



# Y3 Welcome Meeting

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September 2026

# Staff Profile



A little about me:

Most of you will already know me from teaching your child in year one!

I am new to year 3 and looking forward to the change!

This is my 9<sup>th</sup> year teaching and I am taking on the role of SENCO for the coming year or until Miss Wain returns.

My favourite lessons are PE and Maths.

Outside of school I keep myself very busy providing support care for children I foster care so there's nearly always a little one in the house! On the odd occasions I do try to get away on holiday and enjoy the sun or in the winter skiing.



# Classroom Charter



The children helped to create this classroom charter during the transitions days at the end of the last school year, so hopefully this should help them stick to them.

# Attendance and Punctuality

## Session Times

### Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

### Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1.15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

## Book Looks on a Friday

Doors open at 8:30 with an opportunity to see your child's work and speak with teachers. An adult **must** stay with their child until the bell rings at 8:45.

## School Absences

Day 1

- **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence
- **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.

Day 2

- **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

- **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.
- **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

- **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.
- **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

# Health and Safety

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- Please find a link to our 'Administering Medication' policy:  
<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=3463>
- Nut Free school – please do not send nut products or products that may contain nuts into school.



# Our School Values



# Our School Vision

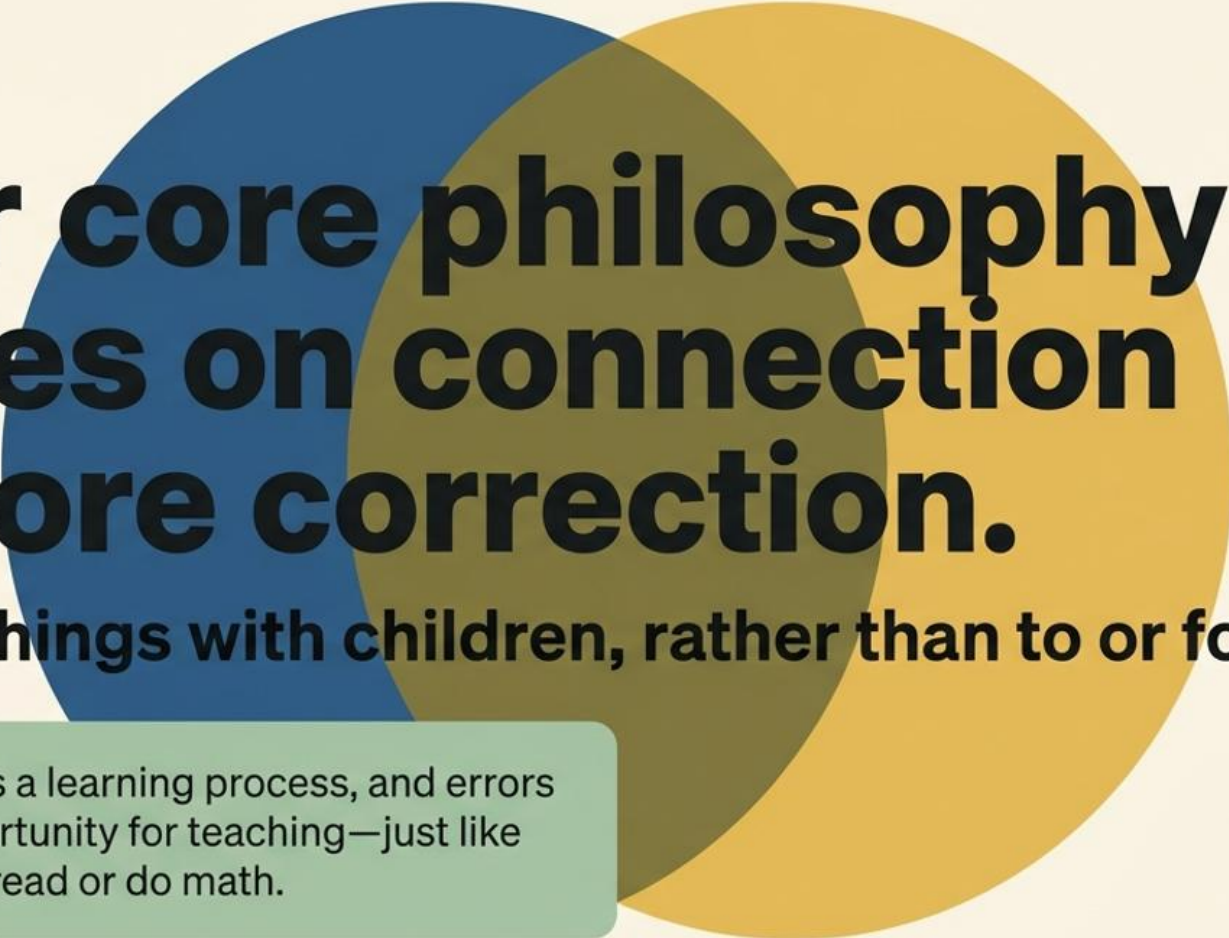


We choose courage over  
comfort because we know that  
'the Lord our God is with us'.

*Adapted from  
Joshua 1:9*

# Our Behaviour Policy

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**Our core philosophy  
relies on connection  
before correction.**

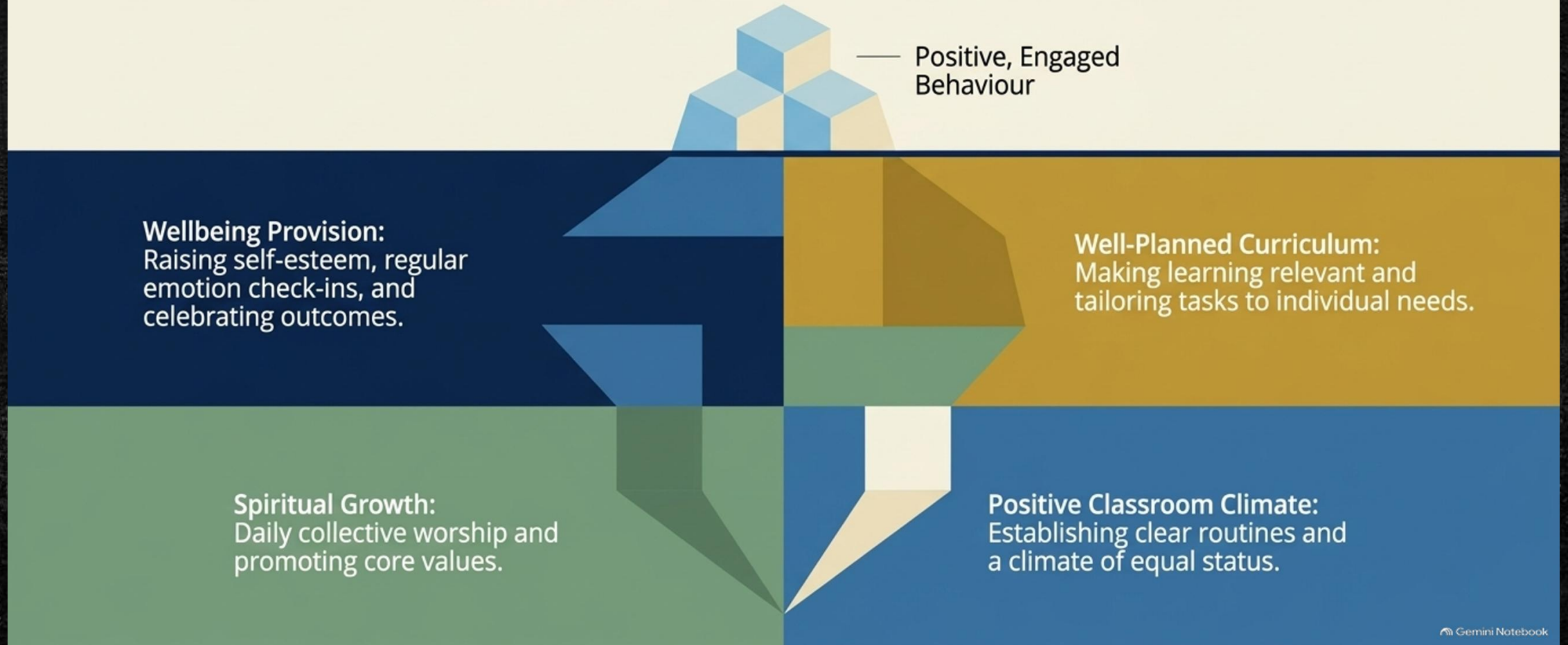
**We do things with children, rather than to or for them.**

