (Mountains)	Pentatonic Melodies and Composition (Chinese New Year)	Note Reading (Just 3 Notes)	Jazz	Traditional instruments and improvisation (India)

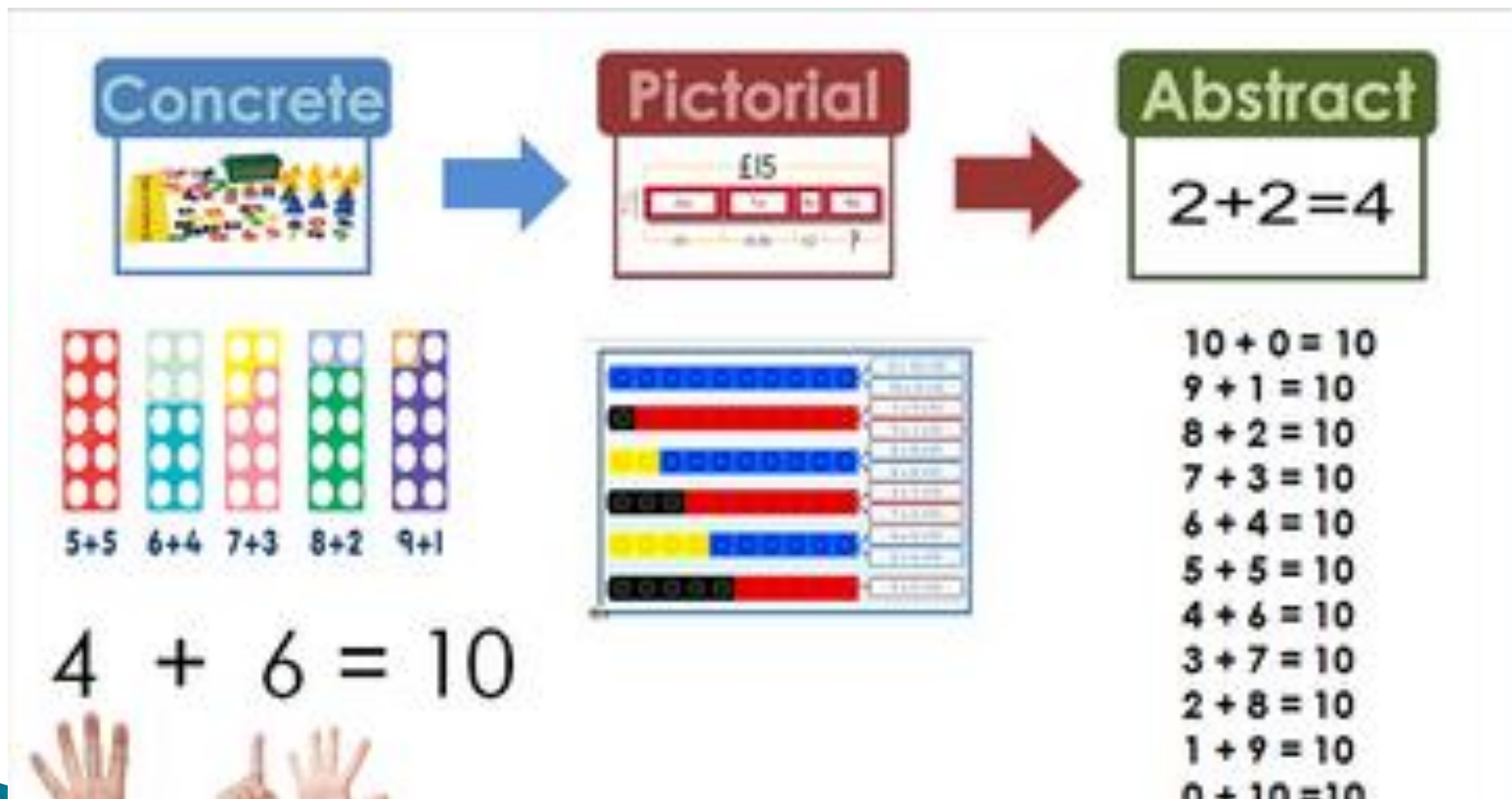




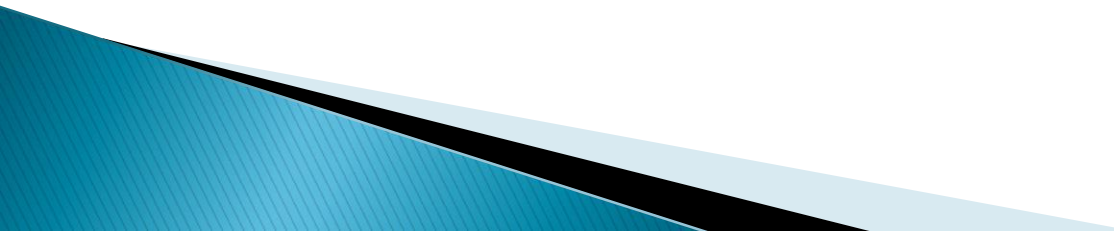
# Maths overview

- ▶ 3 levels of challenge
    - Children must consider carefully what the task is and whether they feel they can attempt it from their understanding of the input.
    - No child should assume that they will choose the same level of challenge every lesson.
    - Aspirational and motivational names given to the challenges e.g. amazing, fantastic...
  - ▶ All concepts are learned through three cognitive steps include concrete, pictorial and abstract.
- 

