



Curriculum Presentation - Year 3

Learning and laughing in the light of God's love

Introduction

Welcome to the new academic year 2022 - 2023!
This presentation will aim to provide information
about the curriculum your child will follow this
year.

We hope to be able to work more in partnership
with parents as we develop the children's
knowledge and skills in all subjects. We look
forward to working with you this year.

Learning and laughing in the light of God's love

Year Group Teachers



Miss Ali
Year Lead
3A



Miss Dogansoy
3D



Mrs Lear
3LM



Mrs Millican
3LM

Learning and laughing in the light of God's love

Our School Creed

This is our school,
Let peace dwell here,
Let the school be full of contentment,
Let love abide here,
Love of our school,
Love of one another,
Love of mankind,
Love of life itself
And love of Jesus.

Let us remember That as many hand built our school, So many hearts make our school.

Amen

Learning and laughing in the light of God's love

Attendance

Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms at 8.50am. The gates will be closed at 8:55am.

Registers are taken at 8.55am; children who are not in class when the register is taken will be marked as late.

The register closes at 9.00am; children still not present at this point are classed as absent.

Attendance Continued

Absence during term-time interrupts continuity of teaching and learning and disrupts the educational progress of individual children. We do recognise there will be occasions where children will be absent from school due to illness and/or unavoidable medical appointments.

If your child is unwell or needs to attend a medical appointment please call or email the school office **as soon as possible**.

As part of our safeguarding procedures, we call families if a child is not present at registration and we have not been alerted to the absence by their parent/carer. Please ensure that we have at least 2 contacts on file and their details are up to date.

Attendance is regularly monitored internally and by Surrey County Council; we work in partnership with parents to ensure that children attend school and will contact parents to discuss any concerns;

Please contact the school if you have any concerns about attendance - we are here to help.

Behaviour and Relationships

Our policy incorporates developing positive behaviour for learning and relationships, with managing behaviour in school (rewards and sanctions).

Each class sets out clear expectations for behaviour which the children have agreed to and we use a consistent reward chart across the whole school.

We work with children in class, in small groups and individually to support the development of healthy relationships. We also work closely with parents so that we take a holistic approach to this area of development.

Our Core Values

Respect - For God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.

Responsibility - For my actions, behaviour, learning, honesty, attitude, equipment and decision making.

Resilience - We enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.

Empathy - We understand and value how other people feel and consider their emotions.

Adaptability - We can reflect and adapt to working independently and collaboratively.

Ambition - We have high expectations for ourselves, the community and wider world, as well as being proud of our achievements.

Learning and laughing in the light of God's love

Our Wheel of Wellbeing

Body - being active and keeping healthy

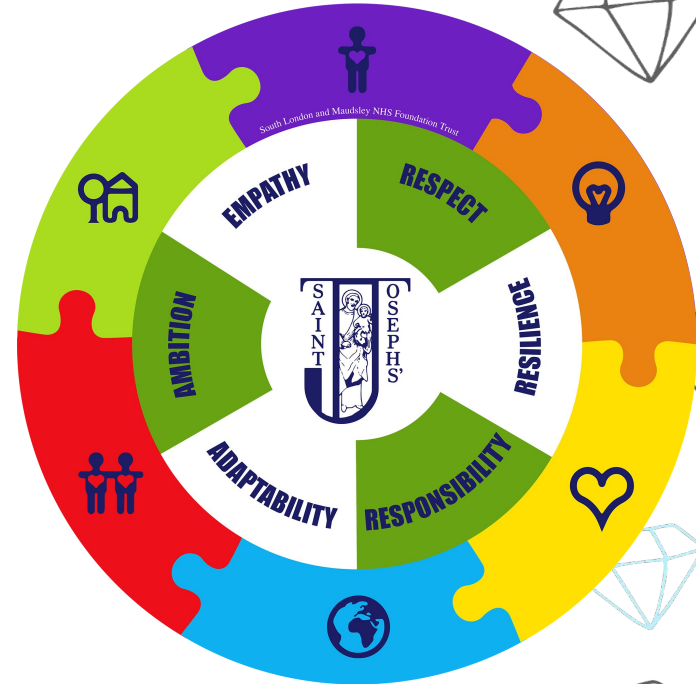
Mind - promoting lifelong learning and being open to trying new things

Spirit - looking out for others, practising random acts of kindness, giving thanks

People - connecting with others

Place - savouring our surroundings

Planet - looking after our planet



Learning and laughing in the light of God's love

Our Wheel of Wellbeing

As part of our wellbeing focus, we also have 5 questions we ask each pupil should they feel the need to talk to one of our staff about an issue that has occurred. Our 5 magic questions are:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected?
- What do you need / or have to do so that the harm can be repaired?

