

Welcome to the  
Year 3  
Curriculum meeting



Parents & friends  **BARNES  
PRIMARY  
SCHOOL  
PTFA**

# YOUR HELP IS NEEDED!

**Please support our school financially** so that it can continue to deliver an exceptional education to each child.

## PTFA CONTRIBUTION SINCE SEPTEMBER 2022



## HOW MUCH DOES THE PTFA NEED TO RAISE?

**£20 PER CHILD PER MONTH  
WOULD GENERATE £120K  
FOR THE SCHOOL EACH YEAR**

### Where do my donations go?

Every year the PTFA contributes funds specifically for the schools' **SPECIALIST STAFF**, in particular:

- Art, language, music and PE Teachers
- Teaching Assistants

This enables exceptional level teaching, and specialists that are not the norm in Government-Funded schools.

Your donations have also contributed across the following categories:

### PLAYGROUND IMPROVEMENTS

- KS1 construction blocks & sandpit
- EYS playground games, toys and roleplay sets

### RESOURCES

- ICT equipment
- Musical instruments and lessons
- Books and kindles
- Creative resources and crafts
- Netball posts and equipment
- Storage facilities

### INFRASTRUCTURE UPGRADES

- LED lighting and classroom improvements



**justgiving.com/  
barnesprimary  
schoolptfa**

*Thank you  
for your  
help! ☺*

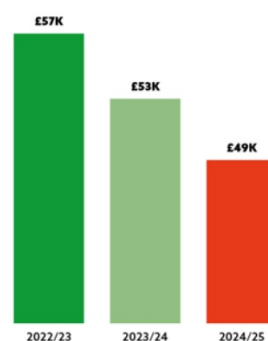
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## ANNUAL DONATIONS ARE DECLINING

**Please support us by setting up a Direct Debit. This helps to raise the total level of donations, and assist with our Financial Planning.**

**JUST £20 PER MONTH PER CHILD WILL RAISE £120K FOR THE SCHOOL EACH YEAR!**

ANNUAL DONATIONS



### This Autumn Term

Your donations are needed to fund:

- Specialist teaching staff and TA's
- New handwashing facilities for pupils
- Further investment in ICT equipment
- LED lighting replacements for failing lights



**justgiving.com/  
barnesprimary  
schoolpta**

*Thank you for your help! 💖*

TB

**SOME EXAMPLES OF WHAT YOUR GENEROUS DONATIONS TO THE PTFA CAN MAKE HAPPEN:**



Thank you  
for your  
help! ♥

[justgiving.com/barnesprimaryschoolptfa](https://justgiving.com/barnesprimaryschoolptfa)

TB





Department  
for Education

# Working together to improve school attendance



TB



Department  
for Education

**Working together to  
improve school  
attendance**

Persistent school absence is one of the most significant ongoing impacts of the pandemic.

We know that the highest attendance rates are linked with the best outcomes at all key stages.

Even missing small amounts of education can mean a child misses important sections of the curriculum and may therefore struggle to learn concepts that are built on what they missed.

TB



Department  
for Education

**Working together to  
improve school  
attendance**

Your child's attendance percentage will decrease from one of the following:

- Illness
- Medical appointments
- Term time holidays
- School visits

TB



Department  
for Education

## **Working together to improve school attendance**

It is vital that children are in school as much as possible.

Please book medical appointments during holidays or after school where possible.

The Chief Medical Officer set out in his letter to school leaders on mild illness and school attendance:

**“It will usually be appropriate for parents and carers to send their children to school with mild respiratory illnesses...a minor cough, runny nose or sore throat, [but not] if they have a temperature of 38°C or above.”**