# In Summary



# Times Tables

- ▶ A statutory assessment will be in year 4. By the end of year 3 children should know their 10,5,2,3,4,8 times tables, then all multiplication tables up to 12 by the end of year 4.
  - ▶ All children should be practising for rapid, fluent recall of all their times tables – **daily is most effective.**
  - ▶ Remember to use Times Tables Rockstars.
  - ▶ Times tables championship.
- 



# English overview

# English in Year 3

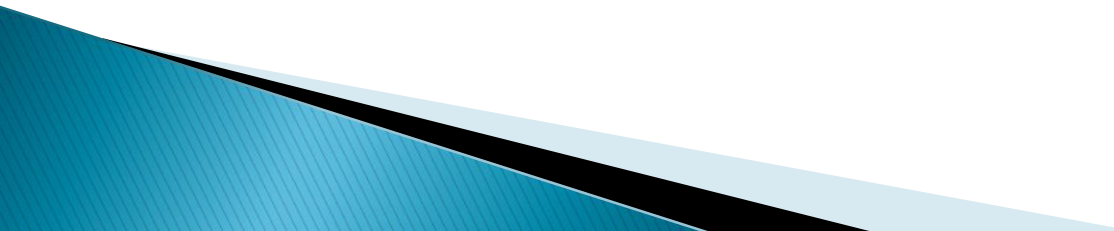
## Writing – All Topic Based – Cross Curricular

- ▶ Developing ability to write in a variety of forms.
- ▶ Extended Writing opportunities– Build stamina.
- ▶ Consistently using punctuation and grammar correctly – speech marks, adverbs, spelling rules, joined writing
- ▶ Varied and rich vocabulary
- ▶ Handwriting – joined by end of year 3.
- ▶ When writing is joined and full sentences used, children will be ready for a pen licence

## Reading (Comprehension)

- ▶ Guided Reading groups
- ▶ Reading records to be signed at least once a week by parent/nanny/carer/au pair
- ▶ Please listen to your child read regularly and ask them questions about what they have read!
- ▶ Free Readers
- ▶ Book challenge

# English Milestones

- ▶ Year 3/4 spelling list. They're even tested on these words in Year 6.
  - ▶ Children using adverbials to open sentences punctuated with a comma.
  - ▶ Reading chapter books with fluency and responding personally and critically to the text.
  - ▶ High standard of spoken Standard English.
- 



# R.E. overview



# R.E.in Year 3



- ▶ The Vine– Two sessions of learning a week equal to 10% of curriculum (2.5 hours a week).
- ▶ Assemblies
- ▶ Prayer services and masses.
- ▶ Collective Worship 3 times a day
- ▶ May Procession
- ▶ Harvest Festival
- ▶ Christmas Nativity
- ▶ Advent and Lenten Liturgies

# COLLECTIVE WORSHIP

- Worship is at the heart of St. Catherine's and is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into a relationship made possible through the work of Jesus Christ and the witness of the Holy Spirit.
- At St Catherine's we aim to provide a pathway for growth in the knowledge and love of Jesus Christ. We acknowledge for the requirement that there must be a daily act of worship for all pupils. Collective Worship is timetabled and delivered daily from EYFS to KS2.
- Daily Collective Worship will help children develop a spirit of prayer; ensure that prayer and worship form a highly significant and integral part of daily life; provide opportunities for quiet reflection and meditation.

## In KS2, worship will be between 7-10 minutes and will include:

- Simple reflection and discussion of the Gospel that is shared weekly
- Power points related to The Vine units
- Examen
- Prayer through meditation
- Power points linked to the Diocesan resources
- Celebrations and reflections of the week, with ritual and variety
- The celebration of sacramental liturgies power point linked to the Diocesan resources



R.H.E.