Learning and laughing in the light of God's love

Assessment at St Joseph's

- All children are assessed against the National Curriculum objectives.
- Based on the objectives taught, children will be assessed as one of the following:
 - Greater Depth
 - Expected
 - Working Towards
 - Below
- Information on where your child is working will be relayed during parents evening and at the end of the year.

Religious Education

As a Catholic school Religious Education is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects. The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6)

RE is split into three important strands: Catholic Life, Teaching and Learning and Collective Worship.

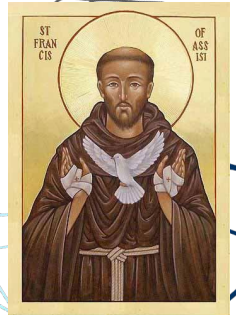
RE Syllabus:

St Joseph's uses the Religious Education Programme 'Come and See' by Victoria Hummell. This programme follows the Diocesan Syllabus approved by the Catholic Bishops of England and Wales and adopted by the Diocese of Arundel and Brighton.

Teaching Time Allocation: (This does not include times of Collective Worship) is 10 % of the time table.

Collective Worship:

- Monday - Whole school Gospel assembly
- Tuesday and Wednesday - In class
- Thursday - Hymn practice
- Friday - Celebration assembly



Our Year
Group Saint is
St Francis

Learning and laughing in the light of God's love

How we teach English Writing

We follow the Talk for Writing process:

Talk for Writing Process

<ul style="list-style-type: none">• Cold writing task (unaided writing, baseline oral story)• Set key focus and goals for the unit• Select, adapt or create a model text	Daily spelling, sentence and paragraph activities	Preparation
<ul style="list-style-type: none">• Oral learning of model text• Reading as a reader• Reading as a writer• Boxing up the text / Create the toolkit		↓ Imitate
<ul style="list-style-type: none">• Planning• Whole class / group teaching• Daily shared, guided and independent writing• Daily feedback		↓ Innovate
<ul style="list-style-type: none">• Guided and independent writing• Application across the curriculum• Hot task• Feedback• Publication or performance		↓ Independent Application *Invent

Learning and laughing in the light of God's love

How we teach English Writing

A story map guides the children as they orally retell the story.

Structure	Original	Your own
<u>Opening</u> MCs find something	<ul style="list-style-type: none"> Joe & Rahoul - search Something for rhett find small black box Tag of love Sparkling jewels outside 	<ul style="list-style-type: none"> Circle brother - younger brother (Mavis) day shifts out (and day) discovery boxes discovery garden - pool
<u>Build up</u> Someone sees them MCs escape	<ul style="list-style-type: none"> Something was wrong shouts at dogs Dog barks at door Joe picks up Joe and they run 	<ul style="list-style-type: none"> old quarry comes out of the hole and shouts at the boys hide in the garden and
<u>Problem</u> MCs hide somewhere Someone follows comes close	<ul style="list-style-type: none"> Hide in a dark corner Don't listen and dog suggest all the would have lost for them Dog growl with noise large and easily heard all dogs 	<ul style="list-style-type: none"> secret - collected gun hide in the dark hide in a bank arrow across in the dark for them dark area - built their house there dark area dark area
<u>Resolution</u> Someone leaves MCs escape	<ul style="list-style-type: none"> They think for any to find any they safe for light on the dark dog bark and then they heard them 	<ul style="list-style-type: none"> prime responsibility new gun to connect dark corner and the dark enough the run - there, they
<u>Ending</u> MCs find out about object MCs become home	<ul style="list-style-type: none"> listen closely, when they had their note the dog bark and the police Police hear the meeting and it was there and they had the note the police the police 	<ul style="list-style-type: none"> Paul works at a in a computer in a computer about the note to know it and Paul Paul

Suggested actions for the key connectives

talk4writing.com

 First	 Next	 After that...	 Later on...
 Finally...	 Because...	 So... /so that...	 Therefore...
 Furthermore	 Additionally	 For instance/example	 Moreover
 Whether or not...	 Although	 However / but	 Also
 On the other hand...	 Unfortunately...	 Fortunately...	 In conclusion...