Behaviour is a learning process, and errors are an opportunity for teaching—just like learning to read or do math.

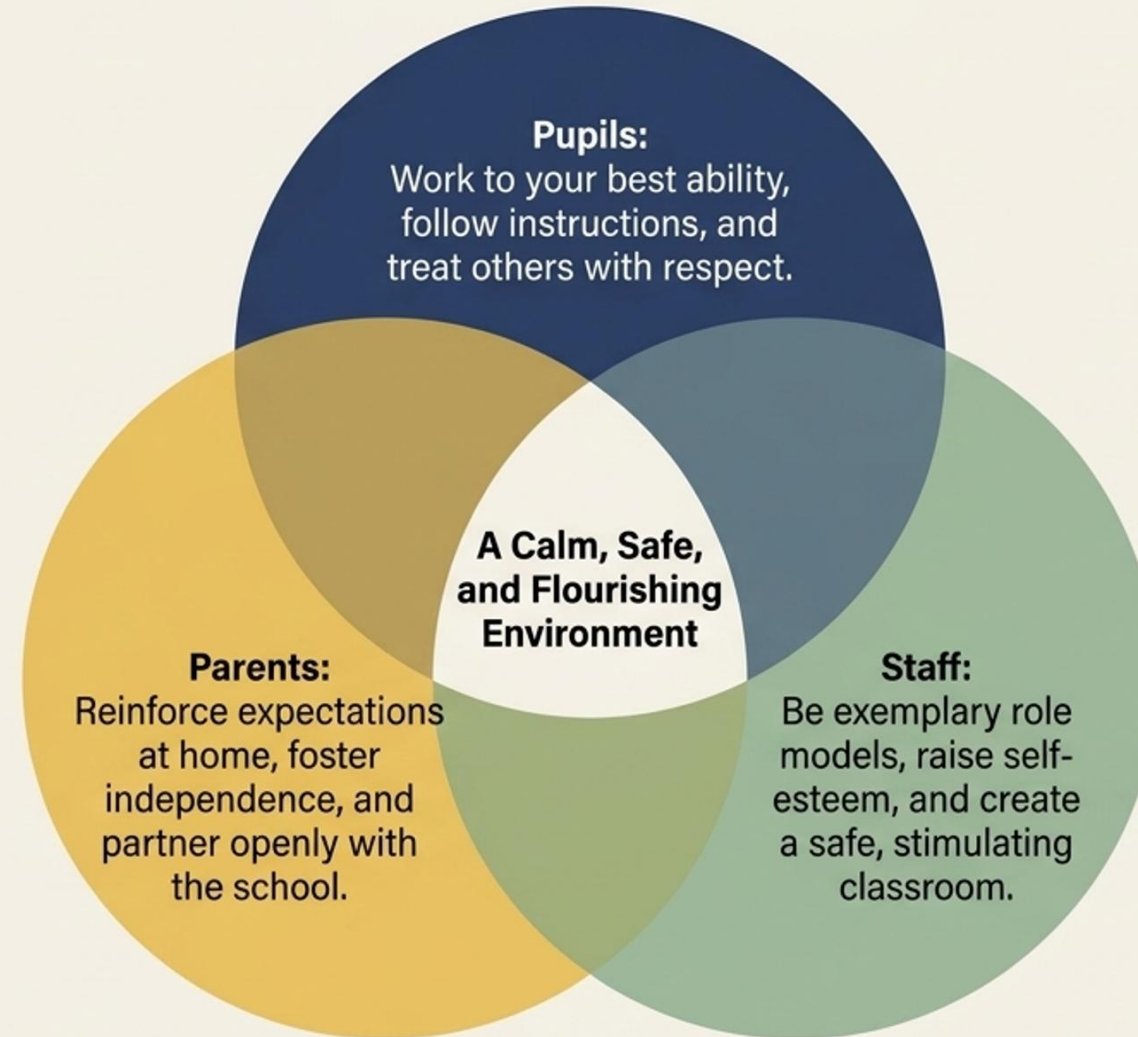
# Five Christian values serve as our moral compass.



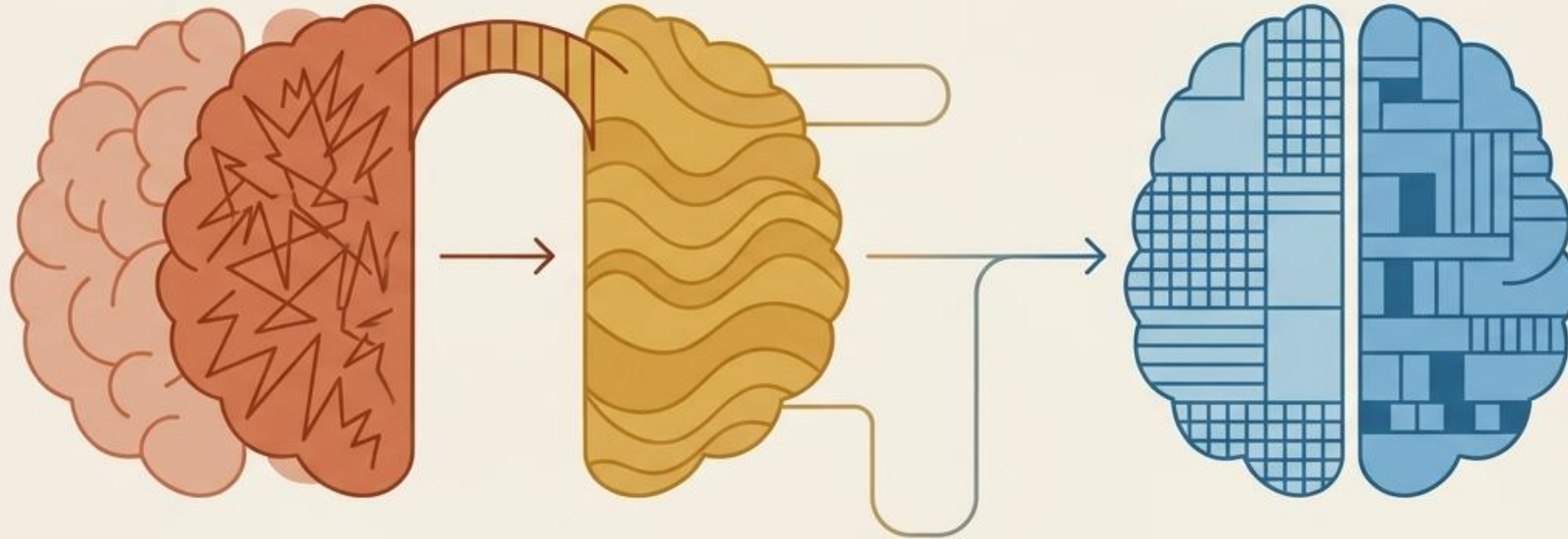
# We build an environment that fosters intrinsic motivation.