# Relationships & Health Education

- ▶ Ten Ten's programme for Catholic primary schools, **Life to the Full**, teaches Relationships Education and Health Education.
- RHE is a statutory subject for all schools.
- We are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).
- **Life to the Full** is a fully resourced Scheme of Work in Relationships Education for Catholic primary schools which embraces and fulfils the new statutory curriculum. Children will revisit the same topics at an age-appropriate stage through their school life.
- The programme includes:
  - ▶ **Lesson plans** for EYFS to Year 6; **High-quality videos** created by Ten Ten specifically for UK-based Catholic primary schools;
  - Programme of prayer** and worship music to accompany the scheme of work;
  - Online Parent Portal** for links to home.

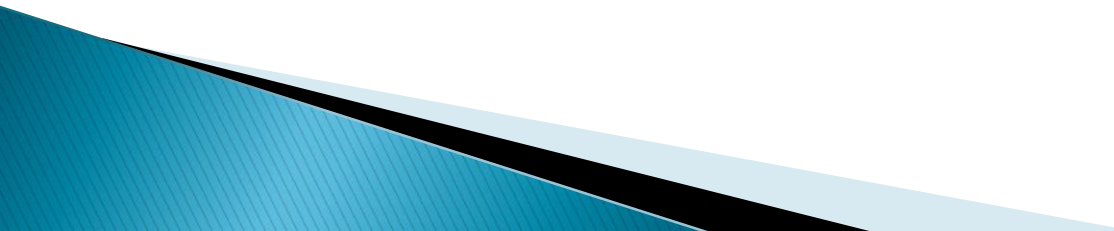


Expectations  
and  
responsibilities  
in Year 3.

# Year 3

- ▶ It's a big step from KS1 to KS2 so we will support the children in their transition and help them to develop their independence and responsibility for their learning and behaviour.
- ▶ High expectations of appearance and behaviour
- ▶ Independent learning
- ▶ Bum bags – If lost or damaged needs replacing.
- ▶ Applying growth mindset
- ▶ Attendance and Punctuality
- ▶ Uniform and hair to be appropriate as per policy
- ▶ Shoeless learning – please help your child learn to tie their laces!
- ▶ Reading at home everyday. Do not bring in books from home into school. Only school library books.

# Year 3

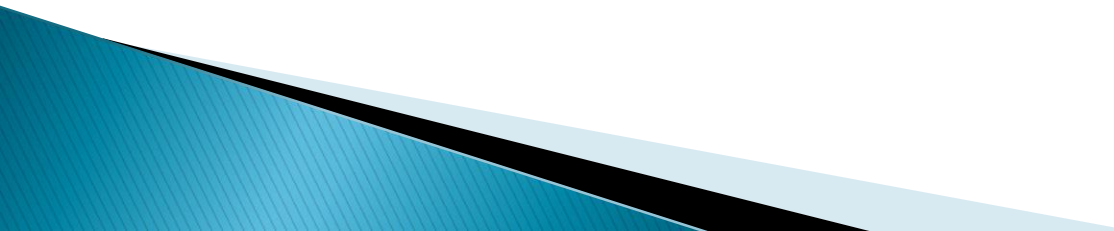
- ▶ Children expected to come to school in their PE kits on Mondays and Wenesdays.
  - ▶ We will start swimming in the summer term.
  - ▶ The children will have PE with Mr Reilly, French with Madame Reeve, forest school with Mrs Grace.
  - ▶ The children do not have Music this term, but will have it later in the year.
- 



# Educational visits



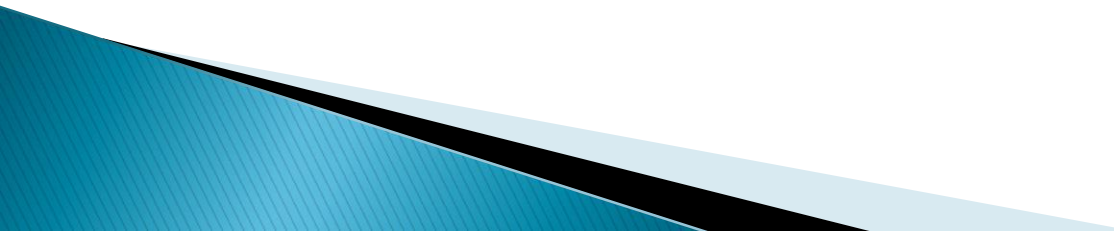
# Educational visits

- ▶ Every half term we try to ensure that the children have a trip linked to the topic being studied.
  - ▶ Autumn 1 – Predator! – Whipsnade Zoo
  - ▶ Autumn 2 – Tribal Tales – Lea Valley Stone age experience
  - ▶ Spring 1 – Gods and mortals – British museum
  - ▶ Spring 2 – Mighty metals – Science museum
  - ▶ Summer 1 – Tremors – Geobus workshop
  - ▶ Summer 2 – Urban pioneers – Barnet museum and Church visit
- 



