

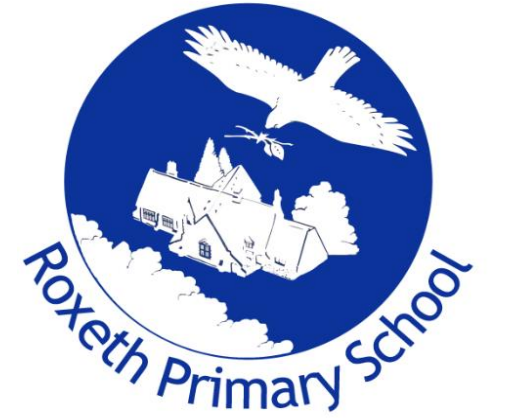


# Curriculum Information Afternoon

YEAR 3

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# Timetable



- PE:
  - Monday (indoor)
  - Friday (outdoor)
- Spellings:
  - Sent home: Thursday
- Home Learning:
  - Sent home: Thursday
  - Return by: Following Tuesday
- Library Books sent home and returned:
  - 3G: Tuesday
  - 3R: Friday

# 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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# Reading



## Independent reading book

- Each child will receive an **independent reading book** every Monday and Thursday.
- Please take at least 10 minutes a day to read to your child and fill in the reading record.

## Library book

- Every week on a Tuesday (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.

# 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 2-4 weeks covering writing, comprehension, spelling, vocabulary and assessment. Our first book we are focusing on is **The First Drawing by Mordicai Gerstein**

## Reading Comprehension

- For our reading curriculum, we follow **Literacy Tree – Literary Leaves/Reading Leaves**. We will read as a whole class and focus on a book between 2-4 weeks covering writing comprehension tasks, exploring new vocabulary and phrases. We will read a range of genres including novels, poetry and non-fiction. The first book we are reading is **Arthur and The Golden Rope by Joe Todd-Stanton**.



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# Maths



- Children will be building on their knowledge from previous years, studying topics such as place value, the four operations, and fractions.
- This year, they will focus on three-digit numbers when learning about number and place value.
- To support their understanding, children will use tools such as number lines, 100 squares, and tens frames.
- For detailed guidance on methods and expectations, please refer to the Maths Calculation Policy on the school website.

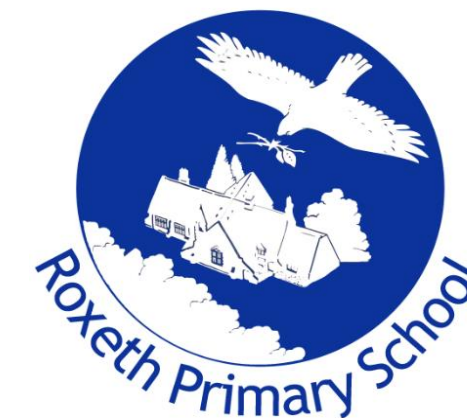
# Multiplication Tables Check



- **What is the MTC?**  
A statutory online assessment for all Year 4 pupils in England. It checks whether children can fluently recall multiplication facts up to  $12 \times 12$ , which is essential for future success in mathematics.
- **When does it take place?**  
The MTC is administered during a 3-week window in June in Year 4.
- **How is it structured?**
  - 25 questions on times tables
  - 6 seconds per question
  - Approximately 5 minutes to answer the 25 questions
  - Online, on-screen assessment
- **How can you support your child?**
  - Use Times Tables Rock Stars (TTRS) frequently:** Regular practice is essential for quick recall.
  - Incorporate games:** Engage in fun activities that reinforce multiplication facts.
  - Encourage speed and accuracy:** Aim for confident, quick recall without hesitation.

The MTC helps identify students who may need additional support, ensuring they are well-prepared for future mathematical learning.

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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.
- 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.
- Logins can be found in your child's Home Learning Book and Reading Record.

