

Parent Information Evening

Welcome to Year 3





The Senior Team

**Katie
Tramoni**

Headteacher



**Geraldine
Valentin**

Deputy
Headteacher
Grove site



**Su
Larson**

Deputy
Headteacher
Broadway site



**Maggie
Smith**

Assistant Head
for Year 5 and 6



**Diane
Harris**

Assistant
Headteacher
Years 3 & 4



**Tanya
Gallagher**

SENCO



The Year 3 Team



Mr Kelly (HoY)
3JK



Miss Hillis
3MH



Miss Cremin
3AC



Ms Nicholl
3HN



Mrs Malik



Ms S (Iskandarian)

Parent Helpers...

Ms Reid



Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our **unique gifts** in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

I Peter 4:10



School Website

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TEACHING & LEARNING

[Curriculum Intent & Implementation](#)[Our School Day](#)[Global Learning](#)[Home Learning](#)[Remote Learning](#)[Online Safety](#)[Google Classroom](#)[Spellings](#)

CORE SUBJECTS

[Phonics](#)[Reading](#)[Writing](#)[Mathematics](#)[Religious Education](#)[Science](#)

FOUNDATION SUBJECTS

[Art](#)[Design Technology](#)[Geography](#)[History](#)[Computing](#)[PSHE](#)[Music](#)[Physical Education](#)[Languages](#)

EXTENDED SCHOOL

[Our Offer](#)[School Clubs](#)

Behaviour





Collective Worship at CtS

Monday:	Christian values worship
Tuesday:	Class collective worship
Wednesday:	Class reflection on a hymn
Thursday:	Mass or Father Richard video
Friday:	Celebration worship

School Data 2022/2023



KS2	EXS	National 2023	GDS	National 2022	Progress Where 0 is average progress nationally
Reading	89%	73%	48%	28%	+2.9
Maths	84%	73%	42%	23%	+1.8
Writing	86%	71%	38%	13%	+3.5

