

The Pioneer Academy

# Good Afternoon!

# Welcome to the Year 3

# Curriculum Meeting



# Year 3 Team

## Class teachers

Miss Morris, Miss Patel, Mrs Millbank/Mrs Jervis & Mr Davys.

TA's and ISA's Mrs Fuller, Mrs Miles, Miss Davies

## Specialist Teachers

- Thomas Fricker– PE
- Emma Hurst– Music
- Jordan Gladman- Computing

# School Vision

- Everyone at Red Hill Primary School is committed to providing the building blocks for every child to flourish in a safe and nurturing environment.
- We offer a creative curriculum, enriched with opportunities to enable our pupils to understand the world around them and be responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential.
- Safe - Happy - Learning



# Soft Start Morning

8:30 – 8.45



At Red Hill primary school we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Therefore we encourage all children to come in for a soft start at 8.30am.

Once they come into their room there will be learning activities on the tables or on the board to begin their day.

Teachers and support staff in the room play a crucial role. They engage with children, support children's excitement of learning for the day and tutor.

## Word of the Day

23.01.26

# contribute



Definition – to give (something, such as money, goods, or time) to help a person, group, cause, or organization.

Use it in a sentence.

Challenge: use a conjunction in your sentence.

What does the suffix 'less' mean?

What other words have this suffix?



$1.2 \times 3 = \underline{\quad}$

$2.6 \times 4 = \underline{\quad}$

$3.7 \times 3 = \underline{\quad}$

$4.2 \times 10 = \underline{\quad}$

$5.8 \times 4 = \underline{\quad}$



$1.4 \times 8 = \underline{\quad}$

$2.5 \times 4 = \underline{\quad}$

$3.5 \times 6 = \underline{\quad}$

$4.5 \times 9 = \underline{\quad}$

$5.10 \times 4 = \underline{\quad}$

$6. \underline{\quad} \times 2 = 20$

$7. \underline{\quad} \times 4 = 16$



$1. \underline{\quad} \times 4 = 32$

$2. 2 \times 9 = \underline{\quad}$

$3. 5 \times \underline{\quad} = 20$

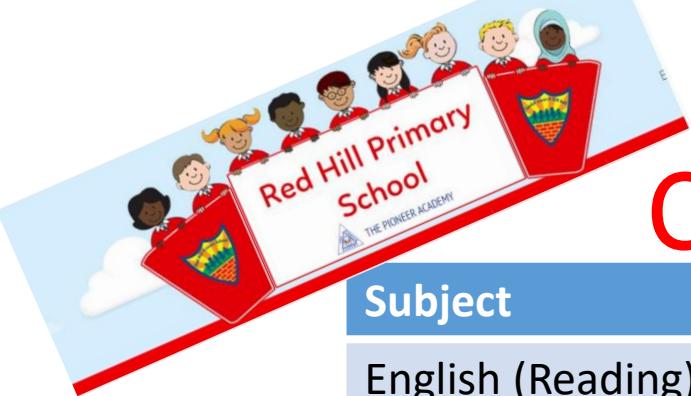
$4. 10 \times 5 = \underline{\quad}$

$5. \underline{\quad} \times 10 = 80$

$6. 4 \times \underline{\quad} = 36$

$7. 3 \times 5 = \underline{\quad}$

$8. 10 \times \underline{\quad} = 70$



# Curriculum Offer at Red Hill

| Subject                                 | Curriculum Scheme  |
|---|--|
| English (Reading)                       | Little Wandle (EYFS – Y2)<br>Guided Reading -Little Wandle Carousel (EYFS – Y2)<br>Guided Reading – whole class (Year 1 -Y6) |
| English (Writing)                       | CLUSP  |
| Spelling                                | CLUSP Spelling   |
| Maths                                   | White Rose Maths   |
| Science, History, Geography, DT and Art | IPC  |
| French                                  | Language Angels  |
| Computing                               | Computing plans  |
| PE                                      | PE PRO   |
| RE                                      | Jigsaw   |
| PSHE                                    | Jigsaw   |
| Music                                   | Charanga Scheme  |

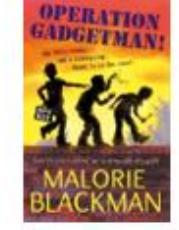
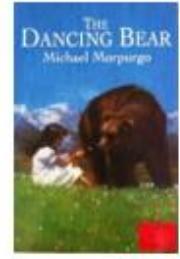
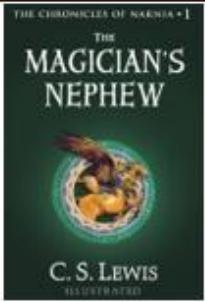
# Red Hill Primary School