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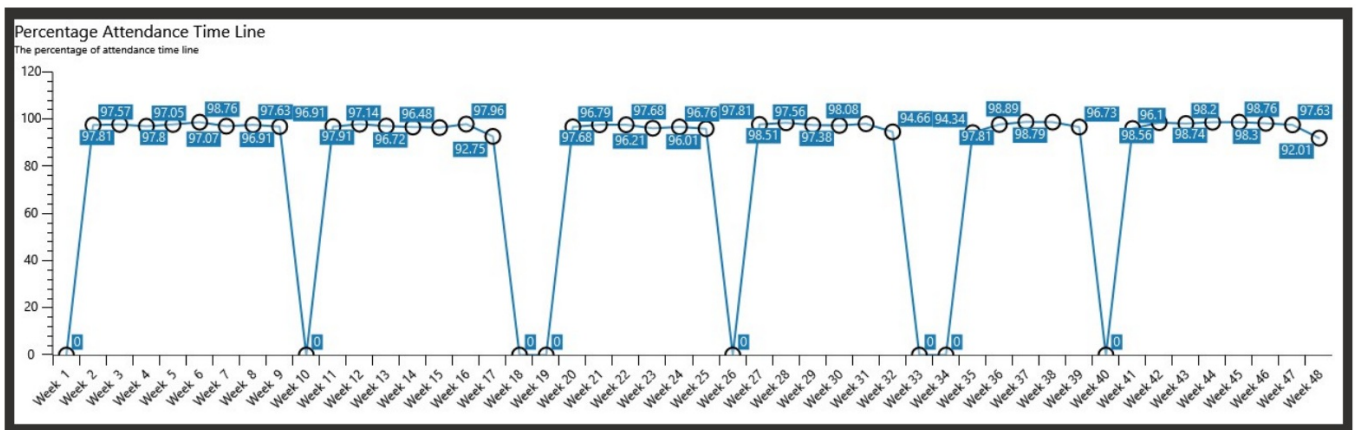




Department  
for Education

## Working together to improve school attendance

Please do not take children out of school for a holiday or return late after a holiday. These days will be unauthorised.



TB



Department  
for Education

**Working together to  
improve school  
attendance**

- Thank you in advance for your support. We want to work in partnership and ensure that your child receive a full and outstanding education.

LEARNING  
LOVE  
LAUGHTER

TB

# Agenda

- Weekly timetable and important reminders
- English - reading and writing
- Maths
- Foundation subjects
- Trips
- Home learning
- Spelling and times tables

## Year 3 Team



Mr Brookes

3B



Mrs Allen (Monday - Wednesday)

Mrs Palmer (Thursday - Friday)



3PA

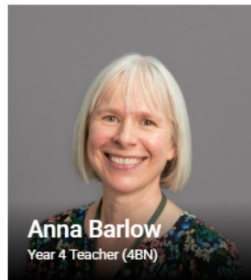
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## Year 4 Team



Mr Beadon  
4B



Ms Barlow (Monday, Tuesday and Friday)  
Mrs Nolan (Wednesday and Thursday)  
4BN

## Key Stage 2 Office Staff

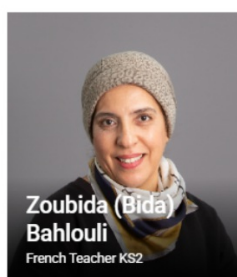
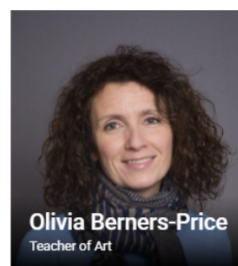
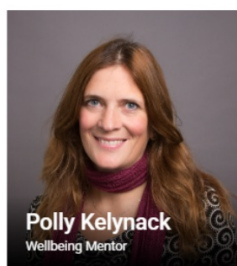
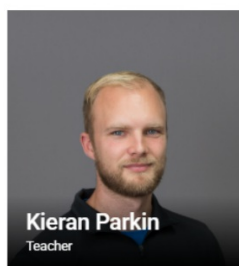
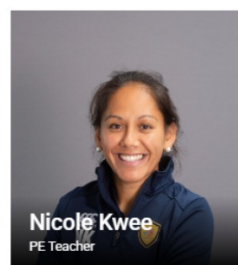
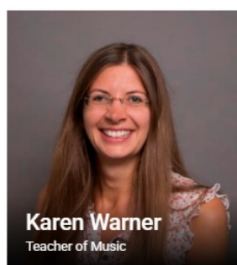
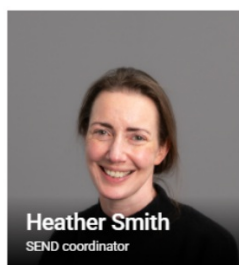


Gill Mais



Anna Ramsell

## Key Stage 2 Other Staff

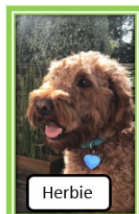


## Wellbeing






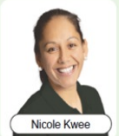


We have a Wellbeing Mentor (Polly), an ELSA lead (Helen) and support from the Mental Health Support Team at Barnes Primary School. This team work with low level emotional difficulties.