A Typical Day in Year 3



School gates open at 8:30

Registration at 8.40

Lessons start at 8:45

Breaktime is at 10:00 and 1:40

Lunch is 11:30 – 12:15

School finishes at 3.10

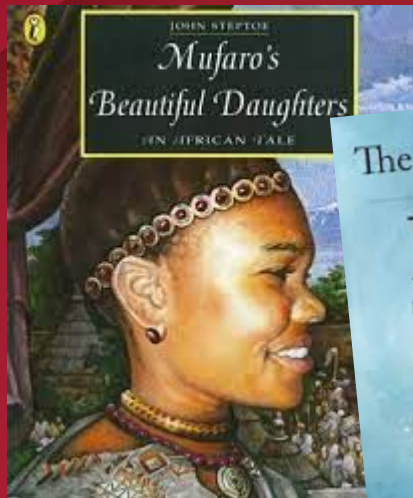
Year 3 Curriculum



CURRICULUM MAP 2023-24

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Friendship and Endurance	Love and Peace	Hope and Wisdom	Justice and Service	Trust and Humility	Creation and Thankfulness
Global Learning	Scientific Discovery		Explorers		Fairtrade	
	Discussion and debate of current affairs					
English	Mufaro's Beautiful Daughters by John Steptoe	Children of Lir by Laura Ruth Maher	Shackleton's Journey by William Gill	How to Train your Dragon by Cressida Cowell	The Miraculous Journey of Edward Tulane by Kate Di Camillo	
	Writing: spelling and handwriting, vocabulary, punctuation and grammar; composition, editing and performing					
	Reading: word reading, making inferences, comprehension, language and effect					
Maths	Number	Number	Number and Measurement	Number	Number	Geometry
	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Fractions	Properties of Shape
	Addition and Subtraction	Multiplication	Length and Perimeter	Measurement	Measurement	Measurement
	Measurement: Time	Division	Statistics	Money/Time	Time	Mass and Capacity
	Arithmetic and Number Facts: Times Tables x2, x3, x4, x5, x8, x10					
Science	Physics: Forces and Magnets How do magnets work?	Geology: Rocks Why are there different types of rocks?	Physics: Light Why do we need light?	Biology: Plants How do plants function? Animals including Humans: Muscles, Skeletons and Nutrition How do Humans move?		
Religious Education	The Christian Family Why is family and community important?	The Christmas Story Why is Christmas important to Christians?	Judaism Why are they having a Jewish Party?	Reconciliation 1 Why do we need reconciliation?	Easter & Pentecost How does the Easter Story offer hope?	Being a Christian What does it mean to be a Christian?
Humanities	Britain from Stone Age to the Iron Age: How did life in Britain change from the Stone Age to the Iron Age?			The Ancient Egyptians: What were the greatest achievements of the Ancient Egyptians?		
	Our Local Area, Our Country Our Continent: What are some of the key human and geographical features in the local area, country and continent where we live?			The Journey of Food around the World: Where does our food come from?		
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
	Types of Medicines and Drugs	A Healthy Lifestyle	Similarity and Difference	Keeping Safe On and Offline	Positive Relationships	Families
	What effects do drugs have on the body?	How can we keep our minds and bodies healthy?	How are our lives similar and different to others around the world?	Who can we talk to if we are worried?	What role does language play in developing positive relationships?	What does my family look like and how are families different?
Physical Education	Health Related Exercise Net and Wall: Tennis	Invasion Games Hockey and Netball	Indoors: Dance and Gymnastics Invasion Games: Dodgeball and Football		Athletics Running, Jumping and Throwing	Striking and Fielding Cricket and Rounders
Art	Prehistoric Art Cave Painting and Petroglyphs Paper Sculpture: Christmas Lanterns		Painting Colour Wheel Art inspired by Piet Mondrian		Egyptian Art Egyptian Sarcophagus Clay Scarab Beetles	
Computing	Programmers What features help bring animations to life?		Communicators How can we work collaboratively on a presentation with people far away?		Presenters What technology is needed to produce a news presentation?	
Design & Technology	Designing and Making Photo Frames: stiffening, strengthening and reinforcing structures		Making African Musical Instruments: choosing materials, strengthening and reinforcing structures		Sandwich Making: Nutrition and Healthy Eating	
French	Je me Présente Greetings, numbers 1 -10	Décris Toi Colours, clothes, body parts	Chez Moi Home, family, pets		Le Calendrier Days, Months, Numbers to 31	
Music	Reading Notation: Rhythm	Reading Notation: Pitch	Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship
	Reading Notation: Rhythm and Tempo	Exploring Staff Notation: High and Low (Glockenspiel)	Ensemble Skills: Call and Response (Glockenspiel)	Composition Skills: Pitch, Rhythm and Structure	Exploring Musical Theatre: Forte and Piano	Becoming Musicians: Dynamics and Tempo

English Texts



- Over the year, we will be writing in a the style of a huge range of genres such as setting descriptions, poetry, stories, diary entries, information texts, explanation texts, instructions, letters, debates and more!

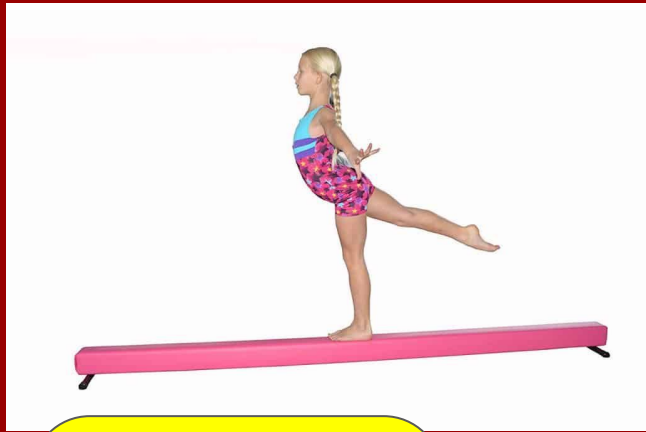
How we might use a text in class

- Prediction, finding evidence in the text to justify an answer, inference (using clues on what we have already read and our own knowledge to make conclusions), sentence and grammar work...
- **Example: Vocabulary focus**

Mufaro beamed with pride. “The king has asked for the most worthy and the most beautiful. No, Manyara, I cannot send you alone. Only a king can choose between two such worthy daughters. Both of you must go!”

Prior knowledge

What do we think 'beamed' means in this text?

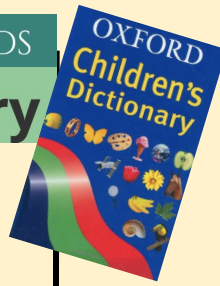


Visual prompts
- further
exploration of
vocab



Which
example
makes sense
in context?