3JM Autumn 1



|                                   |  |                                |                                  |                         |                         |                                 |             |                             |             |           |                |             |               |
|-----------------------------------|--|--------------------------------|----------------------------------|-------------------------|-------------------------|---------------------------------|-------------|-----------------------------|-------------|-----------|----------------|-------------|---------------|
|                                   | 8.3<br>0-9   | 9-9.30                         | 9.30-10.30                       | 10.3<br>0-<br>10.4<br>5 | 10.<br>45-<br>11.<br>00 | 1<br>1<br>-<br>1<br>1<br>1<br>0 | 11.10-12.10 | 12.<br>.1<br>0-<br>1.<br>10 | 1.10 – 1.20 | 1.10-2.00 | 2-<br>2.<br>10 | 2.10-3.10   | 3.10<br>-3.15 |
| Monday<br>8:30am<br>Soft start    | Wor<br>d Awa<br>re/P<br>honics                           | Guide<br>d readin<br>g         | English                          | Assem<br>bly            | B                       | Arithmetic                      | Maths       | Lunch                       | Handwriting | Science   | Mile           | PE          | Story time    |
| Tuesday<br>8:30am<br>Soft start   | Wor<br>d Awa<br>re/P<br>honics                           | Guide<br>d readin<br>g         | English                          | Assem<br>bly            | R                       | Arithmetic                      | ICT         | Lunch                       | Handwriting | Maths     | Mile           | Music       | Story time    |
| Wednesday<br>8:30am<br>Soft start | Wor<br>d Awa<br>re/<br>Phoni<br>cs /Spe<br>lling<br>Test | Englis<br>h<br>(9.00-<br>9.45) | Singing Assembly<br>(9.45-10.15) | GR                      | E                       | Arithmetic                      | Maths       | Lunch                       | Handwriting | PE        | Mile           | French/PSHE | Story time    |
| Thursday<br>8:30am<br>Soft start  | Wor<br>d Awa<br>re/P<br>honics                           | Guide<br>d readin<br>g         | English                          | Assem<br>bly            | A                       | Arithmetic                      | Maths       | Lunch                       | Handwriting | Science   | Mile           | Science     | Story time    |
| Friday<br>8:30am<br>Soft start    | Wor<br>d Awa<br>re/P<br>honics                           | Achieve<br>ment assem<br>bly   | GR                               | English                 | K                       | Arithmetic                      | Maths       | Lunch                       | Handwriting | Science   | Mile           | RE          | Story time    |

# English

|                      |   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2 |
|----------------------|---|---|---|--|--|--|----------|
| Learning unit        | The Brain<br>How humans work  | How humans work<br>Bright sparks  | Shake it  | Island life  | Travel and tourism   | Scavengers and settlers  |          |
| Key subject driver   | PSHE<br>History   | Science   | Science and DT  | Geography  | Geography  | History  |          |
| Big question Enquiry | What affects our spiritual, moral, social and cultural development?<br>Can I use scientific languages, drawings, diagrams and charts? | Can I plan a fair investigation and make informed predictions?  | Can I identify possible anomalies?<br>Can I design, make and review?                  | What can I tell you about; climate zones, biomes, mountains, volcanos and the water cycle? | What do we know about geographical features and similarities and differences between environments? | What changes have there been in history since the stone and iron age?                |          |
| English text         |    | <br>'Twas the night before Christmas poem |  |       |               |  |          |
|                      | Addition and subtraction  | Multiplication and division   |   |  |  |  |          |

# Guided Reading

## Greta turns 18

The girl who fought to protect the world is now officially an adult. Greta Thunberg, the internationally famous climate activist, celebrated her 18<sup>th</sup> birthday on 3<sup>rd</sup> January 2021 in her home country of Sweden.

Ms Thunberg burst onto the front pages in August 2018 when she launched her School Strike for Climate at the age of 15. Since then, she has become an environmental superstar, addressing the United Nations Climate Action Conference and being named Time magazine's person of the year in 2019.



Asked what her ideal birthday present would be, she replied that she would like a “promise from everyone that they will do everything they can” to protect planet Earth.