# A flourishing environment requires a triangle of shared success.



We use 'Emotion Coaching' to connect with the whole brain.



**Step 1:**  
**Connect emotionally first**  
**(Right-brain to Right-brain).**  
We acknowledge the emotion to help the child feel safe and reduce shame.

**Step 2: Bring in the lessons**  
**(Left-brain).** Once the child is in control and receptive, we guide problem-solving, set limits, and administer discipline.

# P.A.C.E. provides our blueprint for interaction.

Developed by Dr. Dan Hughes, this approach helps promote feelings of safety so children can re-engage their thoughtful, problem-solving brains.



**Playfulness:** Using a light-hearted tone to diffuse conflict and reduce shame when things go wrong.

**Acceptance:** Connecting with the child's feelings unconditionally, without judgement (though not accepting unwanted behaviour).

**Curiosity:** Wondering 'why' about a behaviour with a quiet, accepting tone, rather than accusing.

**Empathy:** Showing you understand that their feelings are important and that it is hard for them right now.

# We invite you to share our language and tools at home.

## The 30-Second Script (For delivering clear and walking away to allow take-up time)

“I noticed you are...”

“It was the rule about... that you broke.”

“Do you remember last week when you... that is who I need to see today.”

“You have now chosen to...”

“Thank you for listening.”

## The W.I.N.E. Approach (For non-judgemental engagement)

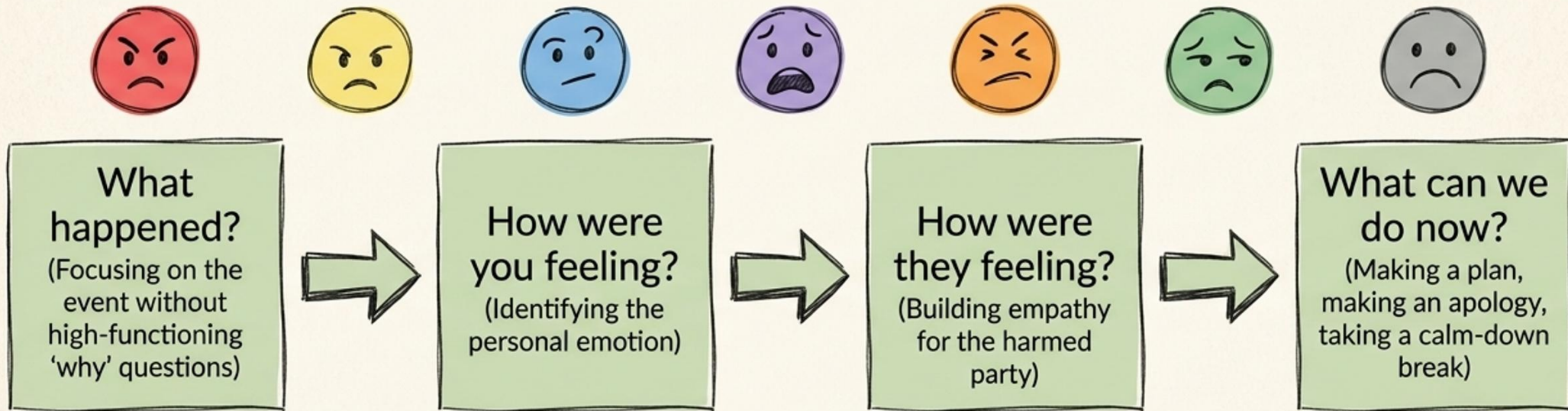
|                  |                                                                  |
|------------------|------------------------------------------------------------------|
| <b>‘WONDER’</b>  | “I wonder if it is too noisy in here for you?”                   |
| <b>‘IMAGINE’</b> | “I imagine that was very frightening.”                           |
| <b>‘NOTICE’</b>  | “I notice that your sounds have changed.”                        |
| <b>‘EMPATHY’</b> | Maintain a sense of compassion for the child and their feelings. |

We maintain clear boundaries and logical responses to behaviour.

| Low-Level Behaviour                                                                                                                                                                                              | Serious Behaviour                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Examples:</p> <ul style="list-style-type: none"><li>• Answering back</li><li>• Low-level disruption</li><li>• Calling out</li><li>• Not settling to learning</li></ul>                                        | <p>Examples:</p> <ul style="list-style-type: none"><li>• Violence</li><li>• Discrimination</li><li>• Bullying</li><li>• Serious vandalism</li><li>• Or repeated low-level defiance</li></ul>                                                   |
| <p>Our Response:</p> <ul style="list-style-type: none"><li>• Non-verbal cues</li><li>• Whole-class reminders</li><li>• The 30-second script</li><li>• Or a 'Time in' for regulation using the calm box</li></ul> | <p>Our Response:</p> <ul style="list-style-type: none"><li>• Immediate separation</li><li>• De-escalation</li><li>• Written accounts reviewed by the Behaviour Lead</li><li>• And same-day parent notification</li></ul>                       |
| <p>Logical Consequence:</p> <ul style="list-style-type: none"><li>• Verbal reminders</li><li>• Temporary withdrawal of a privilege</li><li>• Or catching up on work during break time</li></ul>                  | <p>Logical Consequence:</p> <ul style="list-style-type: none"><li>• School-based community service</li><li>• Missed breaktimes</li><li>• Fixed-term exclusion</li><li>• And the immediate start of a Positive Behaviour Support Plan</li></ul> |