Word: beamed



Image

Guided Task in
books

Type of word: verb (action)

Definition: large smile of
happiness

Synonym:
(same meaning)

Antonym:
(opposite meaning)

Sentence:

English and Writing

Explore Week

Skills Week

Editing and
Publishing Week



DEFINITION How do we use inverted commas accurately for speech?

Can we remember where the inverted commas and other punctuation needs to be added from last week's examples below?

Are you ready to start training asked Hiccup

N-n-never trust a dragon exclaimed Toothless.

What is a simpler name for inverted commas?

Speech Marks

A cartoon illustration of a man in a blue shirt pointing to a screen that displays various speech marks and punctuation. The screen also shows a play button icon.

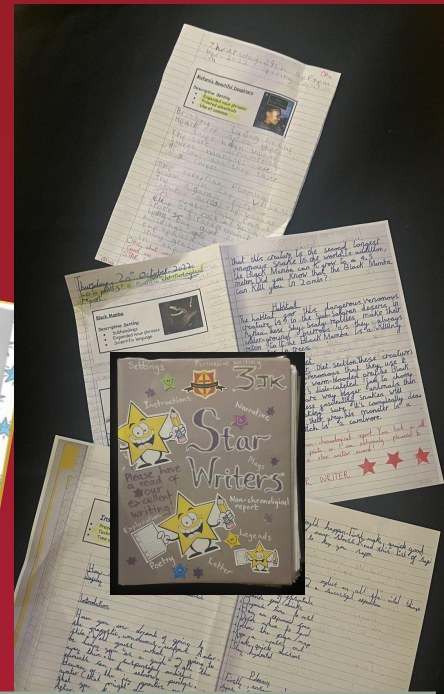
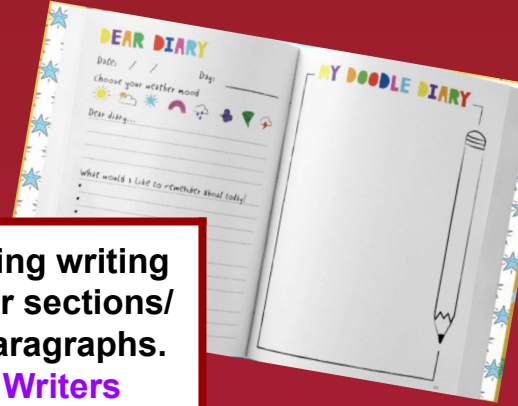
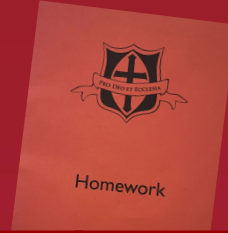
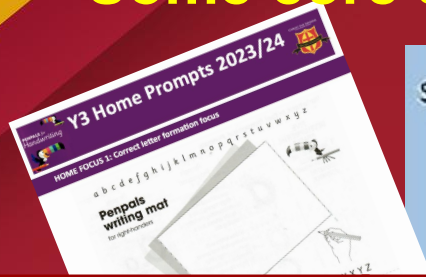
Let's look again at how we uplevel and edit our writing for our yellow publish books.

Your teacher will choose someone's learning to model under the visualiser.



English and Writing (Home focus...)

Some core skills to master in Year 3:



Accurate use of full stops and capital letters

***Science homework**

Developing greater independence in checking/ editing spelling

***Weekly spelling homework/ Spelling A-Z books**

Organising writing into clear sections/ using paragraphs.

***Star Writers
*Science homework**

Developing use of high level vocabulary

***Free writing opportunities/
Spelling A-Z**

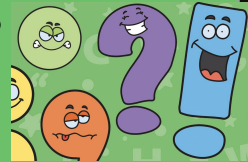
Developing joined handwriting

***Handwriting prompt**

Using a greater range of punctuation independently in writing

***Free writing opportunities**

- ☐ Exclamation marks
- ☐ Question marks
- ☐ Commas
- ☐ Apostrophes
- ☐ Inverted commas (speech marks)