Our team work with allocated children who will benefit from some additional emotional support on a short term basis. These children are allocated through the Senior Leadership Team.

If you have a concern about your child's wellbeing please speak to their class teacher and we will work as a team to allocate appropriate support. If you have a safeguarding concern please speak to Sue Jepson, Jade Huxley, Clare Richards or Heather Smith.



## Our Safeguarding Team

Designated Safeguarding Lead	Deputy Safeguarding Lead	Deputy Safeguarding Lead & GDPR Lead	Deputy Safeguarding Lead SEND, LAC & PLAC Lead
 Sue Jepson 23R	 Jade Huxley 23	 Clare Richards 23R	 Heather Smith 23R
Safeguarding Business Lead	Teacher	Teacher	Safeguarding Governor
 Antonia Lord R	 Nicole Kwee 23	 Zoubida Bahlouli 23	 Alexandra Redpath School Governor

**Safeguarding Qualification key:**

2 London Safeguarding Children Board (LSCB) Safeguarding Level 2 Children: A shared responsibility

3 LSCB Safeguarding Children: Child protection Level 3

R Safer Recruitment (Multi-agency)



## The Year Three Support Team



Hannah



Miriam



Seonaid

Y3 2025-26	MONDAY Tom and Sian	TUESDAY Tom and Sian	WEDNESDAY Tom and Sian	THURSDAY Tom and Caroline	FRIDAY Tom and Caroline
8.45-9.00am	Maths / English Respond to marking	Morning maths warm up Addition facts	Word of the day	Science/Theme Respond to marking Ensure sheets are stuck in well	Morning maths warm up Subtraction facts
9.00-10.00am	Maths 1	Maths 2	PE and Music PPA	Computing and indoor PE	Maths 5
10.00-10.15am	BREAK	BREAK	BREAK	BREAK	BREAK
10.15-11.15am	English 1	English 2	PE and Music PPA	Computing and indoor PE	English 5
11.15-11.30am	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
11.30-11.50am	Spelling	Spelling	Spelling	Spelling	Spelling
11.50-12.15pm	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
12.15-1.15pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.15-2.15pm	Learning theme	English 3	Maths 3	Science	Handwriting Home learning Tests
2.15 – 3.00pm	Artist in residence for Y3	English 4	Maths 4	French 2.15-2.45pm for one class French 2.45-3.15pm for one class	Assembly
3.00-3.15pm	Home things and read to the class Silent reading at dismissal	Home things and read to the class Silent reading at dismissal	Home things and hit the button Silent reading at dismissal	Home things and hit the button Silent reading at dismissal	Home things Silent reading at dismissal

Gardening in Year 3. French. Artist in residence.

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# Year 3 Curriculum

The cross-curricular themes in Year 3 are:

Autumn - Kings, Walls and Deer

Spring - Prehistory

Summer - The Romans

Meaningful connections make learning stick



Geography  
Comparing the Royal Parks of London

Geography  
Our local environment - Barnes Primary School



History:  
How the park was created  
and made a King happy

## Year 3 Theme: Kings, Walls and Deer

How did brick walls keep a King happy?



Mathematics:  
The trees of Richmond - their  
size and their leaves



Science  
Animal habitats - Red and Fallow Deer



Art:  
Using nature to collect and  
print our memories



### Upcoming trip:

Richmond Park (Thursday 25th September).

