

# BROOKLAND JUNIOR SCHOOL



**‘Kind, Respectful, Best’**

**Year 3 Meet the teacher**



# **Welcome to Year 3**



- Thank you very much for attending
- We are all really looking forward to working in partnership with you and teaching our fantastic Year 3 children.
- This presentation will give you some key information about Year 3.



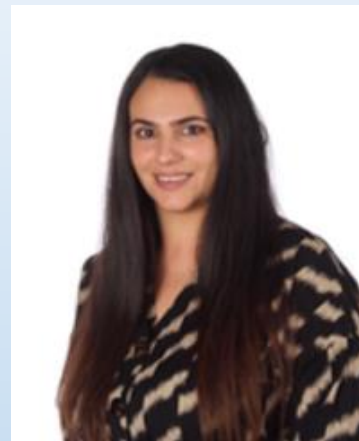
# Meet the Year 3 Team



**Mrs Abraham**  
Elm Class teacher/  
Assistant Head



**Miss Clark**  
Elm Class teacher/  
SENDCo



**Ms. Kypri**  
Pine  
Class teacher



**Miss Reilly**  
Chestnut  
Class teacher



**Mrs Moore**  
Teaching  
Assistant



**Miss Carruthers**  
Teaching  
Assistant



**Mrs. Chikoti**  
Teaching  
Assistant



**Ms Ioannou**  
LSA



# **The Brookland Values**



Be KIND

Be RESPECTFUL

Be the BEST that you can be



# Rights Respecting school



- Each class has a Class Agreement based on the Unicef Rights of the Child.
- The class chooses the rights to focus on such as the right to an education, the right to be safe, the right to relax and play.
- We have a weekly session where children learn more about the rights and how they can help everyone to receive their rights.



# **We are INCLUSIVE and DIVERSE**



The children are at the centre of everything we do

We treat each child as an individual

We acknowledge diversity because we are diverse

We are working on ensuring our curriculum continues to be diverse

We will be using aspects from the 'No Outsiders: Everyone different, everyone welcome' scheme which uses children's literature and real-life news stories to discuss differences and acceptance.