Home  
learning

# Home Learning

- ▶ Sent by email every half term
  - ▶ Spellings
  - ▶ Times tables
  - ▶ Daily reading and please write up in reading records.
  - ▶ Times Tables Rockstars – a must!
  - ▶ Children are still permitted to use Purple Mash to access maths activities.
- 



# Safeguarding

# Safeguarding



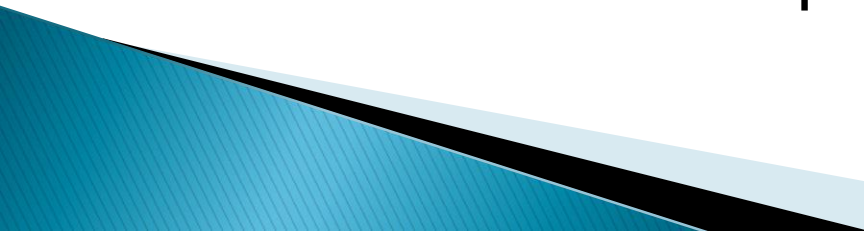
- ▶ Safeguarding Policy
  - Keeping Children Safe in Education
  
- ▶ Designated Safeguarding Officers
  - Miss Kelly
  - Mrs Ward
  - Miss Evans
  - Miss Grace

# E-Safety is Paramount

- ▶ E – Safety Policy (on website)
- ▶ E-safety curriculum
- ▶ Online Safety in newsletter and on website is updated weekly
- ▶ Does your child have unsupervised access to a mobile, ipad, laptop or computer?
- ▶ [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- ▶ Parental Controls
- ▶ Please inform us if you are aware of a child using it incorrectly, we have a responsibility to report it.



# Acceptable Use Agreement

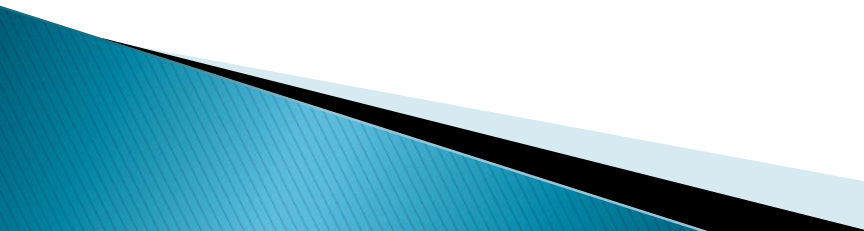
- ▶ All children will need to be made aware of the updated Acceptable Use Agreement.
  - ▶ The document outlines the expectations of how children should use technology and equipment in the school and in relation to school in their wider lives.
  - ▶ In KS1 +2 class teachers will dedicate a session to explaining the document, why it is necessary and its implications.
  - ▶ They will then sign the document saying that they have read and understood the agreement.
  - ▶ A record will be kept on file.
- 



# Attendance



# Attendance

- ▶ Encourage high level of attendance
  - ▶ If your child is absent please ensure you supply a written note of absence when your child returns to school otherwise it will be marked as unauthorised this will be recorded in your child's reports
  - ▶ You must also phone/email on the morning of the absence to inform the school why your child is absent
  - ▶ Please be punctual. Register is at 8:50am.
- 

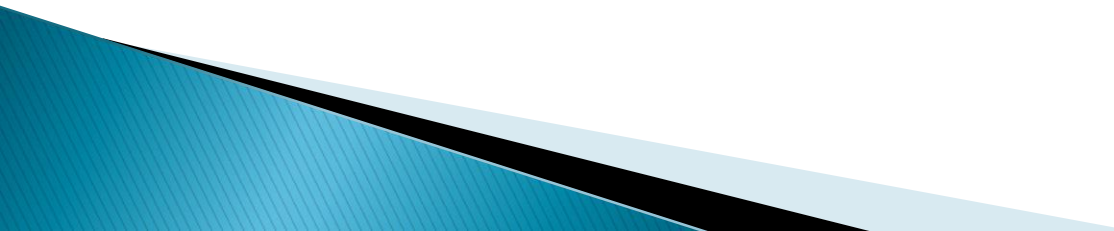
# Attendance

- ▶ The school day finishes at 3:20pm.
- ▶ At 3:25pm, all children that have not yet been collected will go to After school club. They cannot wait outside the office or the classroom as they need to be registered as being in the building and be supervised.



Communication

# Communication/ Information

- ▶ Website
  - ▶ Newsletter
  - ▶ Texting Service
  - ▶ E-mails
  - ▶ Phone call appointments via the office.
  - ▶ Messages received from the slope at drop off.
  - ▶ Parent Consultations – later on via Teams.
  - ▶ Clubs – to be confirmed.
- 

# Any questions?

Thank you for joining us today.  
We look forward to working in partnership with you to support your children in reaching their full potential in Year 3.