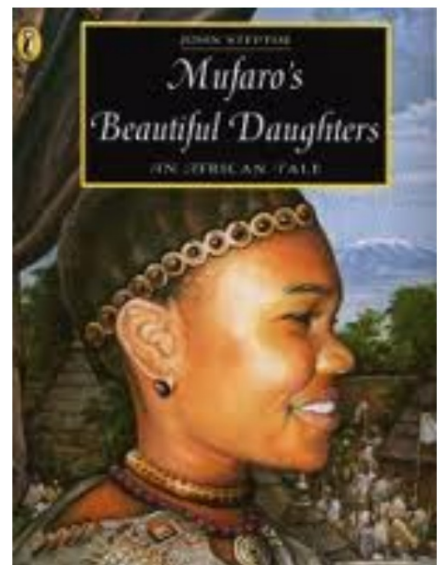
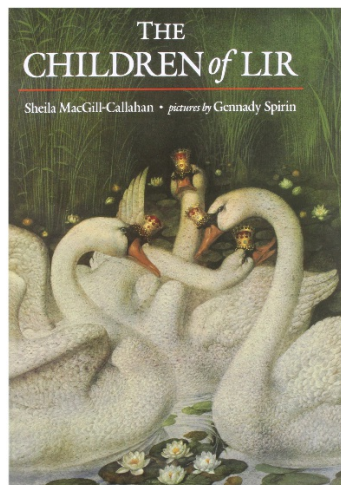
We will be walking up to the park to complete activities linked to our theme: Kings, Walls and Deer. Children will need to bring a packed lunch. Details have been shared in the home learning letter.



TB

## English

In English, we will use a variety of texts in class this term. These include 'Mufaro's Beautiful Daughters' by John Steptoe, 'Children of Lir' by Shelia MacGill-Callahan and 'The Happy Prince' by Oscar Wilde. We will focus on descriptive and narrative writing.



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### Reading and Reading Journals

- Year 3 expectations are that children will read for at least ten minutes per day at home.
- Reading with, or to your child is still very important, as well as hearing them reading aloud

- Reading Journals

The children have kept the same journals from Key Stage 1. Please can your child now take responsibility for writing entries in their journal, in pencil, at least four times a week. It is expected that children have their reading journals with them every day as their journals will be signed by their teacher and used in 'guided reading' sessions.

- Children will now have a day to hand in their journal and it will be handed back to them the next day.


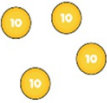

Note: 3PA hand in days change each half term.

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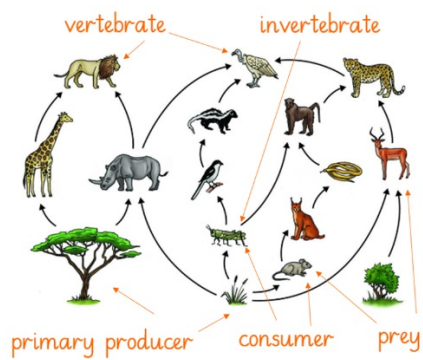
## Maths

- We follow objectives from the National Curriculum (which can be found online).
- Our focus for the beginning of the year will be 'place value'. This means understanding the difference between ones, tens, hundreds and thousands (example:  $243 = 200 + 40 + 3$  or 2 hundreds, 4 tens and 3 ones). It will help when ordering numbers or rounding to the nearest 10 or 100.

H	T	O
		

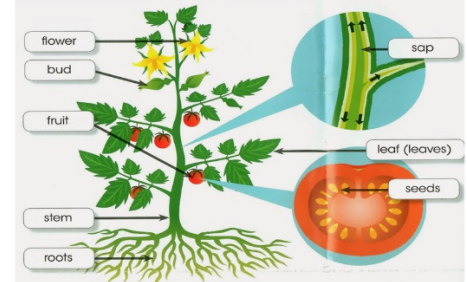
- We will also focus on securing children's **methods for addition and subtraction calculations.**

## Living things and their habitats



## Parts of a plant

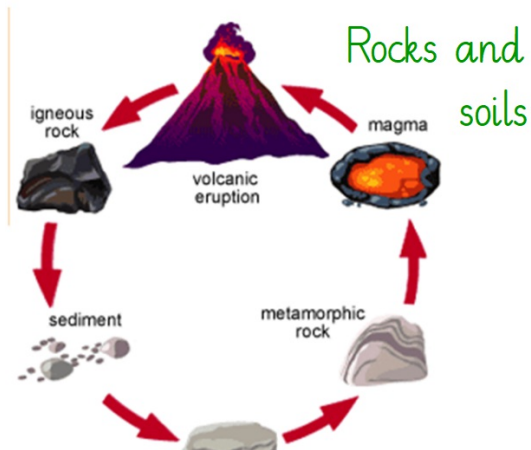
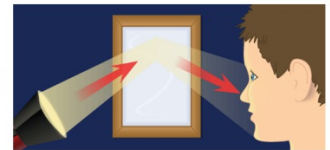
These are the main parts of a flowering plant.