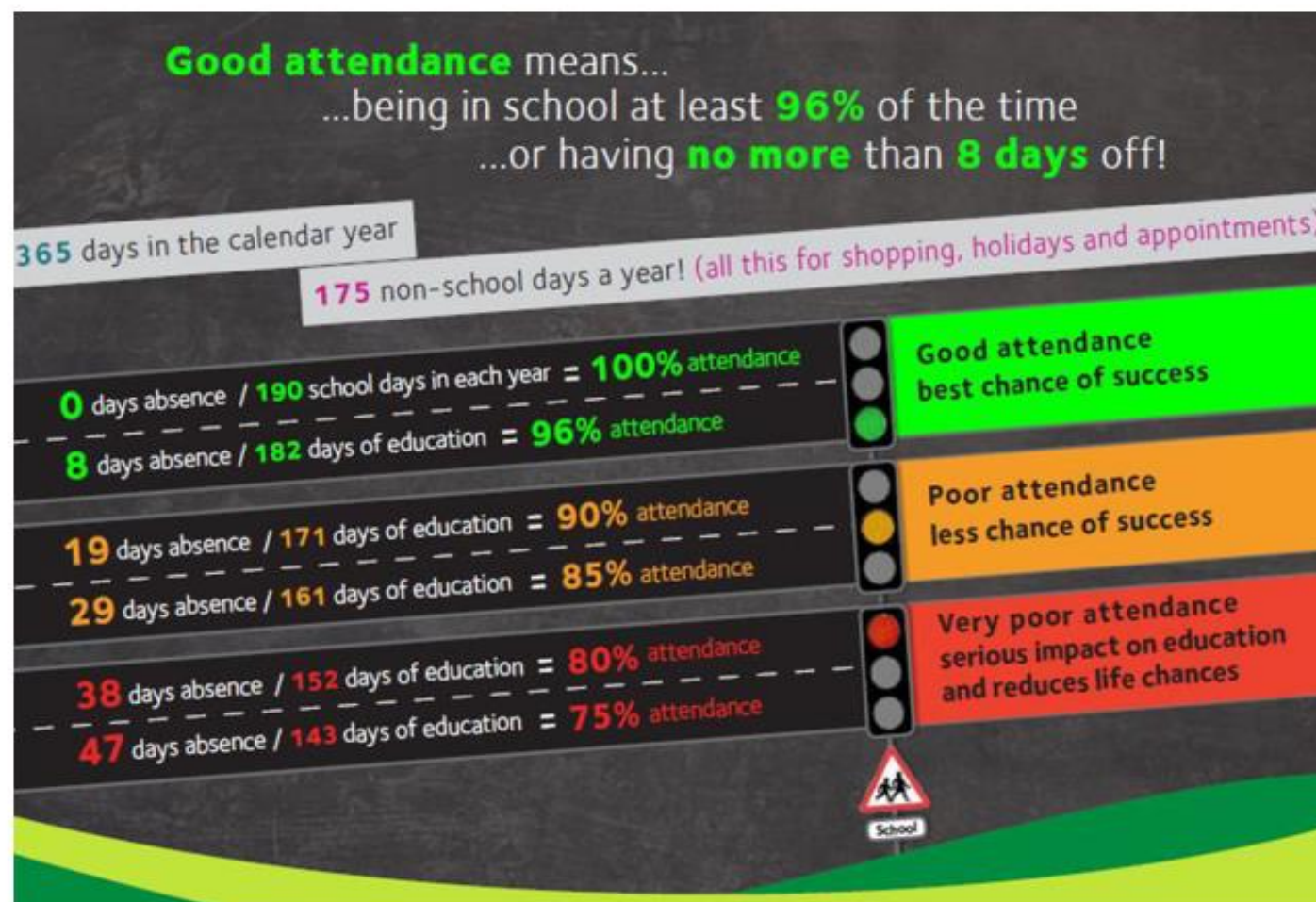




# ATTENDANCE MATTERS



- We can not stress enough how important it is that your child attends school everyday
- We know children get ill, but unless they are really poorly please send them in. Please do not keep them at home for a runny nose, a slight cough etc.
- Speak to the office and depending on the circumstances, we are happy to administer calpol or nurofen if needed
- Term time holidays will not be authorized
- Attendance Policy has further details





# Uniform

- We have very high expectations and this starts with uniform
- Please ensure your child comes to school in correct school uniform and PE uniform
- Uniform lists have been previously emailed out and are available on our school website
- No jewelry – except stud earrings, a watch (not SMART), and any jewelry worn for religious reasons – NO bracelets, bangles, rings, nail polish, make up etc. Dark coloured school shoes to be worn on non-PE days
- PE uniform – NO football kits, hoodies or bright trainers. Children can wear their school jumper over their PE uniform.
- We will let you know if your child is not in the correct uniform





# What the school day looks like



## Week A Timetable

### Year 3 – Elm

	8.40-8.55	9.00-10.00		10.00-10.15	10.20-10.35	10.40-11.00	11.00-12.00	12.00-12.15	12.15-1.15	1.30-2.10	2.10-3.00	3.00-3.15
M	Register/Early morning work / Feedback	Headship Assembly 8:55-9:15	Maths 9:15-10:15		break	English 10:40-11:40		ART/ DT 11:40-12:15	Lunch	ART/ DT 1:30-2:00	PE 2:00-3:00	Spelling
T		PPA Handwriting 9-9:15 PE - 9:15- 10:15				PPA Guided Reading	PPA Computing	Singing assembly		PPA Arithmetic 1:30-1:50	PPA PSHE 1:50-2:45	Times Tables 2:45-3
W		English		Spelling		Guided Reading	Maths	Times Tables		Music	RE	Class Novel
TH		English		Spelling		Guided Reading	Maths	LKS2 assembly		Spanish	Science	Times tables
F		English		Spelling		Guided Reading	Maths	Times Tables		Handwriting	History/ Geography	Class Novel



