

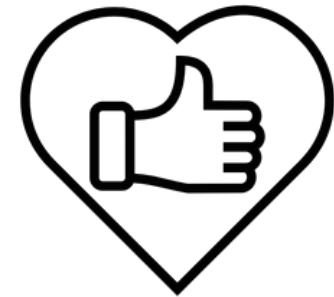


September 2025

Welcome to Class 3



RESPECT



Class 3

- Class teacher: Mrs Kinsey (Mrs Nocera Wednesday morning, covering PPA)
- Learning Support Assistant: Mrs Webb
- Specialist Support Assistants: Mrs Dimond and Mrs Murphy





RESPONSIBILITY

Independence







- In KS2, we encourage the children to be increasingly independent.
- Encouraging them to carry their own bag and other belongings is an important step towards independence.
- Please support your child by reminding them to bring their named water bottle into school each morning and to bring it home.
- Book bags, containing your child's reading book and reading record book, should be brought to school every day. Book change day is Monday.



CLASS 3 CURRICULUM MAP 2025-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	ANGLO SAXONS		EXTREME EARTH		ANCIENT GREECE/OUR ISLAND HOME	
ENGLISH	Tar Beach (narrative through play scripts) and The First Drawing (narratives)	The Tin Forest (information leaflets), Until I met Dudley (explanation texts) and The Iron Man (narrative)	Granny Came here on the Empire Windrush (factual reports) and Cinnamon (fables)	Black Dog (narrative) and The Matchbox diary (Biography)	Weslandia (narrative) and Flotsam (narratives)	The Lion, the Witch and the Wardrobe (narrative) and The Day I swapped my Dad for Two Goldfish (narrative)
MATHS	Number and place value reasoning Mental Addition and Subtraction Multiplicative reasoning Scaling, comparison and fractions Angles and lines		Adding and subtracting fractions Properties of 2d shapes Formal written addition and subtraction Perimeter Scaling Multiplicative laws and area Formal methods of multiplication and division		Number and place value Decimals Money and estimation Time Understanding and applying the four operations Fractions of continuous quantities Roman numerals, negative numbers, symmetry, coordinates, 3d shapes	
SCIENCE	Healthy Body	Light/Shadows	Rocks	Investigating Plants	Electricity	Scientific Enquiry
COMPUTING	3.3 We are presenters	3.4 We are who we are	3.5 We are co authors	4.3 We are musicians	3.6 We are opinion pollsters	4.6 We are Meteorologists
PE	Swimming	Handball	Dance	Tag Rugby	Gymnastics	Athletics
RE	Christianity - Creation What do Christians learn from the Creation Story?	Christianity - Incarnation What is the Trinity?	Hinduism - Dharma How does the story of Rama and Sita inspire Hindus to follow their dharma?	Christianity - Salvation Why do Christians call the day Jesus died 'Good Friday'?	Islam - Prophethood Why do Muslims call Muhammad the 'seal of the prophets'?	Sikhism - Equality How do Sikhs put their beliefs about equality into practice?

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
TOPIC	ANGLO SAXONS				EXTREME EARTH 				ANCIENT GREECE/OUR ISLAND HOME			
HISTORY	The Settlement of Britain by the Anglo-Saxons and Scots 				Skills of Chronology, change, cause and effect taught through topic.				The Ancient Greeks			
GEOGRAPHY	Mapwork – Continents and oceans				Extreme Earth – Volcanoes, earthquakes, ring of fire, natural disasters				Our island life – comparison of GB island and Greek Island			
DT			Textiles – making a bag				Creating an Earthquake proof building				Cookery – packing a picnic for a road trip	
ART	Exploring black and white tones, different media, colour mixing – paint to create shade and tones		Sculpture, printing on to clay		Mount Fiji – looking at Hokusai's The Great Wave		Sculpture – clay pots to be used to hold spices		Seascapes		Looking at the moods of a painting	
MUSIC	This Little Light of Mine Pentatonic scale - learning notation on the descant recorder; singing		Composition My Fantasy Football Team		The Doot Doot Song Rhythms and two- part singing		Fanfare for the Common Man - timbre, dynamics, Class 3 Mega Assembly production singing performance silence		Digital composition - The Horse in Motion		Classroom percussion Singing from memory, harmony	
PSHE	Dreams and goals Being me in my world Celebrating difference				Dreams and goals Healthy me				Relationships Changing me			
MFL	Core vocab - introducing yourself		Numbers 1-10, colours, countries		Numbers up to 20 days of the week		Express simple like/dislikes		Body parts clothing Months		Simple q and a about birthdays Form sentences recognise negative sentence	
CURRICULUM ENRICHMENT					Visit to NHM South Kensington							



