



Curriculum Information Afternoon

YEAR 3

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Year 3 Staff



3G

Mrs Gandhi
Miss Patel

3R

Mrs Rasheed
Mrs Chandarana

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Timetable



- PE:

- Friday (outdoor 3G & 3R)
- Tuesday (indoor 3R and 3G)

- Home Learning:

- Sent out: Thursday
- Return by: Following Tuesday

- Library Books:

- Thursday (3G)
- Friday (3R)

- Reading Books:

- Changed every Tuesday and Friday
- Please ensure reading records are signed with a comment and ready on these days

Home Learning Support



- English and Maths tasks will be provided in your child's home learning book weekly. Occasionally, an alternative subject, such as history, may be offered.
- Home learning is designed to consolidate the teaching in class, giving children the chance to reinforce and practise what they have already learned.
- Supporting your child with their home learning is important. Research shows that parental involvement can boost children's understanding, motivation, and confidence, helping them develop both academic skills and positive learning habits. Even brief discussions or guidance can make a big difference to their progress.

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Writing

For our writing curriculum, we follow **Literacy Tree – Writing Roots** which is a book-based programme.

We will read and focus on a book between 3 weeks covering writing, comprehension, spelling, vocabulary. The children will explore grammar, punctuation and tenses through these books



Reading Comprehension

For our reading curriculum, we follow **Literacy Tree – Reading Leaves**.

We will read as a whole class and focus on a book between 3-4 (depending on the story) weeks covering writing comprehension tasks, exploring new vocabulary and phrases. We will read a range of genres including novels, poetry and non-fiction. The children be asked to predict and answer how and why questions.



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Reading



KS2

Each child will receive an **independent reading book** weekly, depending on the length of book some children may change the books twice a week. Some children may need longer to finish the book.

Please take at least 10 minutes a day to read to your child and fill in the reading record.

Every week on a Thursday (3G) and Friday (3R) your child will have the opportunity to visit the **school library** to choose a reading for pleasure book. This may be a book that you can share together at home or give your child the opportunity to read independently in the evening.

You will be **charged £5** , in case of a lost or damaged book.



Maths

- Children will be building on their knowledge from previous years, studying topics such as fractions and place value and the general application of the 4 operations (multiplication, division , addition and subtraction)
- In Year 3 children need to know their 3,4 and 8 times table.
- This year, they will focus on three-digit numbers when learning about word problems, reasoning and talk for learning.
- To support their understanding, children will use tools such as number lines, 100 squares, and tens frames manipulatives likes dienes and cubes and 100 squares
- For detailed guidance on methods and expectations, please refer to the Maths Calculation Policy on the school website.

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Numbots and/or TTRS

- KS1 use Numbots to build number sense, addition and subtraction fluency.
- KS2 use Times Tables Rock Stars to master multiplication and division facts.
<https://play.ttrockstars.com/>
- Just 10 minutes a day makes a big difference!
- Research shows children who practise 3+ times a week are, on average, 20% faster at recalling key facts.
- Regular use builds fluency, confidence and long-term recall in maths.
- We will stick the logins in the Reading record book.

Equipment

In KS2, children are expected to bring their own pencil case and a healthy snack for playtime containing:

- Pencils
- Colouring pencils
- Rubber
- Sharpener
- Ruler
- Glue stick



School uniform



School uniform:

At Roxeth Primary School, we uphold a smart and consistent dress code.

- **For boys**, this includes grey or black trousers, a white polo shirt, plain black or grey socks, a formal Roxeth sweatshirt, black school shoes (not trainers), and a Roxeth sun cap is available.
- **For girls**, the uniform comprises a grey pinafore or skirt, grey or black trousers (no leggings), a white polo shirt (short or long sleeves), a formal Roxeth sweatshirt, a sun hat, black shoes (no trainers or boots), a plain black, blue, or white hijab, hair accessories in school colours and a Roxeth sun cap is available.

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PE Kit



Children are required to have a complete PE kit. Please ensure all items, including school jumpers, are clearly labelled. If any items are missing, a letter will be sent home to remind parents and carers. **On their allocated PE days, children should come to school dressed in their PE kit.**

Roxeth Primary School PE Kit:

- Plain blue/black shorts/jogging bottoms
- Plain white T-shirt
- Trainers

*Please note that the uniform does not need to be branded with the Roxeth logo.

All jewellery to be removed on the day and hair must be tied back.



Trips

We are looking to go on a school trip at least once a term.

We are aiming to visit:

Science Museum - Science (Forces)

Headstone Manor - History (Romans)

RE trip – Synagogue (learning about how water is sacred)

Local Walk - Geography

Behaviour for learning expectations



- At Roxeth, we follow the Roxeth Behaviour Chart and this is followed across the school.
- Good learning and behaviour for learning will be rewarded with:
 - House Points
 - Dojos
 - Record of Achievements
 - Head Teacher and Rights Respecting awards on Friday assemblies.