Maths

Fluency

Reasoning

Problem Solving



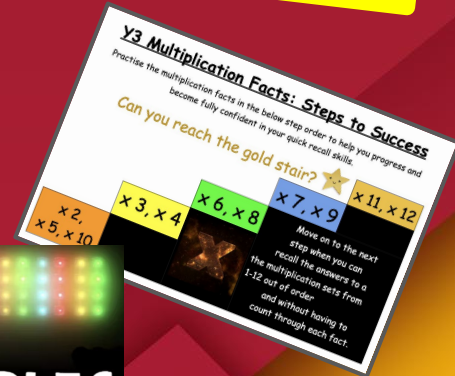
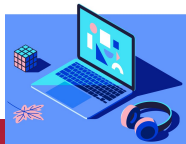
By the end of Year 3, some of the core expectations that you can focus on at home are:

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (Y4 MTC 12 x 12)



- Multiplication steps to success
 $\times 2, 5, 10$ $\times 3, 4$ $\times 6, 8$ $\times 7, 9$ $\times 11, 12$
- Look, cover, say, write, check, review
- Quick fire, anytime anywhere...

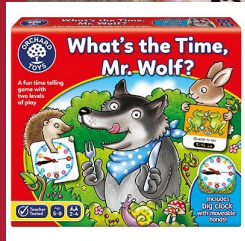
- [Number rock](#)
- [Topmarks](#)
- [TTRS](#)



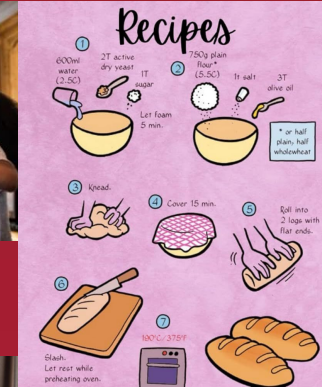
[Multiples of 4 link](#)

Home Maths Support Recommendations: at home

Board games



Measures- cooking, using measuring jugs (ml/l), weighing (g/kg), helping with the washing up! (capacity)



Temperature and time

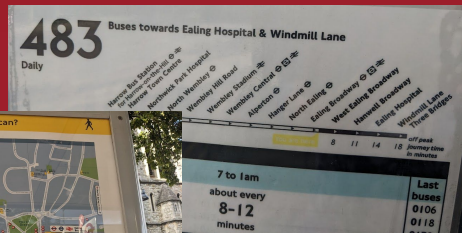
Home Maths Support Recommendations: out and about

Planning journeys

OPENING HOURS	
MONDAY	12:00 - 18:00
TUESDAY	12:00 - 22:00
WEDNESDAY	12:00 - 22:00
THURSDAY	12:00 - 22:00
FRIDAY	12:00 - 22:30
SATURDAY	12:00 - 22:30
SUNDAY	12:00 - 21:00



Dates and time



Shopping and money



2D and 3D Shapes

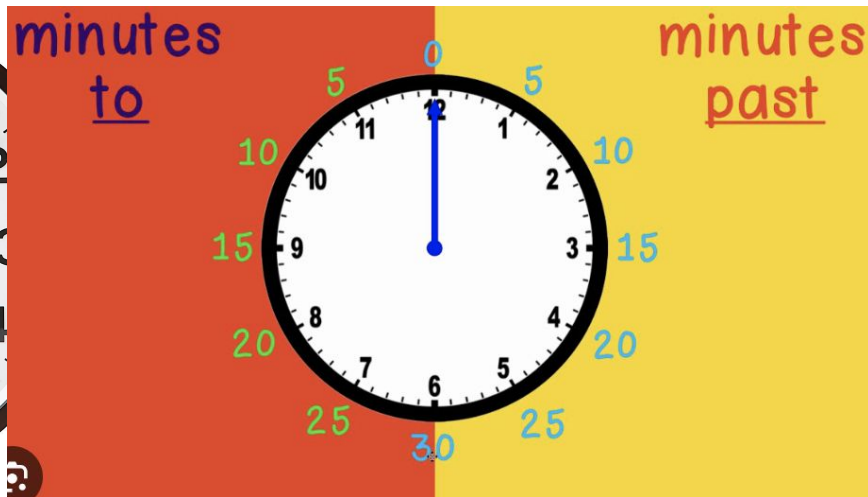
Time



By the end of Year 3, some of the core expectations that you can focus on at home are:

- ❑ Tell the time from an **analogue clock** to the nearest minute.

o' clock **half past** **quarter past** **quarter to** **1 minute - 29 minutes past** **29 minute - 1 minutes to**



Humanities Knowledge Organisers

(RE, History, Geography)



Did you know....
Are you telling me
Yes, I am telling you...