© Pie Corbett & Julia Strong

Learning and laughing in the light of God's love



This is our cursive handwriting style:

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

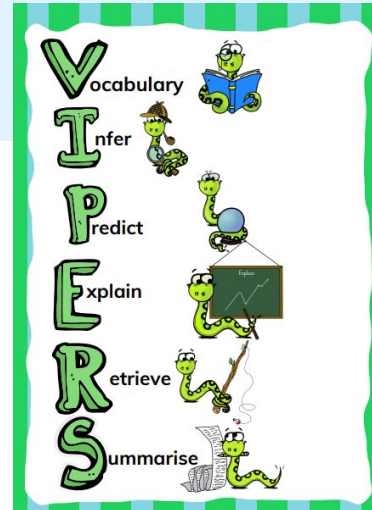
Vv Ww Xx Yy Zz

Learning and laughing in the light of God's love

How we teach English Reading

In our guided reading lessons, the children will work on key reading skills following the reading VIPERS.

It is extremely important that children are reading at home daily and are being questioned to check their understanding.



Learning and laughing in the light of God's love

50 Recommended Reads for...

Year 3

(ages 7-8) Which ones have you read?



	<input type="checkbox"/> Charlie Changes Into a Chicken Sam Copeland & Sarah Horne Chapter book		<input type="checkbox"/> The Rhythm of the Rain Graham Baker-Smith Picture book - non-fiction
	<input type="checkbox"/> The Iron Man Ted Hughes & Chris Mould Colour-illustrated chapter book		<input type="checkbox"/> Space Detectives Mark Powers & Dapo Adeola Chapter book
	<input type="checkbox"/> Harley Hitch and the Iron Forest Vashti Hardy & George Ermos Chapter book		<input type="checkbox"/> You're a Bad Man, Mr Gum! Andy Stanton & David Tazzyman Chapter book
	<input type="checkbox"/> The Nothing to See Here Hotel Steven Butler & Steven Lenton Chapter book		<input type="checkbox"/> The Street Beneath My Feet Yuval Zommer Non-fiction - fold-out book
	<input type="checkbox"/> The Boy Who Grew Dragons Andy Shepherd & Sarah Ogilvie Chapter book		<input type="checkbox"/> The Wild Robot Peter Brown Chapter book
	<input type="checkbox"/> Varjak Paw SF Said & Dave McKean Chapter book		<input type="checkbox"/> Amazing Islands Sabrina Weiss & Kerry Hyndman Non-fiction
	<input type="checkbox"/> Interview with a Tiger Andy Seed and Nick East Non-fiction		<input type="checkbox"/> After the Fall Dan Santat Picturebook story
	<input type="checkbox"/> The Creakers Tom Fletcher & Shane Devries Chapter book		<input type="checkbox"/> Guardians of the Planet Clive Gifford & Jonathan Woodward Non-fiction
	<input type="checkbox"/> Arthur and the Golden Rope Joe Todd-Stanton Graphic novel style picture book		<input type="checkbox"/> Me and Mister P Maria Farrer & Daniel Rieley Chapter book
	<input type="checkbox"/> I Bet I Can Make You Laugh Joshua Seigal et al. Poetry book		<input type="checkbox"/> Explorers Nellie Huang and Jessamy Hawke Non-Fiction
	<input type="checkbox"/> A Day in the Life of a Poo, a Gnu and You Mike Barfield & Jess Bradley Non-fiction		<input type="checkbox"/> This Morning I Met a Whale Michael Morpurgo & Christian Birmingham Colour-illustrated chapter book
	<input type="checkbox"/> Knights and Bikes Gabrielle Kent & Rex Crowle Chapter book		<input type="checkbox"/> Tiger, Tiger, Burning Bright! Fiona Waters & Britta Teckentrup Poetry book
	<input type="checkbox"/> An Alien in the Jam Factory Christie Sains & Jenny Taylor Chapter book		<input type="checkbox"/> Wangari's Trees of Peace Jeanette Winter Picture book (based on true story)