# Lunchtime



- Lunchtime is 1 hour long
- All lunches are selected on school grid
- Nut free school
- Healthy packed lunch is encouraged (No sweets, fizzy drinks and nut free)
- We will have a range of activities at lunch time: social club, film club, origami, dungeons and dragons, various sports clubs, small playground
- Children need a snack for break time - fruit or vegetables only
- Milk can be ordered and paid for online – speak to the office



# End of day



- All classes keep a list of adults whom you have authorised to collect your child – if this needs updated, please email the office
- We will not let a child go with anyone who is not on the list, unless you have notified the office
- If you authorise your child to be a 'walker' they will be released from the classroom door to meet you at the area you have decided with them



# Whole School Positive Behaviour System



- 4 houses: Amber, Emerald, Ruby and Sapphire
- Children who show the Brookland Values (kind, respectful, best) will be recognized with a house point
- House points are counted each week and then collated to find the winning team for the term.
- Weekly Headteacher's Award for: Being Kind, Being Respectful/Rights Respecting, Being the Best that you can be and the Risk Taker Award



# Behaviour Ladder



Levels of behaviour	Examples of anti-social behaviours	Protected/Educational Consequences	
		In Classroom	Outside of the classroom
<b>Level 1</b>  (Low level anti-social behaviours)	<ul style="list-style-type: none"><li>• Calling out / talking over others</li><li>• Disruption to others</li><li>• Time delaying</li><li>• Unwillingness to remain on task</li><li>• Reluctance to follow instructions which are given to stop level 1 behaviours (refusal/defiance)</li><li>• Non-compliance with general class expectations e.g. not lining up in a line, swinging on a chair</li><li>• Using school resources and equipment incorrectly</li></ul>	<p><b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."</p> <p><b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p><b>Step 3:</b> Child offered a choice to work in an alternative place within the classroom. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with Class Teacher or TA.</p> <p><b>Step 4:</b> Child moves to a space inside (LKS2) and outside (UKS2) a neighboring classroom (within year group) for 10 minutes with their learning (timer used).</p>	<p><b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."</p> <p><b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p><b>Step 3:</b> Child offered a choice to play somewhere else on the playground. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with member of staff on duty.</p> <p><b>Step 4:</b> Child sent to year group lead for 10 minutes (timer used).</p>



# Behaviour Ladder



<b>Level 2</b>	<ul style="list-style-type: none"><li>Continuation of level 1 anti-social behaviours after level 1 consequences</li></ul> <p><b>Or a single incident of:</b></p> <ul style="list-style-type: none"><li>Physically or emotionally hurting another deliberately (a single occurrence)</li><li>Verbal or physical retaliation</li><li>Name calling</li><li>Not speaking respectfully to peers/adults e.g. answering back and not following instructions e.g. to leave the classroom</li><li>Deliberate damage to school or personal property</li><li>Throwing objects around a classroom</li><li>Verbally threatening</li><li>Not using outdoor equipment properly and safely e.g. flipping on the trim trail</li><li>Play fighting</li><li>Inappropriate behaviours in the dining hall, e.g. throwing food, touching others food or using cutlery in an inappropriate manner</li></ul> <p>Physically can be defined as but is not restricted to the following: Punching, elbowing, kicking, slapping, head-butting, kneeling, grabbing and pulling – anything which involves touching another person</p>	<p><b>Step 5:</b> Internal exclusion - Child moves to a space outside of the classroom of SLT in the neighboring year group for remainder of the session.</p> <p><b>Step 6:</b> Internal exclusion - Child moves to space outside of the classroom of SLT in neighboring year group for the remainder of the half day/full day.</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete STEPS paperwork (early prognosis and roots and fruits) with behaviour lead or SENCo</p>	<p><b>Step 5:</b> Internal Exclusion - Continued level or 2 behaviour child to miss the rest of that break or lunch.</p> <p><b>Step 6:</b> Internal Exclusion - Child misses that and the next session of break or lunch.</p> <p>Depending on incident, internal exclusion may result in missing class time (e.g. inappropriate language)</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete STEPS paperwork (early prognosis and roots and fruits) with behaviour lead or SENCo</p>
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# Behaviour Ladder