Year 3 History: How did life in Britain change between the Stone Age and the Iron Age?

Key Topics: Life in the early Stone Age, Skara Brae, neolithic monuments, Life in the Bronze Age, Stonehenge, Life in the Iron Age, Continuity and Change

Key Vocabulary	
AD	This stands for Anno Domini, latin for in the year of our Lord, and is used with dates to show that something happened after Jesus was born.
archaeologist	An archaeologist learns about the past by digging up and studying remains and objects left behind.
artefact	A man-made object left behind by the past.
barrow	A mound of earth built over a Stone Age burial site.
BC	This stands for Before Christ and is used with dates to show that something happened before Jesus was born.
domesticate	To domesticate an animal is to tame it.
flint	A hard grey rock, used in prehistoric times to make tools or weapons.
henge	A prehistoric monument made up of a circle of stones or wooden pieces standing upright.
hill forts	A wooden fort built on a hill and lived in by Iron Age people.
hunter-gatherers	People who are hunter-gatherers travel about finding food by fishing, hunting and gathering wild food.
nomadic	Someone who is nomadic has no settled home and travels from place to place to find food.
prehistory	Everything that happened before the written record began.
round houses	A circular house built by Iron Age people out of wattle (sticks) and daub (mud).

People and Places

Skara Brae is a late Stone Age village on the island of Orkney, off the coast of Scotland. People lived there over **5,000 years ago** and the remains of the village can still be explored today.

Stonehenge is a world famous prehistoric monument about 80 miles west of London. It was built between **3,000 and 1,500 BC**. It is made up of over 100 large stones and was probably used for religious ceremonies.

Beaker pottery

People arrived from Europe in wooden boats and settled, bringing new technologies to Britain. The **Beaker people** arrived around **2,500 BC** bringing pottery and metalworking skills with them. Around **400 BC** Celts arrived. The Celts were very skilled metal workers and also brought with them dyes that enabled people to make brightly coloured cloth.

Celtic Metal work

Bronze Age
2,500 BC - 800 BC

People began to mine and made metal objects.

Iron Age
800 BC - 43AD

Iron objects are made, larger settlements and hill forts are built.

Timeline:

- Early Stone Age 10,000 - 4,000 BC**
Paleolithic Era
People were hunter-gatherers
- Late Stone Age 4,000 - 2,500 BC**
Neolithic Era
People began to farm. Stonehenge was built.

Prehistory in Britain

The Stone Age
10,000BC - 2,500BC

The Stone Age was a very, very long time ago in the distant past. It was 12,000 years ago!

The Bronze Age
2,500BC - 800BC

The Bronze Age was a very long time ago, it began 4,500 years ago.

The Iron Age
800BC - 43AD

The Iron Age was over 2000 years ago. The Iron Age and prehistory in Britain ended when the Romans invaded in 43AD.

Timeline:

- 1603-1714**
The Stuarts
The Great Fire of London was in 1666, over 350 years ago, when King Charles II ruled.
- 1837-1901**
The Victorians
Florence Nightingale lived in the Victorian age and it was also when our school began.
- 1914-1918**
World War One
The First World War was over 100 years ago.
- 2020s**
The Present Day

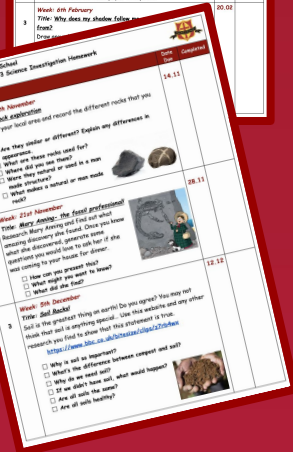
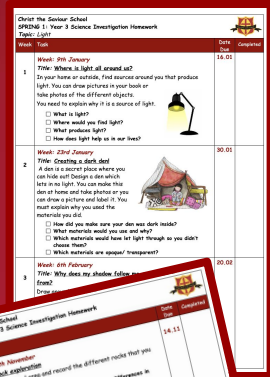
.... An artefact is a man made object left behind by the past.