50 Recommended Reads for...

Year 3

(ages 7-8)

Page 2 of 2



	<input type="checkbox"/> The Secret Life of Bees Moira Butterfield & Vivian Mineker Non-fiction		<input type="checkbox"/> Krindlekrax Philip Ridley Chapter book
	<input type="checkbox"/> Charlotte's Web E. B. White & Garth Williams Chapter book		<input type="checkbox"/> Stig of the Dump Clive King & Edward Ardizzone Chapter book
	<input type="checkbox"/> Hilda and the Troll Luke Pearson Graphic novel style picture book		<input type="checkbox"/> Egypt Magnified David Long & Harry Bloom Non-fiction - interactive
	<input type="checkbox"/> The Bad Guys Aaron Blabey Comic style chapter book		<input type="checkbox"/> Ottoline and the Yellow Cat Chris Riddell Chapter book
	<input type="checkbox"/> Ellie and the Cat Malorie Blackman & Matt Robertson Chapter book		<input type="checkbox"/> Ocean Meets Sky Eric Fan and Terry Fan Picturebook story
	<input type="checkbox"/> The Worst Witch Jill Murphy Chapter book		<input type="checkbox"/> Until I Met Dudley Roger McGough & Chris Riddell Picturebook story
	<input type="checkbox"/> Jelly Boots, Smelly Boots Michael Rosen & David Tazzyman Poetry book		<input type="checkbox"/> Stars with Flaming Tails Valerie Bloom & Ken Wilson-Max Poetry book
	<input type="checkbox"/> The Tin Forest Helen Ward & Wayne Anderson Picturebook story		<input type="checkbox"/> Amazing Islands Sabrina Weiss and Kerry Hyndman Non-fiction
	<input type="checkbox"/> Dr Maggie's Grand Tour of the Solar System Chelen Ecija & Maggie Aderin-Pocock Non-Fiction		<input type="checkbox"/> Leon and the Place Between Angela McAllister & Graham Baker-Smith Picturebook story
	<input type="checkbox"/> Toto the Ninja Cat and the Great Snake Escape Dermot O'Leary & Nick East Chapter book		<input type="checkbox"/> Amelia Fang and the Barbaric Ball Laura Ellen Anderson Chapter book
	<input type="checkbox"/> Sam Wu is Not Afraid of Ghosts! Kevin Tsang, Katie Tsang & Nathan Reed Chapter book		<input type="checkbox"/> Mr Penguin and the Lost Treasure Alex T. Smith Colour-illustrated chapter book
	<input type="checkbox"/> How to Change the World Rashmi Sirdeshpande & Annabel Tempest Non-fiction		<input type="checkbox"/> Tiny: The Invisible World of Microbes Nicola Davies & Emily Sutton Non-fiction

Find more booklists for primary schools at
booksfortopics.com



Scan the QR
code to visit the
list online

Learning and laughing in the light of God's love

How we teach English Spelling

This year, we will be focusing on learning spelling rules and patterns. We will be looking at a new rule/pattern each week.

There are daily and weekly spelling activities that are built on the fundamentals of teaching spelling with strong phonic foundations.

For too long, spelling instruction has been dominated by endless spelling lists and a limiting reliance on 'look-cover-write-check'.