### Attempt:

3. How old was Greta when she went on strike?

**Circle one:** 13      15      18

4. What gift would Greta like for her birthday?



### Attempt: (say)

Greta was ..... when she went on strike.



### Challenge: (say)

Write your answer to question 4 in a full sentence.



# Maths

## Autumn term

Place value  
FREE TRIAL

[VIEW](#)

Addition and subtraction

[VIEW](#)

Multiplication and division A

[VIEW](#)

## Spring term

Number

**Multiplication and division B**

[VIEW](#)

Measurement

**Length and perimeter**

[VIEW](#)

Number

**Fractions A**

[VIEW](#)

Measurement

**Mass and capacity**

[VIEW](#)

## Summer term

Number

**Fractions B**

[VIEW](#)

Measurement

**Money**

[VIEW](#)

Measurement

**Time**

Geometry

**Shape**

[VIEW](#)

**Statistics**

[VIEW](#)

Consolidation

# Maths

Year 4 | Autumn term | Block 4 – Multiplication and division | Step 1

## Multiples of 3

### Reasoning and problem solving

Here are some multiples of 3

462 717 897 612 900 561

Find the digit sum of each number.

What do you notice?

Use what you have learned about adding digits together to find which of the numbers are multiples of 3

471

418

393

297

156

206

Scott has 3 times as much money as Kim.

Kim has 3 times as much money as Amir.

Kim has £12

How much money do Scott and Amir each have?

Bags of sweets cost £3

- Ron buys 3 bags.
- Dani buys 9 bags.
- Aisha buys 4 bags.

How much does each person spend?

How much more does Dani spend than Aisha?

How much do the children spend in total?

Every lesson, all children are exposed to reasoning and problem solving.



# IPC : Long term plan and coverage

|            |        | Term 1                   |                                 |                  | Term 2                                |                                   | Term 3                 |                                 |                    |  |
|------------|--------|--------------------------|---------------------------------|------------------|---------------------------------------|-----------------------------------|------------------------|---------------------------------|--------------------|--|
|            |        | 6 weeks                  |                                 | 6 weeks          |                                       | 6 weeks                           |                        | 6 weeks                         |                    |  |
| Milepost 1 | Year 1 | Brainwave: The Brain     | ICT: Learning Safely Online     | Treasure Islands |                                       | Green Fingers!                    |                        | Time Travellers                 |                    |  |
|            | Year 2 | Brainwave: Metacognition | From A to B                     |                  | Super Humans                          | Buildings                         |                        | Live and Let Live               | The Magic Toymaker |  |
| Milepost 2 | Year 3 | Brainwave: The Brain     | How Humans Work                 |                  | Bright Sparks!                        | ICT: Learning Effectively Online  | Shake It!              | Island Life                     |                    |  |
|            | Year 4 | Brainwave: Metacognition | Temples, Tombs And Treasures    |                  | Making Waves!                         | Land, Sea And Sky                 |                        | Different Places, Similar Lives |                    |  |
| Milepost 3 | Year 5 | Brainwave: The Brain     | ICT: Learning Critically Online | Space Scientists |                                       | The Great, The Bold And The Brave |                        | Roots, Shoots and Fruits        | The Holiday Show   |  |
|            | Year 6 | Brainwave: Metacognition | Art: Applied Art                |                  | Music: Ensemble Playing And Composing |                                   | PE: Athletics          |                                 | Being Human        |  |
|            |        |                          | Existing, Endangered, Extinct   |                  | Full Power!                           | 900 CE                            |                        | Earth As An Island              | Fairgrounds        |  |
|            |        |                          | PE: Sports Education            |                  | Music: African Rhythms                |                                   | Art: Create From Waste |                                 | Bake It!           |  |



| Key | Science<br>3-week focus unit | Art<br>Single subject units | Music<br>Single subject units | Physical Education<br>Single subject units | ICT<br>Focused unit |
|-----|------------------------------|-----------------------------|-------------------------------|--|---------------------|
|-----|------------------------------|-----------------------------|-------------------------------|--|---------------------|