## Level 3

- Inappropriate language - swearing and persistent rudeness
- Defiance towards any adult when they are giving instruction e.g. walking away, inappropriate language being used or putting yourself or others in an unsafe situation
- Absconding from the school building and/or premises
- Putting yourself or others in a dangerous situation
- Use of racist/sexist/homophobic/transphobic/discriminatory language
- Sexualised behaviour, including language, words and physical actions
- Serious physical/emotional harm
- Use of social media to send inappropriate language, messages or media on the school's site.
- Any use of phone on school site
- Continuous breach of level 1 or level 2 anti-social behaviours despite staff/ intervention and support
- Deliberate serious damage to school or personal property
- Bringing in, physically threatening or using a weapon

- Where any consequences from level 2 have not had an impact over time or for an isolated serious incident, the following procedures should be followed:
- Internal Exclusion- Persistent level 2 behaviours demonstrated will result in internal exclusion for up to 5 school days
- Fixed Term External Exclusion- Between 1-3 days at the discretion of the Headteacher for repeated level 2 behaviours and Level 3 behaviour. Exclusions beyond 3 days will be based on continuing threat to the safety of the child or others
- Permanent Exclusion





# Curriculum



- We teach a broad and balanced curriculum covering all areas of the National Curriculum.
- In Year 3 we teach 4 lessons of English and Maths a week. Guided Reading is taught 4 times a week. Spelling and handwriting are taught separately.
- There are 2 PE lessons a week – Monday and Tuesday
- Your child will also have weekly lessons in Science, RE, PSHE, Music, Computing, History/Geography, Spanish, Art/DT
- Your child may have ‘intervention’ sessions to help them catch up or to give extra support. These are small group or individual sessions, which usually take place in the afternoon.

# Curriculum Map - Year 3 Wider Curriculum

Half termly, you will receive a curriculum newsletter.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Food and diet/nutrition Human body	Rocks and Fossils	Forces and Magnets	Light	Plants 1 Roots and Shoots	Plants 2 Flowers and Seeds
History		Stone Age		Bronze Age to Iron Age		Ancient Egypt
Geography	Extreme Earth		Cheshunt and the United Kingdom		London	
Computing	Purple Mash Online/Digital-safety	Purple Mash Coding	Purple Mash Spreadsheets Graphing	Purple Mash Touch typing Simulation	Purple Mash Email	Purple Mash Branching databases
Art	Drawing and Sketching		Painting			Sculpture
Music	Learning to play the recorder.	<del>Charanga</del> Bringing us Together	<del>Charanga</del> Glackenspiels	<del>Charanga</del> The Dragon Song	<del>Charanga</del> Let your spirit fly	<del>Charanga</del> Reflect, remind and replay
DT		Cooking		Textiles	Construction	
RE	Islam Importance of mosque	Christianity - Christmas	Islam - Origins and authority of the <del>Qur'an</del>	Christianity - Easter	Justice and Fairness - Christian stories	Symbols and actions: Which actions show devotion to God
PSHE+C	Friendships: Making and maintaining healthy friendships and being different.]	Emotional wellbeing Families Communities	Staying safe/connecting online	Economic well-being	Physical Health / SRE	Shared rights and responsibilities
PE	Ball skills Tag Rugby Gymnastics	Fitness Dance / Cricket	Hockey, Badminton OAA	Handball, Basketball	Tennis, Yoga Athletics	<del>Rounders</del> / Cricket Football

**\*We are always evolving our curriculum, so there may be some changes to the above but we will communicate this in the half termly newsletters\***



# Work in books - Marking and presentation



- Teachers will highlight in pink to show that your child has met the learning objective.
- Teachers will give personalised verbal feedback to the children during lessons.
- Teachers will use green pen to show children where they need to correct spellings or punctuation.
- Teachers will give 'next steps' in green pen, for children to respond to in purple pen.
- Children use purple pen to edit their own work.
- Children will be taught to write in blue handwriting pen in a cursive style.
- Neat presentation is taught and expected in all written work.