## Plants

## Science

## Light



## Rocks and soils

## Forces and magnets

The driving **force** pushes the bicycle, making it move.



**Friction** pushes on the bicycle, slowing it down.

CP

## Art, Design and Technology



Roman salads &  
Solve a problem week



Arts week



TB

## History days



Pre-history



The Romans





## Year 3 lead the Carol Concert



## Home learning

- Given out/set on a **Friday**
- Due in by the following **Thursday**.
- Usually Maths, English, Science or History consolidation or research.
- A new home learning folder to complete their activities in.



## Other weekly home learning:

- Spellings. Suggested 5 mins daily

Please remember to keep practising the National Curriculum words which the children will bring home. They also practise these at school in GR lessons. These will be at the front of the home learning folders.

- Ongoing times tables practice (tested on a Friday). 5 mins a day (TTRockstars).
- Reading (as often as possible please). At least 10 mins daily.

## Top tips:

Routine, Place, Praise effort, Team work

Spelling journals should still be brought in every day along  
with reading journals

## Spelling

- New spellings on a **Friday**.

These will follow a spelling pattern investigated in class but may also be spellings taken from errors children are making in their own writing or practising the Year 3 and 4 spelling words.

- Please note: the Y3/4 list of words is not an exhaustive list of all the words children need to learn; the weekly spellings are also important.

- Their spelling journal should brought in everyday.

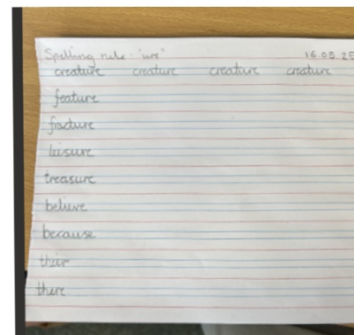
- National Curriculum word lists are on Spelling Shed.



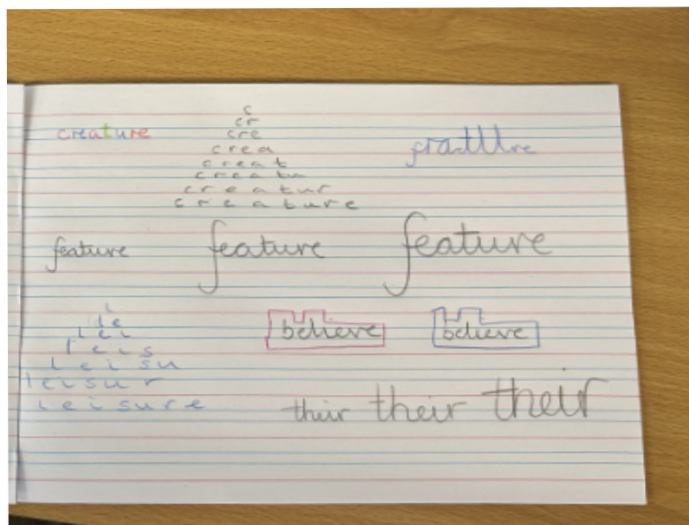
century	arrive	believe	answer
Consider	calendar	Caught	bicycle
Different	certain	circle	island
Experience	continue	decide	centre
Favourite	increase	disappear	complete
Difficult	knowledge	extreme	describe
Eight	minute	important	early
Experiment	occasion	medicine	exercise
February	particular	often	interest
Group	recount	peculiar	length
Although	sentence	probably	notice
Quarter	surprise	question	possible
Therefore	remember		

## Spelling Journals

- Spelling journals are for practising weekly patterns and using strategies to help long-term memory
- Strategies will be gradually introduced in lessons to build confidence
- Children should practise a little most days at home; journals must be brought to school daily
- Journals are checked every Friday with a short five-word quiz; this is done on whiteboards and scores are not recorded
- Each week, children get **nine words** to learn
- Later in the year, children are given six spellings linked to the spelling pattern and choose three from recent mistakes or work
- Journals will be sent home tomorrow - after the first week of spelling lessons.







Pyramid words



Repeat copying



Word Shapes



- Words must be spelled correctly when copied.
- Handwriting should be neat and legible.
- You should practise your spellings using a variety of strategies, filling one page per week. This can be done creatively and does not need to stay on the lines.