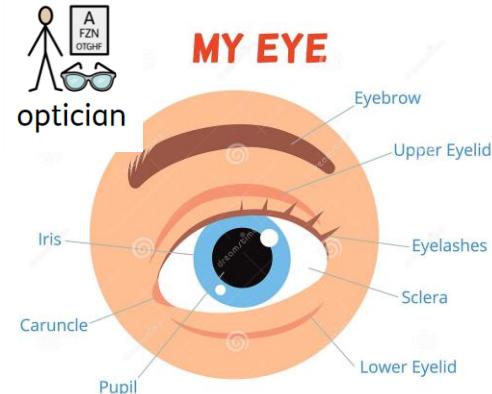
# Example breakdown of our first topic

## How humans work

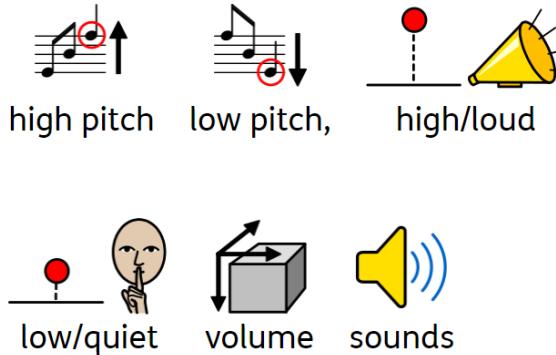
This topic covers both Health and Well being and Science lessons for this half term:

| Subject   | Science x 15  | Health and Well Being x 3                                     |
|-----------|---|---|
| Lesson 1  | How many things should change when planning a scientific investigation?<br>(Task 1 – Practical)           | How do we grow and change across life?<br>(Task 1)            |
| Lesson 2  | What is important in a good prediction? (Task 2)  | What is the impact of exercise for different people? (Task 2) |
| Lesson 3  | What types of teeth do I have and why are they important? (Task 3)  |   |
| Lesson 4  | What are the key parts of the digestion process? (Task 4)   |   |
| Lesson 5  | What conclusions can I share about the digestion process? (Task 5 – Practical)                            |   |
| Lesson 6  | What is important when taking or observing scientific measurements?<br>(Task 6)                           |   |
| Lesson 7  | What is the function of the skeleton and the bones within it? (Task 7)                                    |   |
| Lesson 8  | What is the function of the skeleton and the bones within it? (Task 8)                                    |   |
| Lesson 9  | What are the function of key muscles within the body? (Task 9)  |   |
| Lesson 10 | What are the function of key muscles within the body? (Task 10 - Practical)                               |   |
| Lesson 11 | What are the roles of different nutrients in the body (Task 11) (Level up from brainwaves unit)           |   |
| Lesson 12 | What are the roles of vitamins and minerals within the body? (Task 12)<br>(Level up from brainwaves unit) |   |
| Lesson 13 | What would be an appropriate eating plan for various individuals with specific needs?                     |   |
| Lesson 14 | What is the circulatory system and why is it important? (Extension task)                                  |   |
| Lesson 15 | Quiz and reflecting on learning   |   |

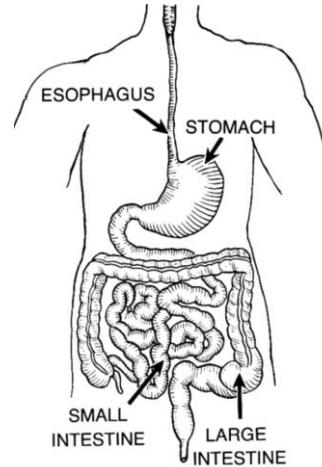
How do we see?



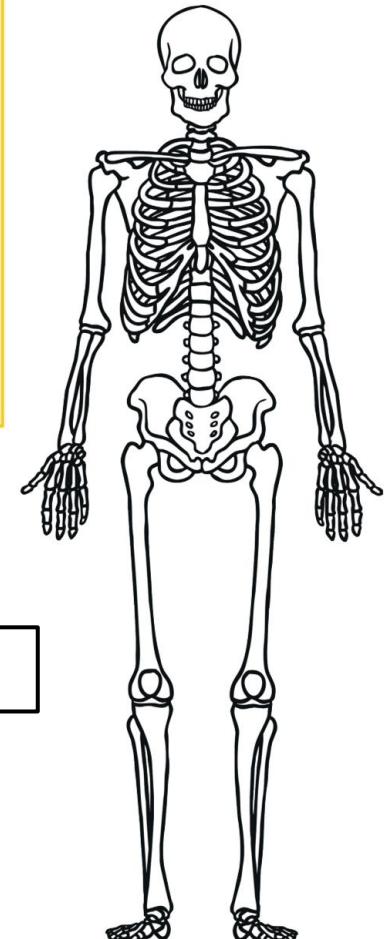
How do we hear?