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# Equipment

In KS2, children are expected to bring their own pencil case containing:

- Pencils
- Colouring pencils
- Rubber
- Sharpener
- Ruler
- Glue stick
- Blue pen/ biro if your child has a pen license



# 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.

# 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.

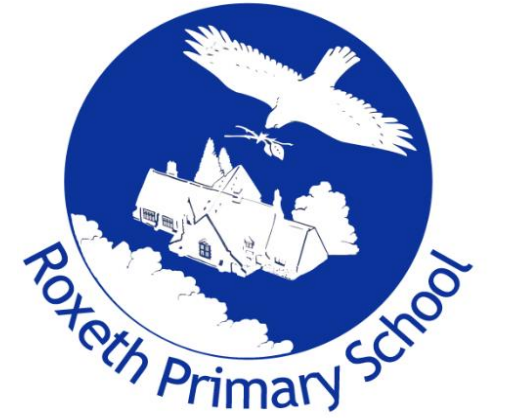
# Behaviour for learning expectations



- 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, 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 Ojo.
- If concerns persist after in-class strategies have been applied, the SENDCO 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 Ojo 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



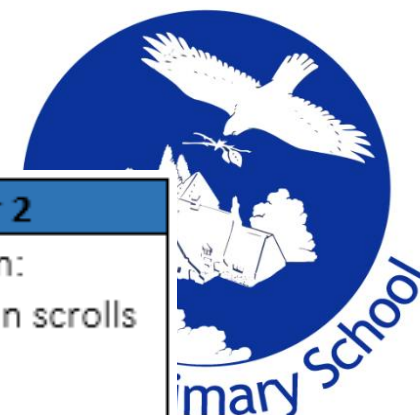
- Our school website has the SEND Information pack and SEND policy available.

[www.roxethschoolharrow.org](http://www.roxethschoolharrow.org)

- You can access information about Harrow's Local offer, which provides information and advice on the website:

[www.harrowlocaloffer.co.uk](http://www.harrowlocaloffer.co.uk)

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



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b> (Kapow)		Painting and mixed media: Prehistoric painting		Sculpture and 3D: Abstract shape and space		Craft and design: Ancient Egyptian scrolls
<b>Computing</b>	Touch Typing Simulations	Branching database Graphing	Presenting Online Safety	Presenting ( <u>Google</u> slides)	Coding Micro: bit	Email Spreadsheets
<b>DT</b> (Kapow)	Cooking and nutrition: Eating seasonally- seasonal food tart		Textiles: Cross-stitch and appliqué		Structures: Constructing a castle	
<b>French</b> (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
<b>Geography</b> (Kapow)		Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?
<b>History</b> (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?	
<b>Music</b> (Get Set 4 PE)	Stone Age (Get Set for Music)		Volcanoes		Castles	Reflect, Rewind and Replay
<b>PE (Indoor)</b> (Get Set 4 PE)	Fundamentals Y3/4	Dance	Fitness/Dance <del>contd</del> from <del>Aut</del> 2	Gymnastics	Golf	Dodgeball
<b>PE (Outdoor)</b> (Get Set 4 PE)	Ball Skills Y3/4	Hockey	Netball	Cricket	Athletics	OAA
<b>PSHE/RHE</b> (Kapow)	Introductory lesson Family and relationships	Family and relationships Health and Well-Being	Health and Well-Being Safety And <u>The</u> Changing Body	Safety And <u>The</u> Changing Body Citizenship	Citizenship	Economic Well-Being Transition lesson
<b>RE</b> (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?
<b>Science</b> (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?	

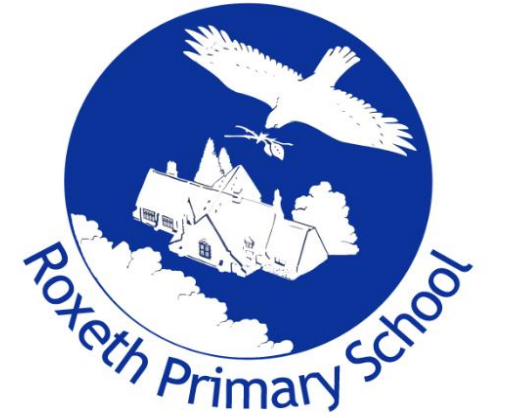
# RCC – Roxeth Community Club



- 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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