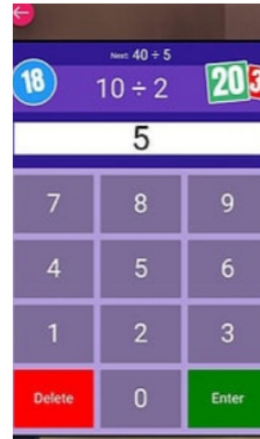
On the next page, please use the spelling strategies we have introduced in our spelling lessons to practise these words.

We will mark these every Friday

Times table tests will be on Fridays

- The times tables that the children are working on will be referenced on their home learning letter each week.
- Your child will be given a mix of questions which will gradually increase in difficulty.
- Times Table Rockstars

## Times Tables



Over the course of Year 3, the children are expected to learn the following times tables:

x2, x5, x10, x4, x8, x3, x6, x9.



This is to support them in the statutory multiplication test they will sit towards the end of Year 4.





Name

Class and year



▶ Username



▶ Password

### 2 x table step 1

Standard	Mixed	Answer first (mixed)
$1 \times 2 =$	$4 \times 2 =$	$= 2 \times 2$
$2 \times 2 =$	$1 \times 2 =$	$= 12 \times 2$
$3 \times 2 =$	$10 \times 2 =$	$= 9 \times 2$
$4 \times 2 =$	$3 \times 2 =$	$= 7 \times 2$
$11 \times 2 =$	$11 \times 2 =$	$= 4 \times 2$
$6 \times 2 =$	$12 \times 2 =$	$= 6 \times 2$
$7 \times 2 =$	$2 \times 2 =$	$= 11 \times 2$
$8 \times 2 =$	$7 \times 2 =$	$= 1 \times 2$
$9 \times 2 =$	$8 \times 2 =$	$= 5 \times 2$
$10 \times 2 =$	$6 \times 2 =$	$= 8 \times 2$
$11 \times 2 =$	$9 \times 2 =$	$= 3 \times 2$
$12 \times 2 =$	$0 \times 2 =$	$= 10 \times 2$

### 2 x table step 2

Mixed missing number	Division facts	Mixed
$2 \times \underline{\quad} = 8$	$12 \div 2 =$	$6 \div 2 =$
$\underline{\quad} \times 1 = 2$	$6 \div 2 =$	$2 \times 2 =$
$0 \times 2 = \underline{\quad}$	$10 \div 2 =$	$10 \times 2 =$
$12 \times \underline{\quad} = 24$	$2 \div 2 =$	$16 \div 2 =$
$2 \times 5 = \underline{\quad}$	$4 \div 2 =$	$4 \times 2 =$
$7 \times \underline{\quad} = 14$	$16 \div 2 =$	$6 \times 2 =$
$\underline{\quad} \times 5 = 10$	$0 \div 2 =$	$22 \div 2 =$
$2 \times 6 = \underline{\quad}$	$18 \div 2 =$	$0 \div 2 =$
$\underline{\quad} \times 11 = 22$	$20 \div 2 =$	$9 \times 2 =$
$2 \times \underline{\quad} = 24$	$24 \div 2 =$	$12 \times 2 =$
$3 \times \underline{\quad} = 6$	$22 \div 2 =$	$18 \div 2 =$
$\sqrt{\quad} = 18$	$14 \div 2 =$	$7 \times 2 =$

### Order

#### Autumn 1

(teach 2, 5 and 10 x table lessons – add division)

- 2 step 1
- 2 step 2
- 5 step 1
- 5 step 2
- 10 step 1
- 10 step 2

#### Autumn 2

(teach 4 and 8 x table lessons – add division)

- 2, 5 and 10 step 1
- 2, 5 and 10 step 2
- 4 step 1
- 4 step 2
- 8 step 1
- 8 step 2

#### Spring 1

- 4s and 8s mixed step 1
- 4s and 8s mixed step 2
- 2s, 4s and 8s mixed step 1
- 2s, 4s and 8s mixed step 2