# Equipment



- School bag
- Water bottle – named - only water
- Stationery – we provide everything your child needs but they are welcome to bring in their own stationery – but no big ‘smiggle’ type pencil cases please
- No toys/cards to school.
- Year 3 children should not bring mobile phones to school



# Home Learning



- Weekly home learning will be emailed home every Friday, along with Mrs Barton's weekly newsletter.
- Reading home learning will start from this Friday. The rest of the home learning will start to be set from Friday 15<sup>th</sup> September.
- Weekly – reading, spelling and maths. All home learning is expected to be completed by the following Thursday. (further details in the next few slides)
- Termly – homework menu which links to the foundation subjects - Children will be given a range of homework activities from which they can choose which tasks to complete. Children are accepted to complete a minimum of 2 tasks but can complete as many as they like



# Home Learning - Reading



- Reading at home is an expectation (at least three times a week) - A minimum of 10 minutes per day
- All children will be given a reading record by Friday. This should come back and forth to school every day along with your child's current reading book.
- Your child's reading records will be checked every Tuesday and Friday and this is when books will be changed.
- Please sign the reading record every time you hear your children read.
- *Note – when you receive your child's reading record, on the inside cover will be the log in details for purple mash, Times tables rockstars and good classroom. The children may need these details for some of the home learning that is set.*



# Home Learning - Spelling



- Spellings is not taught through memorised lists
- Children will be given a weekly pattern or principle to explore
- They will use the pattern or principle to enable them to spell any word that conforms to the principle.

## For example

Pattern – root words that end in y.

Principle: to add a suffix to root words ending in y, we must first change the y to an i.

Happy – happiness – happily – happier – happiest

Exceptions – where this would create a double i such as adding the -ing suffix (flying not fliing)

- Spelling tests will be 10 words including ones that conform to the pattern or principle and some common words.



	Week beginning 6 <sup>th</sup> September	Week beginning 13 <sup>th</sup> September	Week beginning 20 <sup>th</sup> September	Week beginning 27 <sup>th</sup> September	Week beginning 4 <sup>th</sup> October	Week beginning 11 <sup>th</sup> October	Week Beginning 18 <sup>th</sup> October
Rule	vowel digraphs: <u>ai</u> , <u>ay</u> , <u>a-e</u> , <u>ei</u> , <u>ey</u>	vowel digraphs: <u>ee</u> , <u>ea</u> , <u>e-e</u>	vowel digraphs and trigraphs: <u>igh</u> , <u>i-e</u> , <u>ie</u>	vowel digraphs: <u>ow</u> , <u>oa</u> , <u>o-e</u> , <u>o</u>	vowel digraphs: <u>oo</u> , <u>ou</u> , <u>u-e</u> , <u>ew</u>	vowel digraphs: <u>oi</u> , <u>oy</u> , and <u>ow</u> , <u>ou</u> ,	Revision and assessment
Examples	paid brain play delay made stage eight break they table	creep sweep clean speak increase these chief belief piece	cry slice pile surprise quite white write child bright right height	coat roast meadow grown tomorrow potato echo most potatoes heroes goes whole suppose stone lonely	argue rescue food gloom scoop tooth huge include cute flute chew viewed	boil spoil coin point enjoy destroy brown crown loud proud found house mouth	



# Home Learning - Maths



- One aspect of maths home learning will be these CGP books. Children will be set a page to complete at home. The CGP book is expected in school on Thursday where we will go through the answers.

## Times Tables

- In Year 3, children are expected to know the 2x , 5x and 10 tables (taught in Year 2)
- In Year 3 they will learn the 3x, 4x and 8x tables (National Curriculum requirement)
- In Year 4 there is a national Multiplication Check – questions from all tables answered at speed
- Please support your child by spending time each week learning and practising times tables
- Times Tables Rock Stars – We use an online resource to help the children practise their tables. Your child will receive their details and are expected to regularly login to help learn their tables.



# Home Learning Menu



## Brookland Junior School Year 3 – Home Learning Autumn



### Art/DT

In our Art lessons, we have been learning about abstract art.

Watch the video on Wassily Kandinsky and create your own picture using different types of line and shape.