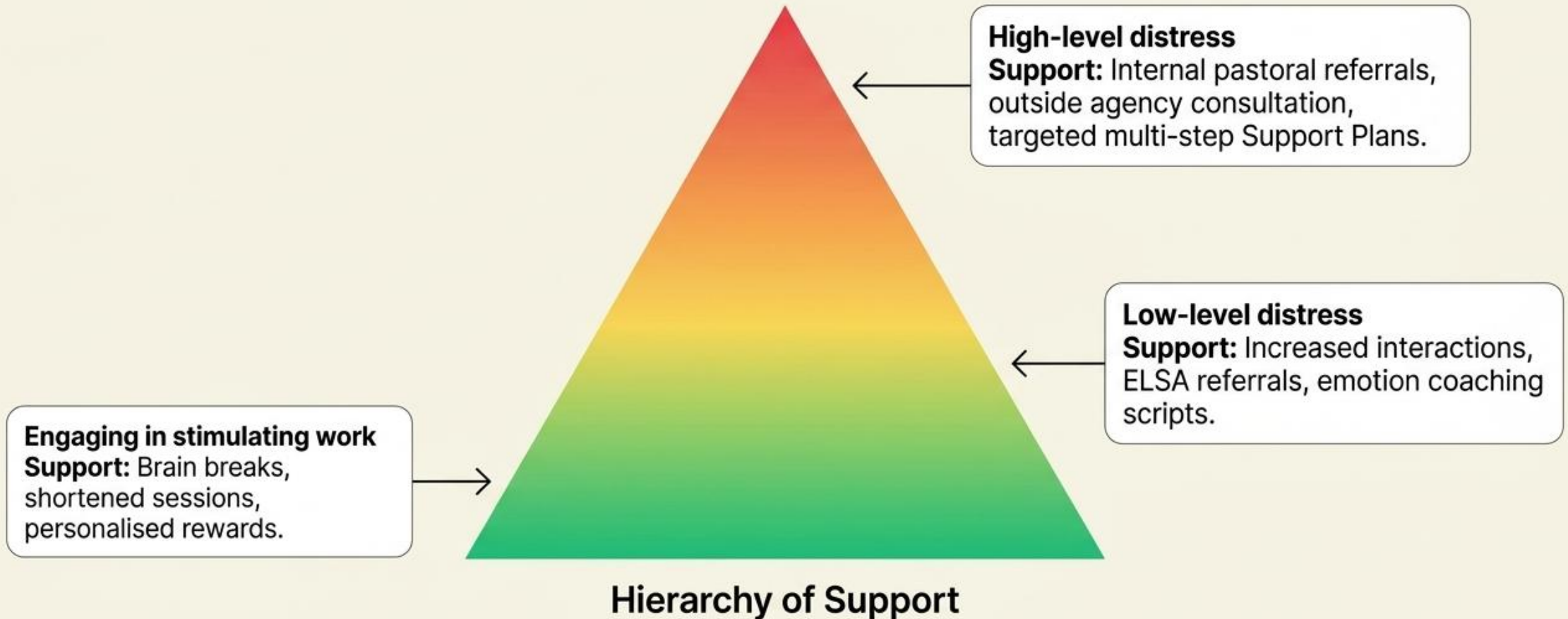
# Discipline is a restorative process of reflection and resetting

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.

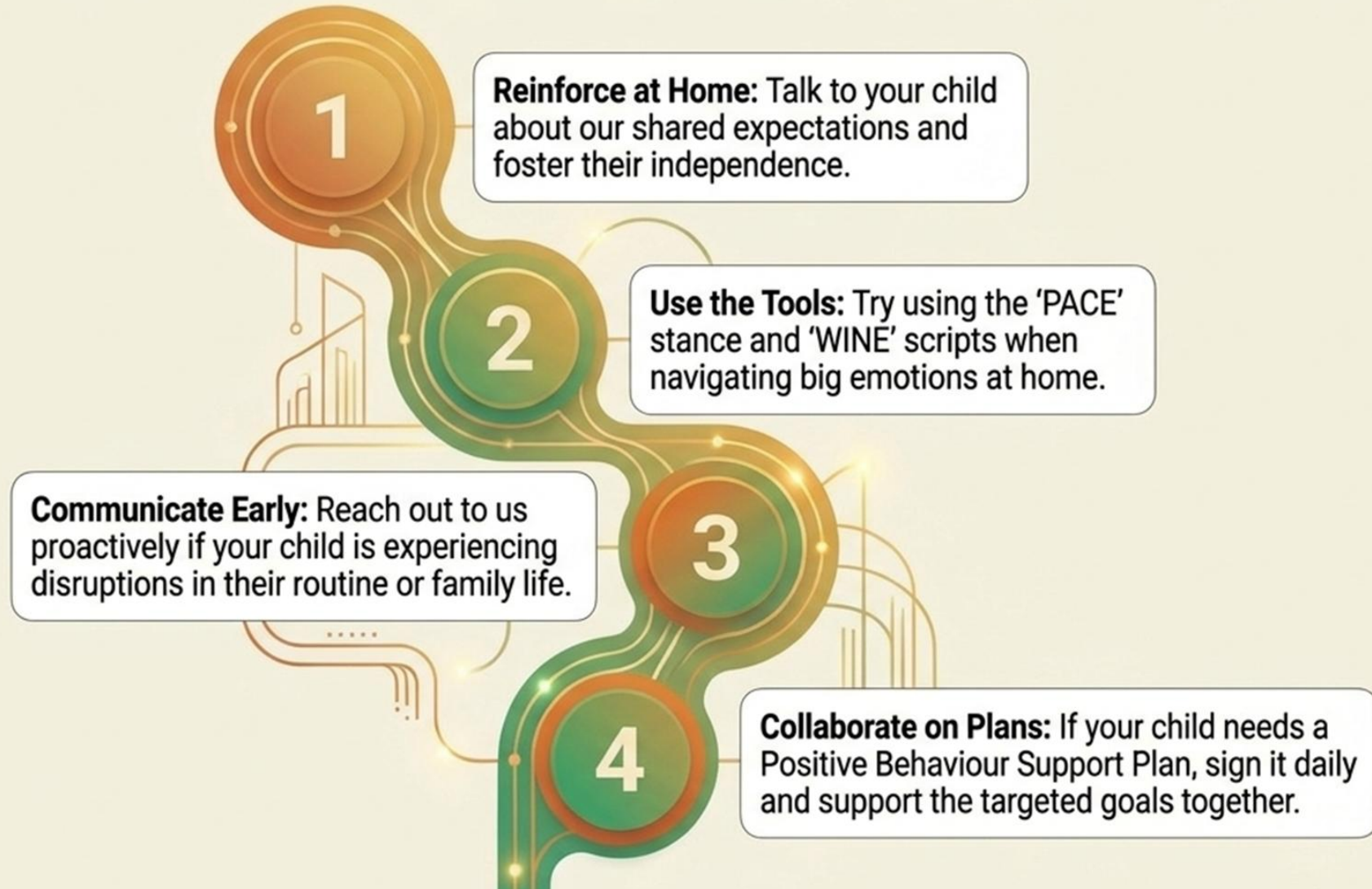


# We provide tailored, sliding-scale support for SEND and SEMH.

All behaviour is communication. For children with Special Educational Needs or Social, Emotional, and Mental Health needs, we work closely with parents to develop personalised support.