Science and Science Homework

- Sent out on Monday (fortnightly) for the following Monday



Helpful websites to enrich science learning:

- Science Kids
- BBC Bitesize Science
- NASA Kids' Club
- BrainPOP Science
- National Geographic Kids
- Discovery Kids
- Climate Kids
- Happy Learning



Christ the Saviour School AUTUMN 1: Year 3 Science Investigation Homework Topic: Forces and Magnets



Week	Task	Date Due	Completed	
1	<p>Week: 19th September Title: <u>Forces in the home!</u> Find as many different forces in the home! Can you find pushes, pulls, bends, twists, friction, gravity, air resistance, magnetism, water resistance or buoyancy?! There are so many more! Please present your ideas in any way you like. You could create a scientific table, a presentation, a poster, a game or whatever you like!</p> <ul style="list-style-type: none"><input type="checkbox"/> What is a force?<input type="checkbox"/> What happens to an object if a force is acting on it?<input type="checkbox"/> Does the same force have the same effect on different objects?	<p>Types of Force</p> 	26.09	
2	<p>Week: 3rd October Title: <u>Friction!</u> Design your own friction experiment. We have been learning that friction is a force which slows down moving objects. Can you create an experiment to compare how an object moves on different surfaces at home. Present your findings in any way you like.</p> <ul style="list-style-type: none"><input type="checkbox"/> How does friction work?<input type="checkbox"/> How does friction affect movement?<input type="checkbox"/> Which different surfaces will you choose?<input type="checkbox"/> How will you present your findings?<input type="checkbox"/> Is friction a contact or non contact force?		10.10	
3	<p>Week: 17th October Title: <u>Magnet Mania!</u> Get your gaming brain on! Can you design a fun game which will teach children about which materials are magnetic or not.</p> <ul style="list-style-type: none"><input type="checkbox"/> Is magnetism a non contact or contact force?<input type="checkbox"/> How will you make your game exciting?<input type="checkbox"/> What equipment will the children need to play your game?<input type="checkbox"/> Are all metals magnetic?		31.10	



HERBIVORE Eurasian Elk

It browses on the non-woody parts of forests, aquatic plants, fruits, deciduous and conifer trees, mushrooms, bark. It lives in damp habitats near swamps, Elh.



CARNIVORE MARTEN

Lives in forests. Prefers small mammals but may also eat big birds, eggs, frogs, snails, mosquitos, cotton. During the autumn it accumulates fat for winter.



OMNIVORE

- Wild boars -
It eats crops, fruits, nuts, roots, green plants, bird eggs, carrion, small rodents, insects, worms. It lives in forests and thickets in groups of 10-15. Active at night.

It is a link between plants and humans.

It is a mixture of dead plants and animals, tiny bits of rock, air and water.

Helps plants grow better.

It stores water.

Absorbs and releases CO_2 .

There are 4 different soils.

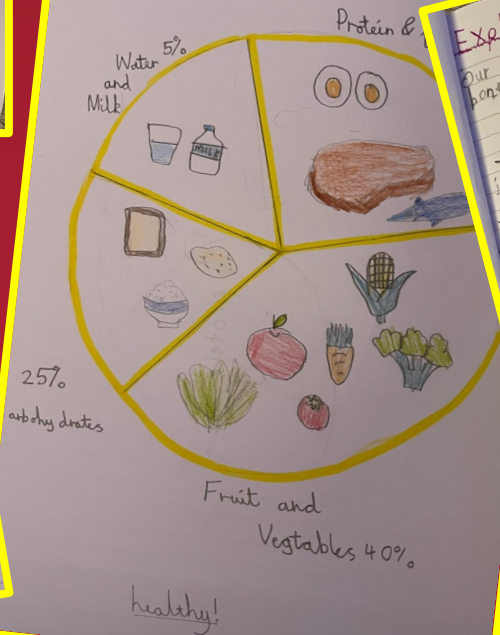
We need soil for so we can eat it.

Soil is home to millions of small creatures which is called biodiversity.

Why is soil important?

Hey, (Soil is important to creatures like me.)