<https://www.youtube.com/watch?v=R6nZjVNaJLg> e a ruler.

### Wellbeing

At the start of the new academic year, we set our own new goals and think about how we can develop ourselves and grow our learning.

Go for a walk in your local area and take photos or draw what you see. Write a list of what you have observed. Can you identify any tree, animal or plant names?

### Music

We are learning to sing songs in school with a theme of kindness and respect.

Listen to some songs of your choice. Can you notice a theme?

Try singing this upbeat song.

<https://www.youtube.com/watch?v=Xh4ugYdXF-Q>

### Spanish

Learn the parts of the body in Spanish by singing this well know song, heads , shoulders , knees and toes.

<https://www.bbc.co.uk/bitesize/topics/zbkjmxc/articles/zfb ybdm>

### PE

Exercise is so good to promote our health and we must all do at least 30 minutes a day. Choose from the activities below.

\*Make up a dance to your favourite piece of music.

\*Time it! Do 10 star jumps, 5 burpees, 10 sit-ups, high knee run for ten seconds and then repeat as many repetitions as possible in 3 minutes.

Go for a walk, run or skip in safely with an adult.

### Science

We will be learning about the human body.

<https://www.ducksters.com/science/biology/humanbody.php>

Using the website, create a fact file about the body. What have you learnt that you didn't know before?

### History/Geography

Find out about volcanoes of the world and create a poster about them..

<https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/>

Make a model of a volcano and explode it at home using the link below.

<https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>

### PSHE/OUR RIGHTS

In our PSHE lessons this term, to tie in with our Rights Respecting learning, we will be learning about being a kind friend. This will include how to get on with all kinds of people and respect our differences. Your homework is to create a booklet on what makes a good friend .Read about children's rights here: h

<https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf>

### RE

Our learning this term is about the religions of Islam and Christianity.

Walk around your local area. What religious buildings can you see?

Discuss how we can recognise people with different faiths as a family.



# Clubs and extra-curricular activities



- Children have access to range of clubs
- Many are at lunchtimes
- After school: choir, range of sports (tennis, football, multi-sports, athletics, tag rugby), musical theatre
- We will be sending out information about clubs this week – you can sign your child up via Arbor.



# Medical



- Head bumps
  - letter sent home with symptoms to look out for
  - text sent home to inform you
  - Coloured wrist band put on child
- Medication
  - Please let the office know of any changes
  - We will call you when medication is coming up to its expiry date so you can replace it



# Communication at Brookland



Class email – for general classroom enquiries – teachers will aim to reply within 48 hours – please note that teachers do not look at this email during the school day. Emails are mainly checked at the end of the day.

- [chestnut@brooklandjm.herts.sch.uk](mailto:chestnut@brooklandjm.herts.sch.uk)
- [elm@brooklandjm.herts.sch.uk](mailto:elm@brooklandjm.herts.sch.uk)
- [pine@brooklandjm.herts.sch.uk](mailto:pine@brooklandjm.herts.sch.uk)

Admin email: [admin@brooklandjm.herts.sch.uk](mailto:admin@brooklandjm.herts.sch.uk) - If you need to communicate change in collection, absence or something urgent then please use the school office email

Mrs Barton's Weekly Newsletter – usually emailed on a Friday – has upcoming dates, key events in the school, celebration information

Phone call or text message

School website – we are currently putting together our new website but our current website still has some useful information



# Can you help?

## Bagels

- If you are able to support with prepping bagels in the morning on any day of the week (from 8am until 8:45am) please could you let the office know.
- If you are able to help, Mrs Barton is happy to have your children in sunrise club (breakfast club) free of charge.
- Even if you can only do one day a week, it would really support us in getting the bagels prepared for the children – the children love the bagels.

## PTFA

- We are looking at putting together a new PTFA. Further details will be coming out soon about a meeting for the PTFA.
- If you have the time, it would be great if you could join the PTFA so we can get it up and running – it really is an important part of our school community and a great way to get involved with the school.



# **Thank you very much for attending**



**‘Kind, Respectful, Best’**