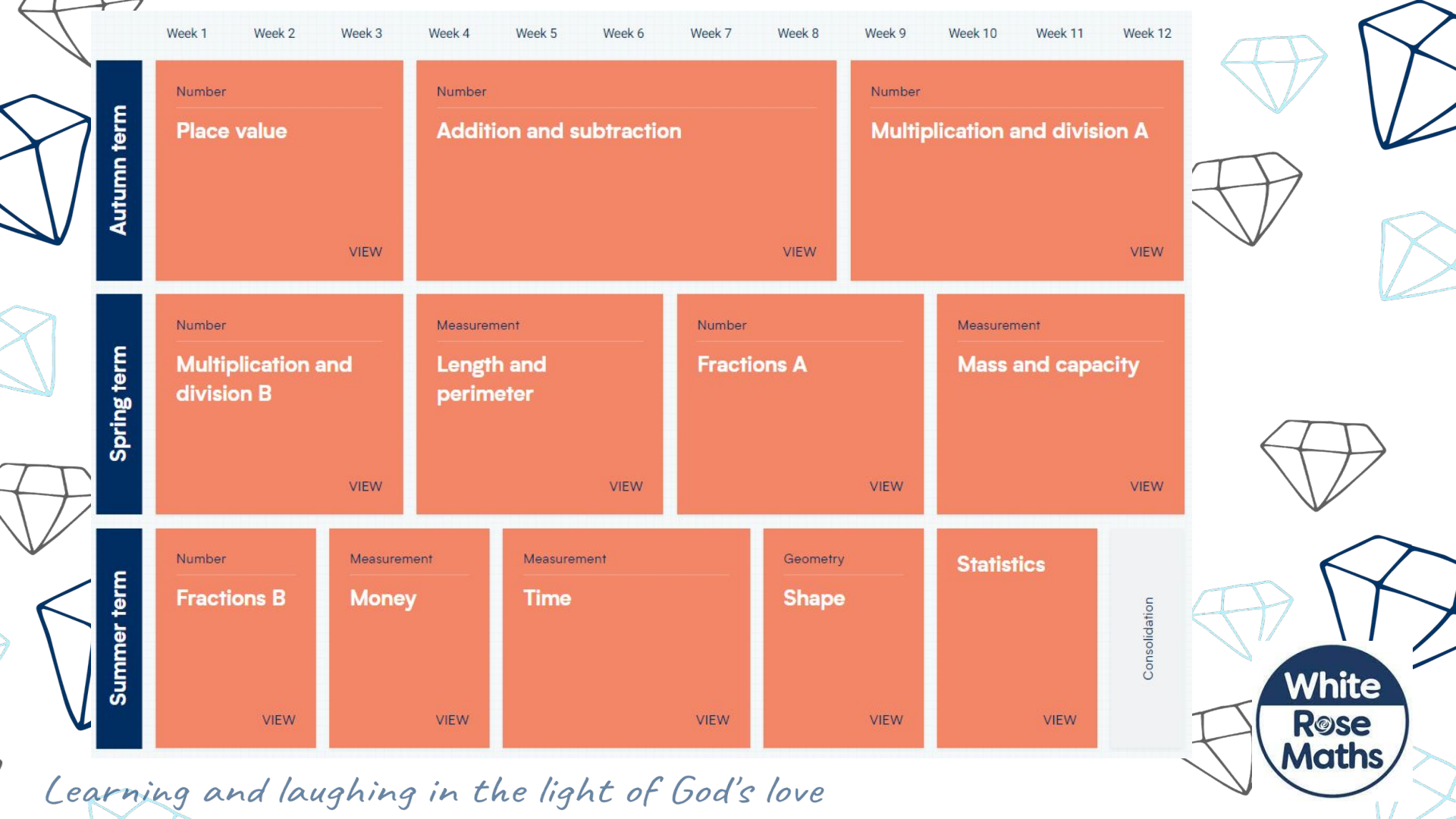
How we teach Maths

We follow the White Rose Scheme of learning which is broken down into blocks. Each block is divided into a series of small learning steps. Together, these small steps cover all the curriculum content that your child needs to know for Year 3.

Brain science tells us that by learning maths in small, related chunks, your child will remember more. We also ensure that we follow a concrete-pictorial-abstract approach for each block (see next slide).

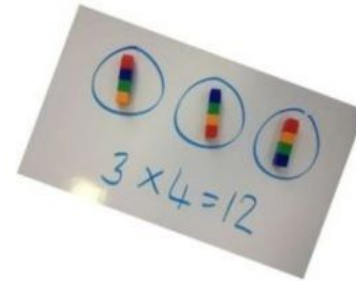
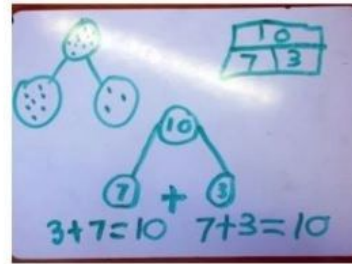
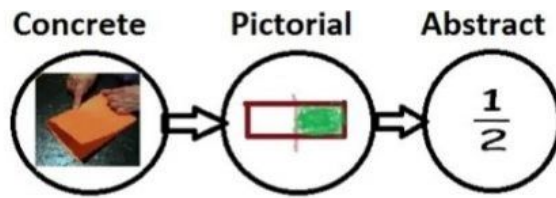