# Your partnership is crucial to your child's success.



# Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."  
(Joshua 1:9)*

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

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You can find our full Behaviour Policy on our school website by following the link below:

[Behaviour Policy June 2026.pdf](#)

# Reading

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Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading:

<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=229>



# Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

In Y4, children undertake a multiplication check, which is carried out within a two-week period in early June. This is to check their recall and fluency of their times tables for 2-12.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!



# Our Curriculum

## Year 3 Medium Term Planning Overview 2025-26 Onwards

| Term                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Focus Text                   | Iron Man – Ted Hughes<br>Iron Woman – Ted Hughes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Beowulf – Rob Lloyd Jones                                                                                                                                                                                                                                                                                                                                                                                                                    | Shackleton’s Journey - William Grill                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The Lion, The Witch and the Wardrobe – C.S Lewis                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Immersive Environment        | Iron Man, metal junk.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Anglo-Saxon Hut                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Magical Snowy Forest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Melting forest – battle ground.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Academic Study: basic skills |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| English                      | <p><b>Written Outcomes:</b><br/>Persuasion – ‘Wanted’ leaflet based on Iron Man (N.B. published outcome an oral performance/reading).<br/><i>Exemplar – KS1 Standardisation Exercise 2 2018-19, Pupil A, Piece D</i><br/>Narrative – character description for a chosen character (Spacebat...)- independent write (IC)<br/><i>Exemplar – KS1 GDS Exemplification Materials – Piece E</i><br/>Recount – newspaper report linked to Iron Man<br/><i>Exemplar - KS2 Standardisation Materials Exercise 1 2020 – EXS, Pupil C, Piece A</i></p> | <p><b>Written Outcomes:</b><br/>Narrative – description of an alternative setting for the opening of ‘The Iron Woman’- published piece (IC)<br/><i>Exemplar – KS2 Exemplification materials WTS, Pieces D &amp; H</i><br/>Narrative – re-write the opening of ‘The Iron Woman’, using the setting description to support.<br/><i>Exemplar – KS2 Exemplification materials WTS, Piece F</i><br/>Non-Chronological Report – Focussed on the Romans, linked to History- independent write (IC)<br/><i>Exemplar – KS2 Exemplification Materials (EXS – Leigh) Piece D</i></p> | <p><b>Written Outcomes:</b><br/>Narrative – character description for their own hero- published piece (IC)<br/><i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece A</i><br/>Narrative – a legend<br/><i>Exemplar – 2019 KS2 Standardisation Exercise 3, Pupil C, Piece E</i><br/>Recipe/Instructions – for a Viking Feast- independent write (IC)<br/><i>Exemplar – 2019 Standardisation Exercise 3, Pupil A, Piece A</i></p> | <p><b>Written Outcomes:</b><br/>Information Text - Survival guide for a long journey- independent write (IC)<br/><i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece C</i><br/>Narrative – short mystery story set in Antarctica<br/><i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece B</i><br/>Recount – Diary in role as Ernest Shackleton (N.B. published outcome an oral performance/reading).<br/><i>Exemplar - 2020 KS2 Standardisation Exercise 2, Pupil B, Piece A</i></p> | <p><b>Written Outcomes:</b><br/>Narrative Letters – between Lucy and Mr Tumnus- independent write (IC)<br/><i>Exemplar - KS2 Standardisation Exercise 1 2020, Pupil A, Piece C</i><br/>Information Text – Leaflet on Tourism and tourist attractions in Europe.<br/><i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil A, Piece C</i><br/>Report – on the discovery of a new world – Narnia!- published piece (IC)<br/><i>Exemplar - STA 2017 KS2 Moderation Training Pack 1, Activity 3: GDS piece G</i></p> | <p><b>Written Outcomes:</b><br/>Recount – Lucy’s Diary- independent write (IC)<br/><i>Exemplar – 2020 KS2 Standardisation Exercise 3, Pupil C, Piece D</i><br/>Informative Article – The Battle of Hastings<br/><i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil B, Piece C</i><br/>Report - Film Review of ‘The Lion, The Witch and The Wardrobe’ (N.B. published outcome an oral performance/reading).- published piece (IC)<br/><i>Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece D</i></p> |
| Maths                        | Week 1-3: Number and place value<br>Week 4-8: Addition and Subtraction<br>Week 9-12: Multiplication and Division A                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Week 1-3: Multiplication and Division B<br>Week 4-6: Measurement – Length and Perimeter<br>Week 7-9: Fractions A<br>Week 10-12: Measurement – Mass and Capacity                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Week 1-2: Fractions B<br>Week 3-4: Measurement – Money<br>Week 5-7: Measurement - Time<br>Week 8-9: Geometry – Shape<br>Week 10-11: Statistics<br>Week 12: Assessment and Consolidation                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Our Wider Curriculum