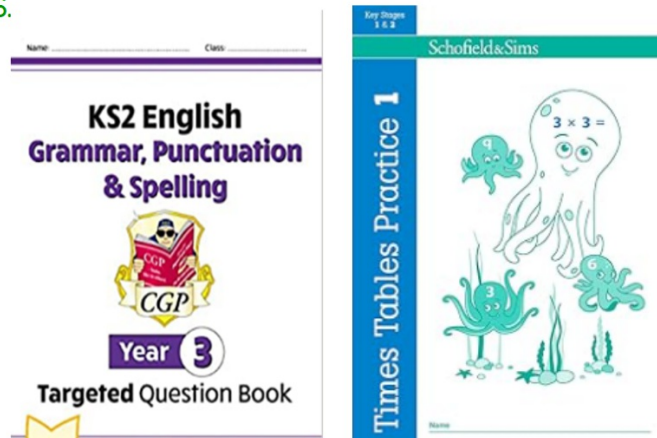
#### Spring 2

(teach 3 and 6 x table lessons – add division)

- 3 step 1
- 3 step 2
- 6 step 1
- 6 step 2
- 3 and 6 mixed step 1
- 3 and 6 mixed step 2

Summer term – 9 x table CP

- Later in the term, we will use exercises from the CGP Spelling, Grammar and Punctuation home learning books.
- We will also be using Times tables books.
- These will need to be purchased for every child via the online school payment portal. These charges will be added to your accounts. Once payments have been made for all children, home learning will be set with these books.



CP

## Reading Journals – after October half term.

After the half term break, we will introduce the children to their new reading journal format. We ask children to record what they have been reading at home at least **four times a week plus an extended entry** in their reading journal. Children will be encouraged to extend their logs as the year progresses. The more you are able to read with your child, the greater the benefit will be.

We ask children to have their reading journals with them **every day**.

Children will give in their journals on set days to be marked.

TB

## Reading Challenges

1 Pick 3 descriptive words from the text, write them down and explain why you think the author used them.	2 Complete a picture gallery of some of the characters. Explain the role of each character.	3 Make up 3 questions you would use to check someone has read the book carefully.
4 Write a description of one of the characters from your book. Add a picture if you wish.	5 Find words you don't understand in the story, write down their meanings from a dictionary. Find synonyms and antonyms for each.	6 Look at a non-fiction book. Write a five bullet point summary. Add diagrams if you wish.
7 Design a poster advertising the book. Remember to write on the poster why people should read it.	8 Draw a picture of one of the settings in the book; write words/phrases from the book around the setting to describe it.	9 Write the main events from a story as a story mountain.
10 Write an alternative ending to the story.	11 Write a new blurb for the back of the book.	12 Write a short play based on the story.
13 Write a letter to a character.	14 Write a list of questions you would like to ask the author or a character in the book.	15 Write about your favourite part of the story and explain why you have chosen it.

16 In your reading book which character are you most like and why?	17 Identify and explain the main themes.	18 Who would you recommend this book to and why?
19 What are the similarities and differences between the book and film?	20 Write a diary extract for one of the characters.	21 Choose two books by the same author and compare them. Write a list of similarities and differences.
22 Draw a decision tree/branched diagram to show the characteristics of different personalities.	23 From a non-fiction book write a glossary of technical words used.	24 Make a list of questions that pop into your head as you read (Think Aloud).
25 Write a summary of the story in no more than 200 words.	26 Complete a question quadrant.	27 Read the opening sentence. What does it make you think? Why does the author use it? What themes does it suggest?
28 Make a list of books with a similar theme – explain how they are similar.	29 Finish the sentence 'I like the way the author...' then explain your thinking.	30 Which book do you want to read next and why?

## PE

- PE days are on Wednesday and Thursday mornings. On these they should come to school in their PE kit. They will change into their school uniform after PE.
- Please make sure all kit is named.
- If your child wears tights to school, please remember they need a pair of socks in their PE bag. They cannot do PE or gymnastics in tights.

### Water bottles & healthy snacks:

Every child needs a labelled water bottle. School water bottles are available from the school office. Children will bring their water bottles home everyday to be washed.