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Behaviour for learning expectations



Behaviour - Roxeth's steps		
Step	Behaviour	Consequences
0	Positive behaviour	Dojos, Certificates, Stickers
1	Fidgeting chatting unkind words not working ignoring	Teacher warning make a good choice
2	Repeated step 1 ignoring class charter rudeness inappropriate actions and words	Think Sheet lose golden time lose time from play/lunch
3	Repeated step 2 disruption to class threatening bad words hurting others	lose time from play/lunch meet parents phonecall home
4	Continued: Hurting others severe disruption stealing bullying damage having inappropriate items	exclusion from events suspension from class possible school exclusion

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What is a Special Educational Need?



- These range from child to child.
- Some children may find some aspects of learning challenging, this does not necessarily mean they have a Special Educational Need – everyone is different!
- Types of Special Educational Needs and Disabilities, where a child's educational progress is adversely affected, come under 4 umbrella terms:
 - Cognition and Learning (Understanding and applying learning)
 - Communication and Interaction (Speech and Language, interacting with others)
 - Social, Emotional and Mental Health (Emotional wellbeing, challenges with social interaction)
 - Physical and Sensory (Physical impairments, and sensory linked behaviours)

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What do I do if I am worried my child has difficulties with their learning, or a Special Educational Need/Disability?



- First port of call is to speak to your child's teacher. They will provide feedback about your child's learning and development, and share any concerns. Where concerns are shared, they will begin an Assess-Plan-Do-Review process, where they will assess your child's challenges, plan how to address these, implement strategies, and review progress.
- If needed, they will raise a concern with the SENDCO – Mrs Peake
- If concerns persist after in-class strategies have been applied, the SENCO will begin an Assess-Plan-Do-Review cycle and provide further advice/take further actions with external agencies.
- Roxeth works closely with Speech and Language therapists, The Autism Advisory Service, Educational Psychologists, and many other agencies.
- If there is something you wish to speak directly to the SENDCO about, please book an appointment to see Mrs Peake at the office.

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Children on the SEND register



- Where we feel your child may have a learning need, we will inform you that we have placed your child on our SEND register. This allows us to create targeted support plans for your child.
- **For those who are already on the SEND register:**
 - We aim to have Support Planning Meetings in person with parents/carers, where targets will be provided and information/understanding about your child will be shared between both yourselves, and the teacher.
 - We understand that as parents/carers, YOU know your child best, and we value any input you can provide for us to better help them.

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Where to find information - SEND



- Our school website has the SEND Information pack and SEND policy available.
www.roxethschoolharrow.org
- You can access information about Harrow's Local offer, which provides information and advice on the website:
www.harrowlocaloffer.co.uk

Year 3 Subject Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art (Kapow)		Painting and mixed media: Prehistoric painting		Sculpture and 3D: Abstract shape and space		Craft and design: Ancient Egyptian scrolls
Computing	Touch Typing Simulations	Branching database Graphing	Presenting Online Safety	Presenting (Google slides)	Coding Micro: bit	Email Spreadsheets
DT (Kapow)	Cooking and nutrition: Eating seasonally-seasonal food tart		Textiles: Cross-stitch and appliqué		Structures: Constructing a castle	
French (Kapow)	French greeting with puppets	French adjectives of colour, size and shape	French playground games- numbers and age	In a French classroom	French transport	A circle of life in French
Geography (Kapow)		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?
History (Kapow)	Would you prefer to live in the Stone Age, Bronze Age or Iron Age		Why did the Romans settle in Britain?		What did the Ancient Egyptians believe?	
Music (Get Set 4 PE)	Stone Age (Get Set for Music)		Volcanoes		Castles	Reflect, Rewind and Replay
PE (Indoor) (Get Set 4 PE)	Fundamentals Y3/4	Dance	Fitness/Dance <u>contd</u> from Aut 2	Gymnastics	Golf	Dodgeball
PE (Outdoor) (Get Set 4 PE)	Ball Skills Y3/4	Hockey	Netball	Cricket	Athletics	OAA

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PSHE/RHE (Kapow)	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
RE (Kapow)	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremoniously?
Science (Kapow)	Animals: Movement and nutrition	Forces and space: Forces and magnets	Materials: Rocks and soil	Energy: Lights and shadows	Plants: Reproductions Making Connections: Does a handspan affects the grip?	

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RCC – Roxeth Community Club



- RCC is Roxeth's PTA.
 - The RCC raise money for the school through fun events the whole community can enjoy.
 - Every parent, carer, guardian and staff member is already part of RCC.
 - Parents can get involved as much or as little as they like — from helping for an hour at an event to joining the organising team.
 - This year, RCC is especially looking for a **Vice Chair**, regular team members and event volunteers.
 - Every bit of help makes a big difference for the children at Roxeth.
- ✦✦ Sign up tonight and be part of making a difference! ✦✦ <https://www.roxethschoolharrow.org/rsa-parent-partnership>

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School website



- We will now show you where to find the key information on our school website for Year 3

<https://www.roxethschoolharrow.org/our-year-groups/year-3>

Thank you for meeting with us
today!

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