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| RE                                                                                                              | <p><b>UC2a.4 Gospel:</b> What kind of world did Jesus want? (WHOLE UNIT)<br/> <b>Texts:</b> Matthew 4:18-22<br/> <b>Christianity</b><br/> <b>Vocabulary:</b> disciples, discipleship, calling, compassion, following</p>                                                                                                                                                                                                                                                                                                  | <p><b>UC2a.3 Incarnation/God:</b> What is the Trinity? (CORE)<br/> <b>Texts:</b> Matthew 3:11-17 and 2 Corinthians 13:14<br/> <b>Christianity</b><br/> <b>Vocabulary:</b> Father, Son, Holy Spirit, united, 1 God, 3 persons, Trinity</p>                                                                                                                                                                                                     | <p><b>UC2a.2 People of God: What is it like to follow God?</b> (WHOLE UNIT)<br/> <b>Texts:</b> Genesis 6:4-9:17<br/> <b>Christianity</b><br/> <b>Vocabulary:</b> New start, promise, covenant, Noah, symbol, sign, faithfulness</p>                                                                                                     | <p><b>UC2a.5 Salvation:</b> Why do Christians call the day Jesus died 'Good Friday'? (CORE)<br/> <b>Texts:</b> Matthew 21:7-11 Luke 23:13-25, 32-48 Luke 24:1-12<br/> <b>Christianity</b><br/> <b>Vocabulary:</b> Repentance, forgiveness, saviour, sin, separation, Holy<br/> <b>Major festival:</b> Islam – Ramadan/Eid al Fitr</p>                                                                                                                                                                                                                                                                                                                                                | <p><b>NAS3.2: Religion, Family &amp; Community – Prayer</b><br/> How do religious families and communities practice their faith? The example of prayer<br/> <b>Christianity, Islam</b><br/> <b>Vocabulary:</b> Religion, Muslim, Qur'an, Prophet, ritual, liturgy, prayer, mosque, church</p>                                                                                                                                | <p><b>NAS3.3: Worship and Sacred Places</b><br/> Where, how and why do people worship?<br/> <b>Islam, Hinduism, Christianity</b><br/> <b>Vocabulary:</b> Islam, Christian, Hindu, Trinity, mandir, mosque, sacred, ritual, Allah, God, gods and goddesses, values, commitment</p> |
| History<br><u>Time Period</u><br><u>Focus:</u><br>chronological understanding from Christ's birth (1AD) to 1066 | <p><b>The Romans in Britain (43AD – 410AD)</b><br/> <b>Chronology</b> – Create timelines which show the order in which people, events and/or civilisations lived/happened.<br/> <b>Evidence</b> – Define a range of primary and secondary sources<br/> <b>Significance</b>- Describe the impact that the Romans had on the future, specifically the Roman Catholic branch of Christianity.</p>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>The Anglo-Saxons (450AD – 1066)</b><br/> <b>Chronology</b> – Create timelines which show the order in which people, events and/or civilisations lived/happened.<br/> <b>Evidence</b> – Define a range of primary and secondary sources<br/> <b>Significance</b>- Describe the impact that the Anglo-Saxons had on the future.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>The Battle of Hastings (1066)</b><br/> <b>Chronology</b> – Create timelines which show the order in which people, events and/or civilisations lived/happened.<br/> <b>Evidence</b> – Define a range of primary and secondary sources<br/> <b>Significance</b>- Describe the impact that the Battle of Hastings had on the immediate future.<br/> <b>Human Achievement: Event</b> – The Battle of Hastings</p>          |                                                                                                                                                                                                                                                                                   |
| Geography                                                                                                       | <p><b>Cartography and Navigation – Outdoor Learning</b><br/> Know the 8 points of the compass.<br/> Locate and compare the position of school and Lammas Leisure Centre using 4 figure coordinates &amp; 8 points of the compass.<br/> Plan and navigate a journey to Lammas Leisure Centre and create their own maps using OS Map conventions<br/> <b>Australia (linked to Iron Man Text)</b><br/> <b>Place:</b> List and locate major countries of Australia: compare the position of these on the Earth's surface.</p> | <p><b>Mount Vesuvius and Volcanoes</b><br/> <b>Physical:</b> Establish the location patterns of volcanoes and give examples of the effects they can have.<br/> <b>Place:</b> List and locate major countries of Europe: compare the position of these on the Earth's surface<br/> <b>Space:</b> Explain how the features of an environment affect settlement and land use.<br/> <b>Human Achievement: Event</b> – Mount Vesuvius eruption</p> |                                                                                                                                                                                                                                                                                                                                         | <p><b>Climate Change in Antarctica – Outdoor Learning</b><br/> <b>Place:</b> List and locate major countries of Antarctica: compare the position of these on the Earth's surface.<br/> <b>Physical:</b> Identify and describe different climate zones and biomes<br/> Explain what climate change is and analyse patterns over time.<br/> Examine natural landscapes including rivers, vegetation belts and biomes<br/> <b>Human:</b> Explain the human contributors to climate change, including melting of the ice caps<br/> <b>Human Achievement: Person</b> - Ernest Shackleton<br/> <a href="https://discoveringthearctic.org.uk/">https://discoveringthearctic.org.uk/</a></p> | <p><b>Tourism</b><br/> <b>Place:</b> List and locate major countries of Europe: compare the position of these on the Earth's surface.<br/> <b>Space:</b> Explain how the features of an environment affect settlement and land use.<br/> <b>Cartography:</b> Know the 8 points of the compass, and a greater range of OS Map symbols<br/> <b>Human:</b> Identify types of tourism &amp; summarise the impacts of tourism</p> |                                                                                                                                                                                                                                                                                   |
| Science<br>(See progression map for numbered objectives)                                                        | <p><b>Forces and Magnets</b><br/> Energy – 1-4<br/> Being Scientific – 2,3,5,6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Rocks</b><br/> Matter – 1-3<br/> Being Scientific – 1<br/> <b>Human Achievement: Person</b> - Mary Anning</p>                                                                                                                                                                                                                                                                                                                           | <p><b>Animals incl. Humans</b><br/> Life – 1,3<br/> Being Scientific - 1,7</p>                                                                                                                                                                                                                                                          | <p><b>Light/shadows</b><br/> Energy – 5,6<br/> Being Scientific – 2-7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Plants – Outdoor Learning</b><br/> Life – 2-4<br/> Being scientific – 1,7</p>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                   |