Learning and laughing in the light of God's love



Learning and laughing in the light of God's love

**White
Rose
Maths**



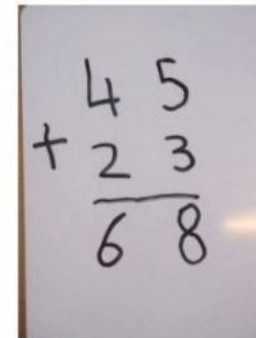
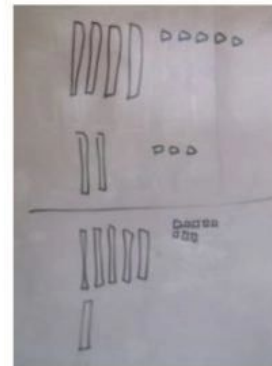
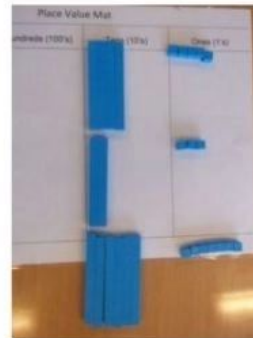
Some examples of how CPA could work:

CONCRETE

PICTORIAL

ABSTRACT

$$45 + 23$$



Learning a

The importance of times tables:

All children across the country will be required to know their times tables up to 12×12 , at the end of Year 4.

To get the children ready for the Multiplication table check, we will be using Times Table Rock Stars regularly. We would encourage all children to practise at home, as much as possible, on the TTRS website using their own login details.

Types of questions:

$$2 \times 2 = \underline{\quad}$$

$$2 \times \underline{\quad} = 14$$

$$16 \div 2 = \underline{\quad}$$



Autumn 1 - Tribal Tales

Talk for writing (1): Fiction - Historical/ Portal story

Talk for writing (2): Non-fiction - Non-Chronological Report

Maths (1): Place value (numbers up to 1,000)

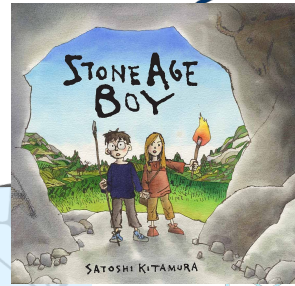
Maths: (2) Addition and Subtraction

Religious Education: Homes & Promises

Science: Light

History: Learning about Stone Age to Iron Age

Black History Month: Windrush



Learning and laughing in the light of God's love

Autumn 2 - Scrumdiddlyumptious

Talk for writing (1): Fiction - Journey Tale

Talk for writing (2): Non-fiction - Discussion (Healthy Eating)

Maths (1): Addition and Subtraction

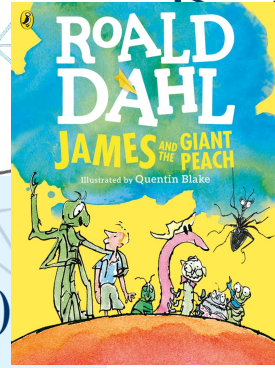
Maths (2): Multiplication and Division (A)

Religious Education: Promises, Visitors & Advent

Science: Animals Including Humans (healthy eating)

Geography: Where does our food come from?