Aldbury Church of England Primary and Nursery School

Class 3

Teacher: Mrs. Kinsey

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	TTRS	TTRS	Spelling Shed	Spelling Shed	TTRS
9:00 - 9:30	Spelling Lesson	Spelling Lesson	Maths	Maths	Maths
9:30-10:00	Grammar	Grammar	Maths	Maths	Maths
10:00 - 10:20	Values Worship	Picture News	Rvd. Michelle Worship	Choral Worship	Celebration Worship
10:20-10:35	Playtime	Playtime	Playtime	Playtime	Playtime
10:35-11:20	Maths	Maths	PE - Gym	Reading Skills	English
11:20 - 12:15	English	English	English	English	PE - Netball
12:15-1:15	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
1:15 - 2:15	Science	History	Reading Skills	RE	Computing
2:15 - 3:20	Science	Art	Music	PSHE	MfL - French



FRIENDSHIP



Behaviour management

- We have used our school values to underpin our class expectations.
- We encourage discussion and respectful conflict resolution as and when needed. Rewards are given in the form of House points (Dojos).
- Negative behaviour is addressed as per our behaviour policy and an educational consequence will be given.



Support in class



- Whilst children will have the same learning intention (LI) in a lesson, they may not all have the same core tasks to complete.
- If a child is requiring additional support, they will be supported in a number of different ways, depending on what is appropriate. This may be:
 - by being given additional resources, such as a word bank or manipulatives
 - having flexible seating so they are seated near an adult
 - being given regular movement breaks



Challenge in class

- Whilst children will have the same learning intention (LI) in a lesson, they may not all have the same core tasks to complete.
- Children who grasp concepts easily may be stretched by being given additional challenges, such as:
 - Working on an open-ended Maths investigation
 - Being encouraged to 'Dive Deeper' in their thinking
 - Being asked to explain/justify their answers
 - Being challenged to include more sophisticated vocabulary and punctuation in their writing
 - Being challenged to include accurate spelling words

Our aim is to encourage your child to develop their skills enabling them to become lifelong lovers of reading.

Please hear your child read regularly. Twice a week is the accepted minimum. The children who make most progress in reading read 5 x a week or even daily to an adult.

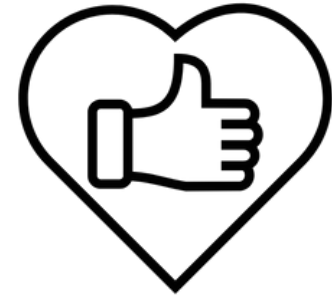
You might like to read a longer book with your child at bedtime which is beyond their reading abilities at the moment but has an engaging story.

Fluent readers may prefer to read to themselves for the majority of their reading sessions, but please still sign their record books.





RESPECT



Home learning

- This term, there will be two pieces of homework set every Friday for the the following Thursday.
- Maths is usually set on My Maths. The English piece is usually a task on paper, often grammar or spelling related.
- Daily reading - please try and do this 5 times a week for a chance to win a book token.
- My Maths, TTRS/ NUMBOTS logins should have been sent home, for your child to practise their maths. Take a photo of the details!
- Once a term, the regular homework is replaced by an open ended task to support learning in a topic. This is set and discussed with the children nearer the time.





RESPONSIBILITY



Assessments and Reports

When you receive a report, or your child's levels are shared you will see the following abbreviations.

- EXS this means they are working at the expected standard for this year group.
 - WTS means they are working towards the expected standard, they are able to access the learning of the year group, but may not have reached all of the skills or knowledge covered.
 - PRE means that they are working at a level below the year group that they are currently in.
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- 'Levels' are on Arbor and are updated termly, with detailed reports emailed home at the end of the Spring term.
 - There is a parents' evening in both the Autumn and Summer terms.
 - Statutory Assessment: Multiplication Tables Check (MTC) takes place in the summer term for Year 4.





FRIENDSHIP



Hometime

- Research has shown that there are 9 minutes during the day that have the greatest impact on building a child's confidence, self esteem and general wellbeing. These times have been identified as:
- The first few minutes right after they wake up; when they are greeted after their school day and the last few moments before they go to bed.
- With this in mind, we ask that you:
‘Greet your child with a smile, not a mobile!’
- No phone call can be as important as greeting your child from school. We will wait until you have finished on your phone, before dismissing your child to you at the end of the day.





Contact

- Please continue to contact the office during the school day for pick up messages. I am unlikely to have time to read messages on Class Dojo during the school day. Please remember we cannot authorise your child leaving with a different adult without a direct message.
- Please continue to use Class Dojo to communicate messages with staff or to arrange a meeting.
- Etiquette: should you have any 'niggles' you wish to raise regarding something in class, please speak to me in the first instant and I will endeavour to resolve your worries.
- Please speak **to** us, not **about** us.

to live life in all its fullness
(John 10:10)

Thank you for your
support so far!

Any questions?