Please remember that children can bring in a healthy snack for break time. They are allowed to bring the following:

Fresh or dried fruit, vegetables, fruit strips/strings, yogurt, cheese, rice cakes, breadsticks, sandwich

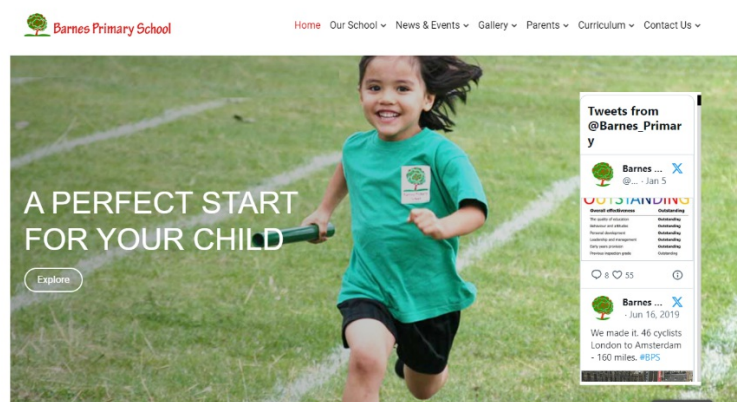
### No Crisps, Sweets or Chocolate

Please remember that the school is nut free!





# Website




Curriculum maps  
Knowledge maps  
Maths page  
Reading page  
Handwriting page

CP

# School Website

A warm welcome	Academic results	Admissions (Nursery, Reception & In-year)
Aims and values	Eco-school	Financial information
Gold Club	Governing body	House system
Phases (EYFS, Key Stage 1, Key Stage 2)	Pupil voice	Staff
Statutory information	School dog	Special Educational Needs and Disabilities (SEND)
Wellbeing		



HomeOur SchoolNews & EventsGalleryParentsCurriculumContact Us



A PERFECT START  
FOR YOUR CHILD

Explore

Tweets from @Barnes\_Primary

Barne...@ · 25m



Y4 practised lining up smartly. Impressed? #BPSLKS2



1

Barne...@ · 30m

A lot of free flow fun



## Barnes Parents' Noticeboard



E SAFETY

Keep your child safe online!



CLUBS TIMETABLE – AUTUMN TERM 2023



SCHOOL LUNCH MENU

Summer Term 2023 menu



CEOP

The CEOP command works to protect children.



TERM DATES



# Curriculum Maps

[illegible]

## Year 3

Curriculum Map – Art and Design

Curriculum Map – Computing

Curriculum Map – Design and Technology

Curriculum Map – Geography

Curriculum Map – History

Curriculum Map – Maths

Curriculum Map – Music

Curriculum Map – Personal Development

Curriculum Map – Religious Education

Curriculum Map – Science

# Knowledge Maps

**Key vocabulary**

**empire** an extensive group of states or countries ruled over by a single monarch or ruler.

**Fosse Way** this was one of the main Roman roads in Britain. It went directly from the south-west coast to the midland east coast. It linked Exeter in South West England to Lincoln in the East Midlands.

**settlement** a settlement is an area, typically one which has previously been uninhabited, where people establish a community.

**counties** a division of a state or country for local government.

**country** land that is controlled by a single government.

## Roman Britain

### Geography Y3: The Expansion of the Roman Empire

**Key Events and Facts**

In CE 43, Emperor Claudius organised the final and successful Roman invasion of Britain.

Roman roads were built so Roman soldiers could move easily from one place to another; messages could be sent, supplies could be distributed, and so they could trade goods.

**Key line of enquiry**

The growth of the Roman empire into Britain.

Key settlements in Britain.

The reasons why the Romans built new roads in Britain.

Locating key countries within Europe.

**Links to prior learning:**

Use simple compass directions and locational/direction language (Y1).

**Links to other subjects:**

**Computing** - stop motion animation showing the expansion into Britain.

**History** - Roman Britain.



# Handwriting



## Writing

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## Promoting positive learning behaviour



- Listening and contributing to class discussions
- Focusing on tasks
- Taking care of equipment
- Moving sensibly around the school
- Responding appropriately and politely to all adults and to each other
- Completing all work with care



- Clear enthusiasm for learning
- Maturity in all situations
- Responding positively and sensitively to difficult situations
- Taking responsibility to extend learning further



## Contacting Teachers:

We are around at the end of the day (except for Tuesdays due to a staff meeting) and are very happy to talk with you.

If you require more than a few minutes please arrange an appointment directly with us **via email**.

We just kindly ask that you **email at appropriate times** and understand that we cannot always answer during the school day or on weekends. Our aim is always to respond as soon as possible however.

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Thank you for coming!