Wellbeing: Anti-bullying week



Learning and laughing in the light of God's love

Spring 1 - Tremors

Talk for writing (1): Fiction - Historical Story

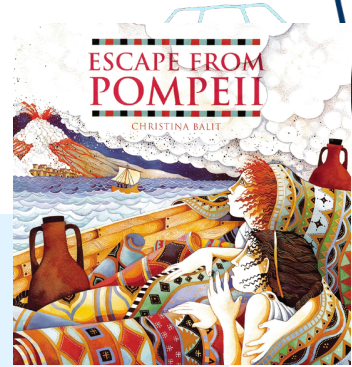
Maths (1): Multiplication & Division B

Maths (2): Length and Perimeter

Religious Education: Journeys & Listening and Sharing

Science: Rocks

Geography: Extreme earth - volcanoes, earthquakes



Learning and laughing in the light of God's love

Spring 2 - Dynamic Dynasties

Talk for writing: Non-fiction - Explanation

Maths (1): Fractions A

Maths (2): Mass and capacity

Religious Education: Giving All

History: Shang Dynasty

Science: Plants & Science Week

Book Week: Poetry



Learning and laughing in the light of God's love

Summer 1 - Pharaohs!

Talk for writing (1): Fiction - Quest Tale

Talk for writing (2): Non-fiction - Instructions

Maths (1): Fractions B

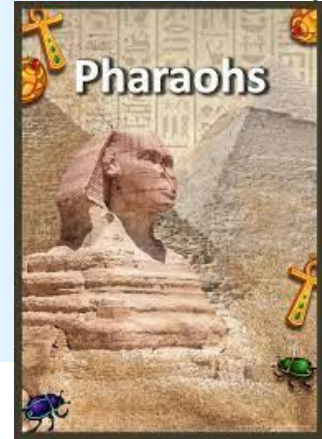
Maths (2): Money

Maths (3): Time

Religious Education: Energy and Choices

Science: Scientists and Inventors

History: Ancient Egypt



Learning and laughing in the light of God's love

Summer 2 - Mighty Metals



Talk for writing (1): Fiction - Classic text

Talk for writing (2): Non-fiction - Newspaper Report

Maths (1): Shape

Maths (2): Statistics

Religious Education: Special Places

Science: Forces and Magnets

MIGHTY

METALS

Learning and laughing in the light of God's love

Other Important Information

Pencil cases - The children do not need a pencil case however if they choose to bring one in, it should be a small pencil case with colouring pencils, writing pencils, a sharpener and a glue stick. No notebooks, pens or felt tips please.

3A and 3LM will have P.E. on Wednesdays and 3D will have P.E. on Fridays.

CGP books will be going home soon. Please ensure you follow the timetable inside the cover as we will be marking these weekly in school with the children.

Topic homework will be set half termly on Google Classroom.

Packed lunches, in keeping with our 'Healthy Schools' campaign, should be nutritionally balanced, and **must not** contain sweets, chocolate or fizzy drinks. All packed lunches must be nut, orange and lemon free school (this includes peanut butter and nutella).

Your child's mid-morning snack should consist of fruit or vegetables. This can include a snack bar that is considered "one of your five a day".

The end of day pick up time for Year 3 is at 3:15pm. We request that you collect Year 3 before older siblings as they are younger.


Learning and laughing in the light of God's love

How to help at home

The most successful children know that their family supports them and shows an interest in their day to day school life.

- Talk to your child about what they are doing at school.
- Encourage them to find out things for themselves.
- Read books with your child. Take them to the local library and help them to choose books.
- Let your child help you in the kitchen and when you are doing other work in the home.
- Listen to your child. Encourage them to ask questions. If you do not have the answer, why not find out together?

Learning and laughing in the light of God's love

The background of the slide is decorated with numerous hand-drawn outlines of diamonds and gemstones in various sizes and orientations. These outlines are scattered around the central text box, with some appearing in the corners and others closer to the edges of the frame. The lines are thin and dark, giving it a sketchy, artistic feel.

Thank you for coming!
If you have any questions, please
feel free to ask us

Learning and laughing in the light of God's love

Questions asked

Q. Will Y3 have any trips?

A. Yes - we are hoping to go to the Natural History Museum as it links to our Tremors topic.

Q. Will Y3 have Forest school?

A. Yes - We will let parents know closer to the time.

Q. Will Y3 go swimming this year?

A. No, but they should be going in Y4.

Q. Will Y3 have set homework schedules?

A. Yes - CGP books will have a timetable of what pages to do and when they are due in. A reminder of pages and due dates will also be posted on Google classroom.

Q. Can packed lunches have cakes/cookies as hot dinners have them.

A. Yes if they are healthy as the school puddings are made with fruits/veg.