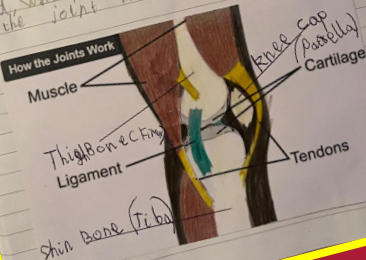
My balanced diet



Explore your bones

Our bodies can move with the help of bones, muscles, ligaments and tendons. Joints are where two bones meet.

Classification of Joints
- Immovable (fibrous) - don't move. (E.g. Joints that hold the teeth in the jawbone.)
- Partially movable (cartilaginous) - move a little. They are linked by cartilage (e.g. between vertebrae in the spine). Each vertebra moves in relation to the one above and below it.
- Freely movable (synovial) - move in many directions. (e.g. hips, shoulders, elbows, knees, wrists, ankles). They are filled with synovial fluid which acts as a lubricant to help the joint move easily.



Amazing fact

① Age: average lifespan is about 200 years.

2.5cm 30cm 40cm 1.95m 4.5m 4.9m 13.8m
6-7 years 17 36 years 55-60 years 173 years!

Flowers 8-10 Full height 13.8m



Lo: Shadows

object	Distance from light	Length of shadow
Puppet	35 cm	10 cm
	30 cm	12 cm
	25 cm	12.5 cm
Hair clip	35 cm	8 cm
	30 cm	9.5 cm
	25 cm	

I went to Gunnersbury Park and found many gorgeous plants and flowers. I am going to share them with you! I hope you like them!



This is Flowering Quinces.



Deadnettle



Oregon Grape



Green Alkanet



Sweet Violets



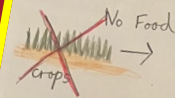
Daffodils in white and yellow.



Green everywhere!



I like these lovely pigeons!



Light is a kind of energy that can be seen by our eyes. This type of light is called visible light or white light.



light



Light is made up of seven colours mixed together. As you can see in a rainbow, these colours are:

- red
- orange
- yellow
- green
- blue
- indigo
- violet



a rainbow!

Things appear a certain colour because it is the only colour that is reflected.



apple

red



about 2.5 feet long and might between 10 to 17 pounds. However, they have a long lifespan of over 40 years!

4.7.23

Animal diets

I have chosen the country Brazil because I have found three interesting animals of the three diet types that I really like in Brazil.

Brazil is the largest country in South America and in Latin America. It is mainly equatorial and tropical. It has lots of rainfall and high temperatures. January is the hottest month and July is the coldest.

love water. They live in the Amazon rainforest along the riverbanks. As a carnivore, they catch all (including human), fishes and birds for food to hunt. jaguares can run up to eighty miles per hour. They are also excellent swimmers. Jaguares eat anything and they kill with a powerful bite!

between 32,000 and 85,000 jaguares in Brazil. They are big cats over 7 feet long and weigh up to 400 pounds. They can live around 12 years.

Living in Atlantic Coastal rainforest with Eastern Brazil.

They live only in the branches of trees. They are slow-moving animals. They move only at night. They spend 15 to 20 hours sleeping.

PSHE



Autumn

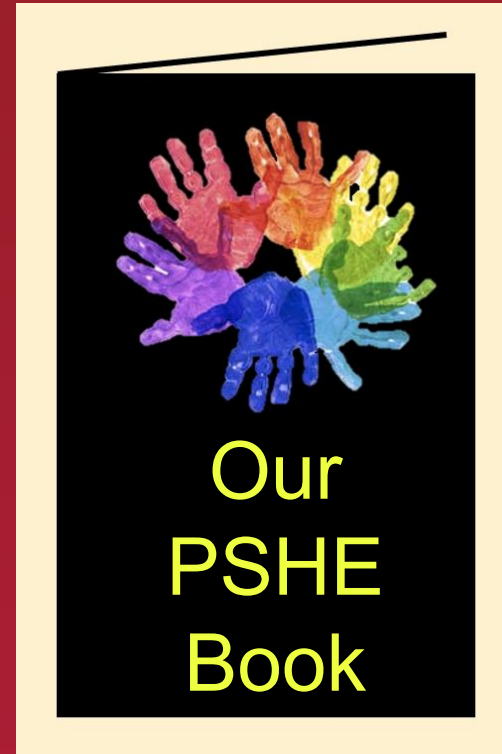
Types of medicines and drugs
A healthy lifestyle

Spring

Similarity and difference
Keeping safe on and offline

Summer

Positive relationships
Families



The goal of PSHE is to equip young people with the knowledge, understanding and practical skills to live healthily, safely, productively and responsibly. [Ofsted, 2016]

Other foundation subjects

- PE
- Music
- DT
- Computing
- French *Ms Amarouche*
- Art *Ms McCulloch*
- Global Learning



Learning to play percussion instruments



Designing and making photo frames



Programmers- animation



Fortnightly French lessons- Bonjour!