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| Art and Design |                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Focus Artist/Piece:</b> Barbara Hepworth – The Family of Man – <b>Outdoor Learning</b></p> <p><b>Outcome:</b> Observational sketches and painted clay sculpture</p> <p><b>Composition</b> (formal elements):</p> <p><b>Line</b> – use stippling to represent visual features within sketching</p> <p><b>Texture</b> – use sculpting tools to create texture e.g. smooth, bumpy.</p> <p><b>Shape and Form</b> – Create organic 3D forms in the form of clay sculptures. Understand what the contours of a shape are.</p> <p><b>Proportion</b> – Think about proportion regarding space. Create sculptures which have proportional spaces between</p> <p><b>Y3 Comprehension skills</b></p> |                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Focus Artist/Piece:</b> Bharti Kher, The Distance of Separate Things</p> <p><b>Outcome:</b> Ornamental pattern lino screen print – on a map background.</p> <p><b>Composition</b> (formal elements):</p> <p><b>Pattern</b> – Explore ornamental patterns. Carve a geometric, ornamental pattern onto a surface.</p> <p><b>Y3 Comprehension skills</b></p> | <p><b>Focus Artist/Piece:</b> Van Gogh – <b>Starry Night</b></p> <p><b>Outcome:</b> Night Sky Landscape</p> <p><b>Composition</b> (formal elements):</p> <p><b>Line</b> – use short dashes and ripples to represent visual features</p> <p><b>Colour/Tone</b> – to combine knowledge of colour mixing, tints and shades to represent visual features</p> <p><b>Y3 Comprehension skills</b></p> <p><b>Human Achievement: Arts:</b> Van Gogh – <b>Starry Night</b></p> |                                                                                                                                                                                                                                                                                                                                                                   |
| DT             | <p><b>Structures:</b> levers – A catapult</p> <p><b>User needs:</b> defeating an evil book character</p> <p><b>Implementation techniques &amp; mechanisms:</b> wooden joints, levers</p> <p><b>Innovation research:</b> types of levers linked to position of the fulcrum and load</p> <p><b>Evaluation:</b> extended writing frames with accompanying labelled diagrams</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Food:</b> A Viking Feast – <b>Outdoor Learning</b></p> <p><b>User needs:</b> themselves and friends</p> <p><b>Implementation techniques &amp; mechanisms:</b> kneading bread, consolidation of peeling, mashing, grating, cutting.</p> <p><b>Innovation research:</b> stew and bread recipes</p> <p><b>Evaluation:</b> extended writing frames with accompanying labelled diagrams</p> |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Textiles:</b> Bayeux Tapestry Applique</p> <p><b>User needs:</b> to tell a story</p> <p><b>Implementation techniques &amp; mechanisms:</b> applique using elements of the Bayeux tapestry</p> <p><b>Innovation research:</b> Bayeux Tapestry, applique techniques</p> <p><b>Evaluation:</b> extended writing frames with accompanying labelled diagrams</p> |
| PE             | <p><b>Handball</b> Resilience Fitness</p> <p><b>Competition</b></p> <p><b>Skill</b> - Shoulder pass, passing when moving, shooting from stationary position – no goalkeeper.</p>                                                                                                                                                                                             | <p><b>Sportsball Athletics</b> Resilience Fitness</p> <p><b>Competition</b></p> <p><b>Skill</b> - Chest push, standing long jump, speed bounce, jumping over small objects and running technique (opposite arm to leg)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Gymnastics</b> Resilience Fitness</p> <p><b>Skill</b> - front/back support. Vaulting onto benches. Jumps – Stretch, star and tuck. Rolls – Tuck, pike, teddy bear and dish/arch</p> <p><b>Dance</b> Resilience Fitness</p> <p><b>Skill</b> - 16 bar routine, repeated (32 bars), incorporating Rec – Y3 knowledge. Danced independently – whole class</p>                              | <p><b>Basketball</b> Resilience Fitness</p> <p><b>Competition</b></p> <p><b>Skill</b> - Chest pass, shoulder pass, dribbling with one hand at a time</p>                                                                                                                                                                                                        | <p><b>Tennis</b> Resilience Fitness</p> <p><b>Competition</b></p> <p><b>Skill</b> - Reaction, forehand stroke, flooring tennis – passing ball through target area</p>                                                                                                                                                                                                                                                                                                | <p><b>Cricket</b> Resilience Fitness</p> <p><b>Competition</b></p> <p><b>Skill</b> - Bowling under arm aiming for targets. Battling a moving cricket ball. Fielding – using a barrier to stop ball.</p>                                                                                                                                                           |
| Computing      | <p><b>Safety:</b> Project Evolve – Y3 Self Image and Identity</p> <p><b>Coding:</b> 2 Code (3.1)</p>                                                                                                                                                                                                                                                                         | <p><b>Safety:</b> Project Evolve – Y3 Health, Wellbeing and Lifestyle</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Safety:</b> Project Evolve – Y3 Online Relationships</p> <p><b>Creation:</b> Presenting with MS <b>PowerPoint</b> (3.9)</p>                                                                                                                                                                                                                                                            | <p><b>Safety:</b> Project Evolve – Y3 Privacy and Security</p>                                                                                                                                                                                                                                                                                                  | <p><b>Safety:</b> Project Evolve – Y3 Managing Online Information</p> <p><b>Creation:</b> Branching Databases (3.6) Graphing (3.8)</p>                                                                                                                                                                                                                                                                                                                               | <p><b>Safety:</b> Project Evolve – Y3 Online Bullying</p>                                                                                                                                                                                                                                                                                                         |
| Languages      | <p><b>Classroom Language &amp; Christmas in Spain</b></p> <p><b>Outcomes:</b> Classroom role play &amp; Spanish Christmas card</p>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Pets</b></p> <p><b>Outcome:</b> Pets display</p>                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Spanish Café Culture</b></p> <p><b>Outcome:</b> Role Play Café with supporting display.</p>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                   |

|       |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Music | <p><b>Focus Music: Trinidad and Tobago Baltimore Steel Orchestra</b><br/> <b>Cultural Heritage Piece</b><br/> Pitch: recognise and represent high and low pitch in musical notation on a staff<br/> Duration: Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff<br/> Timbre: Describe the timbre of the</p>                                      | <p><b>Focus Music: Trinidad and Tobago Baltimore Steel Orchestra</b><br/> <b>Cultural Heritage Piece</b><br/> Composition: Create and compose music on steel pan drums with deliberate choices about note duration (crotchets, minims and semibreves)<br/> Composition: Record their compositions using informal graphic scores<br/> cord choices.</p>                                                                                                                                                                                                    | <p><b>Focus Music: Beowulf Slays the Beast</b><br/> Dynamics: Know the meaning of crescendo and recognise this within Beowulf.<br/> Dynamics: Know the meaning of diminuendo and recognise this within Beowulf<br/> Dynamics: Know that the composer used changes in dynamics to create moments of change, tension or reflect emotions in Beowulf.<br/> Meaning: Say how different sections of Beowulf makes them feel using more technical language</p>                 | <p><b>Focus Music: Beowulf Slays the Beast</b><br/> Composition: Create and compose music in the style of Beowulf with deliberate choices about dynamics.<br/> Performance: Perform their own compositions, executing deliberate choices in dynamics.</p>                                                                                                                                                                                                                                                                                | <p><b>Focus Music: Vivaldi – Four Seasons</b><br/> Texture: Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a <u>stave</u>.<br/> Texture: Listen for, and recognise, a chord (or harmony) in Vivaldi's Four Seasons.</p>                                                                                                                                                                              | <p><b>Focus Music: Vivaldi – Four Seasons – Outdoor Learning</b><br/> Composition: Create and compose music on a keyboard with deliberate chord choices.<br/> Performance: Perform their own compositions, executing deliberate choices in musical shape accurately.</p>                                                                                                                                                                                                                                    |
|       | percussion instrument family.                                                                                                                                                                                                                                                                                                                                                                       | Performance: Perform their own compositions, executing deliberate choices in duration and pitch.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | linked to dynamics, and prior knowledge of musical shape to justify their response.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| RSE   | <p><b>Consent – LKS2 1,2</b></p>  <p><b>Physical Health – LKS2 1,2</b></p>  <p><b>Safety – LKS2 1-3</b><br/> The Tunnel – Anthony Browne</p>  | <p><b>Consent – LKS2 3,4</b><br/> Ear piercing: Who should decide when you get your ears pierced? – BBC Bitesize<br/> <a href="https://www.bbc.com/primary/consent/50388515">https://www.bbc.com/primary/consent/50388515</a></p> <p><b>Voices in the Park – Anthony Browne</b></p>  <p><b>Relationships &amp; Friendships – LKS2 1,2,4</b><br/> Little Beauty – Anthony Browne</p>  | <p><b>Consent – LKS2 1,2</b><br/> Anglo-Saxon Slave Trade</p>  <p><b>Identity – LKS2 2,3</b><br/> Mr Wolves<br/> Pancakes – Jan Fearnley</p>  <p><b>Safety – LKS2 1-3</b><br/> Two Frogs – Chris Wormell</p>  | <p><b>Consent – LKS2 3,4</b><br/> Speak out and Stay Safe – NSPCC</p>  <p><b>Physical Health – LKS2 1,2</b><br/> Healthy Eating can 'cut crime' – BBC news report<br/> <a href="https://www.bbc.com/news/health-50388515">https://www.bbc.com/news/health-50388515</a></p> <p><b>Mental Health – LKS2 1,2</b><br/> Badger's Gifts – 5</p>  <p>Parting Varley</p> | <p><b>Consent – LKS2 1,2</b><br/> The Lion, the Witch and the Wardrobe Chapter 2 – C.S Lewis<br/> (Lucy having tea with Tumnus and wanting to leave)</p> <p><b>Relationships &amp; Friendships – LKS2 1,3,5</b><br/> Red – Jan de Kinder</p>  <p><b>Equality – LKS2 2-4</b><br/> The wall in the middle of the book – Jon Agee</p>  | <p><b>Consent – LKS2 3,4</b><br/> A Terrible Thing Happened – Margaret M. Holmes</p>  <p><b>Mental Health – LKS2 1,2</b><br/> Small Things – Mel Tregonning</p>  <p><b>Identity – LKS2 1,2,4</b><br/> The Proudest Blue – Ibtihaj Muhammad</p>  |

# Involving you...

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We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- This will also give you the chance to understand and see what your child's targets are in certain subjects.
- Learning Conferences take place twice a year and directly involve your child in sharing their work, proudest moments and talking through targets.



# Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via [www.maths.co.uk](http://www.maths.co.uk) and [www.spag.com](http://www.spag.com) these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these <https://www.edshed.com/en-gb/login/school> These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!



# Proposed Fieldwork

## Autumn

- Lammas Leisure centre.
- Multifaith centre 12<sup>th</sup> October.
- Yorkshire sculpture park 6<sup>th</sup> November.
- Panto 24<sup>th</sup> November

## Spring

- Perelethorpe 6<sup>th</sup> January

## Summer

- Gulivers kingdom 2nd July

# PE and Sports

- We are supported by SH Active
- <https://shactivesports.co.uk/>
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.
- Our PE days are Mondays and Fridays

## PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plain navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

**Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.**



# After School Clubs

| Day       | Club                  | Age range             | Led by      | Time          | Price                |
|-----------|-----------------------|-----------------------|-------------|---------------|----------------------|
| Monday    | Dance                 | R, Y1, Y2, Y3, Y4     | SH Active   | 3:15-4:15pm   | £44 (£4 per session) |
|           | Energise              | All year groups       | Kitty       | 3:15-4:15pm   | FREE                 |
| Tuesday   | Archery               | Y2, Y3, Y4, Y5 and Y6 | SH Active   | 3:15-4:15pm   | £44 (£4 per session) |
|           | British Sign Language | Y3, Y4, Y5, Y6        | Mrs Summers | 3:15-4:15pm   | £33 (£3 per session) |
|           | OPAL Stay and Play    | All year groups       | Mrs Hallam  | 3:15-4:15pm   | £22 (£2 per session) |
| Wednesday | Trampolining          | R, Y1, Y2, Y3, Y4     | SH Active   | 3:15-4:15pm   | £44 (£4 per session) |
|           | Make and Bake         | Y3, Y4, Y5, Y6        | Mrs Harding | 3:15-4:15pm   | £33 (£3 per session) |
| Thursday  | Art and Craft Club    | All year groups       | Mrs Harding | 3:15-4:15pm   | £33 (£3 per session) |
|           | Board Games           | All year groups       | Mrs Summers | 3:15 – 4:15pm | £33 (£3 per session) |

# Limetrees

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- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link:  
<https://thelimetrees.co.uk/>



# OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes. Please store these in your year groups welly storage.

Short term projects for this term include the addition the creation of a sensory garden, further fixed play equipment, updated water area and improved drainage.

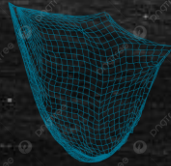
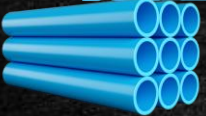
Longer term OPAL projects include developing willow tunnels and sheltered areas. If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items see the following lists of items we could make use of - please drop them at the school office.



# Get ready to play... OPAL BINGO



|                                                                                                                                 |                                                                                                          |                                                                                                           |                                                                                                                   |                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Acorns</b><br>                              | <b>Baking pans</b><br>  | <b>Cake moulds</b><br> | <b>Measuring spoons</b><br>    | <b>Strainers</b><br>        |
| <b>Baskets</b><br>                             | <b>Cable spools</b><br> | <b>Cones</b><br>       | <b>Water Play</b><br>          | <b>Corrugated pipes</b><br> |
| <b>Dress up items</b><br>                      | <b>Fabric</b><br>       | <b>Funnels</b><br>     | <b>Nets</b><br>                | <b>Old electronics</b><br>  |
| <b>Pool noodles</b><br>                       | <b>PVC pipes</b><br>   | <b>Ropes</b><br>      | <b>Shovels and spades</b><br> | <b>Sinks and tubs</b><br>  |
| <b>Tyres and wheels - big, small and</b><br> | <b>Pots</b><br>       | <b>Colanders</b><br> | <b>Wheelbarrow</b><br>       | <b>Watering cans</b><br>  |

# Get ready to play... OPAL BINGO



Rakes



Toy cars



Action figures



Umbrellas



Plastic trucks



Suitcases



Hard hats



Wind Chimes



Wood dowels



'Caution' tape



Sledges



Plastic bins



Laundry baskets



Trikes, tractors



Duct tape



Straw bales



Rocks



Artificial Grass



Gravel, pebbles



5 Gallon buckets



Poles



Glass jewels



Jugs



Marbles



Balls - every kind!



# Get ready to play... OPAL BINGO



Litter Pickers



Suitcase



Wooden spoons



Action figures



Plastic crates



Dress up items



Cars



Dinosaurs



Pans



Plastic dolls



Lego



Small balls



Scooter



Plastic tubes



Tarpaulin



Beach spades



Buckets



Trowels



Skateboard



Cardboard tubes



Guttering



Wooden planks



Bikes



Aprons



Chalk



# Diary Dates

Thursday 24<sup>th</sup> September- Colour Run

Wednesday 7<sup>th</sup> October- First Aid Training for Children

Friday 16<sup>th</sup> October- Last day of the half term

Monday 2<sup>nd</sup> November- Students return

Friday 6<sup>th</sup> November- Individual and sibling school photographs

Tuesday 24<sup>th</sup> November- Pantomime trip

Wednesday 25<sup>th</sup> November- Flu Vaccinations in school

Thursday 10<sup>th</sup> December- Christingle

Tuesday 15<sup>th</sup> December- School Christmas Disco

Wednesday 16<sup>th</sup> December- Christmas Church Service led by Y4

Friday 18<sup>th</sup> December- Last day of term

Monday 4<sup>th</sup> January- INSET

Tuesday 5<sup>th</sup> January- Students return

Friday 12<sup>th</sup> February- Last day of half term

Monday 22<sup>nd</sup> February- Students rerurn.

Thursday 25<sup>th</sup> March- Last day of Spring Half Term

Monday 12<sup>TH</sup> April- Students return

Monday 3<sup>rd</sup> May- Early May Bank Hokiday

Friday 28<sup>th</sup> May- Last day of the summer half term

Monday 7<sup>th</sup> June- Students return

Friday 23<sup>rd</sup> July- Last day of summer term

Monday 26<sup>th</sup> July- INSET

Tuesday 27<sup>th</sup> July- INSET

Wednesday 28<sup>th</sup> July- INSET

# Parent Governor

Martin to add to



# Questions and Feedback

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- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