Stone age clay pots



Scientific Discovery

- Global news

Educational Visits and Workshops

Autumn 2	Geography	Local Field Trip	Ealing Now and Then
Spring 1	R.E	Synagogue/ Church visit	Judaism and Christianity comparison
	Science	Walpole Park	Plants
Spring 2/ Summer 1	History	The Petrie Museum	Ancient Egypt
Summer 2	Science	Hanwell Zoo	Animals and Living Things



Ideas to support the curriculum

Stone Age through to the Iron Age

- Visit Stonehenge
- Book- 'Explore! Stone, Bronze and Iron Ages' by Sonya Newland

My local area, my country, my continent

- Walk around local area.
- Discussions about family members from around the UK and the world!

Ancient Egyptians

- Visit the British Museum
- Visit the Petrie Museum
- Book- 'So you think you've got it bad- A kid's life in Ancient Egypt'.
- Book- 'Ancient Egypt- tales of Gods and Pharaohs',

Plants & animals including humans

- Visit Kew Gardens, your local park or green space!
- Science Museum
- Natural History Museum

Rocks

- Visit the Jurassic Coast in Dorset.
- Talk about the different rocks you see everyday!

Food from around the world

- Discuss food bought from the supermarket and where it's come from.
- Encourage children to read food labels

P.E/ Sport

- Catching and throwing skills
- Cycling, scooting
- Sport in the park/ playgrounds
- Teach your child to win and lose!

Reading to your child

Even when children can read to themselves, reading to them is still hugely beneficial. Children need to hear a new word 12 times before they can use it themselves!



Reading Records



- Children should bring their red reading records and reading books to school every day.
- These should be signed at least four times a week by a parent, who has listened to their child read.
- All learning at CtS centres around reading.

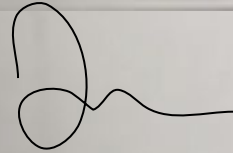
Date 12 / 09 / 23

The Children
of Lir

Read Chapter 1, pages 1 -15

Enjoyed the text. Found quite a few
words quite difficult. Tricky words:
colossal, oblong

John's mum/ Ms Smith



Pace



How fast do you speak?

When do you speed up
or slow down? Why is
this?

Are the fastest readers
the best?

Pause



When should you
pause?

For how long?

For what purpose?

Punctuation



Which marks do you
recognise?

How do they dictate
how you read?

Why has the writer
used them?

Power



Volume:

How loud or quiet is
your voice? Why?

Can your audience hear
you?

Stress:

Which words are
emphasised? Why?

Passion



Can you use emotion in
your voice?

Are your audience excited
by your reading?

Why is this vital?

Monotone = lacking in
empathy and expression.

Pitch

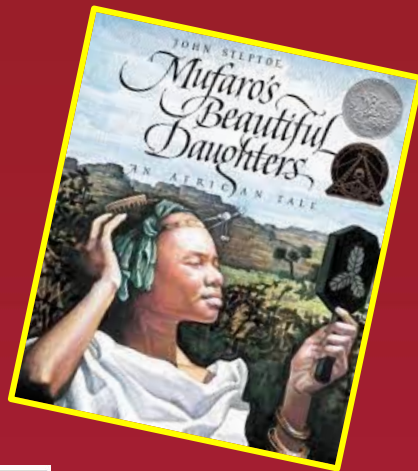


High or low?

How musical is your voice?

Does your voice rise and fall?

What tone do you use?



Home Learning Overview



	Out	In
Science investigations	Monday (fortnightly)	Following Monday
Spelling and times tables	Wednesday	Following Wednesday
Mathletics	Friday	Following Friday
Reading 4 times per week	Monday	Following Monday



Parent Volunteers

Monday, 9th October 2pm
Broadway Site



Thank you for coming!