What happens to food we eat?



Did making a model of the lung help you understand how it



What is the purpose of teeth?

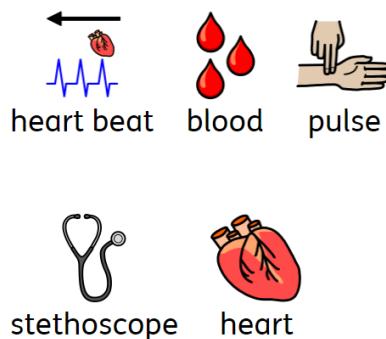
#### TYPES OF TEETH



What is a balanced diet?

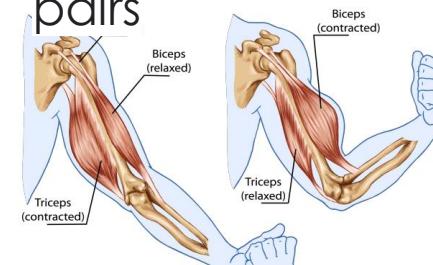


What happens to your heart when you exercise?

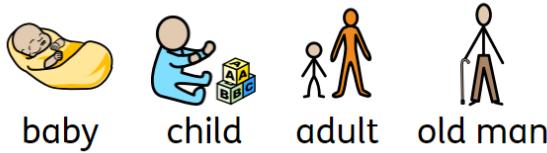


How many bones are in your body?

Muscles work in pairs



As well as changing physically, what else changes as you get older?



What does 'exercising safely' mean?



swim

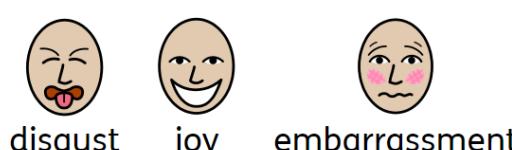
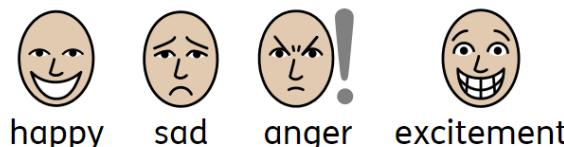


run

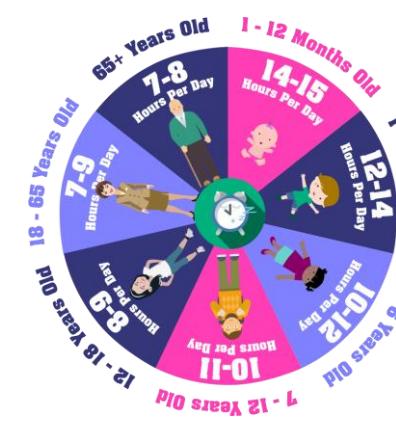
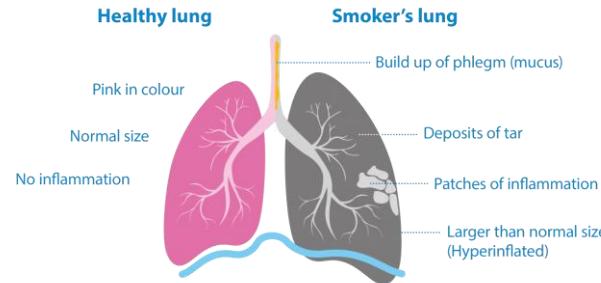
How can you fill your bucket?



How does belly breathing help you with your emotions?



Smoking stinks!

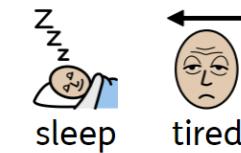


Mindful eating or Mindless

Should TV advertising of unhealthy food aimed at children be banned?



Why is handwashing so important?



How much sleep do I need?



HOW GERMS ARE SPREAD

|        | It feels like... | It smells like... | It sounds like... | It tastes like... |
|--------|------------------|-------------------|-------------------|-------------------|
| Food 1 |                  |                   |                   |                   |
| Food 2 |                  |                   |                   |                   |
| Food 3 |                  |                   |                   |                   |

# Reading expectations



We encourage the children to read and add to their reading record a minimum of 3 entries each week.

The children can write entries into their reading records as well as parents and carers.

Class teachers and Ta's will listen to the children read during sessions on particular days.

# Homework expectations

The children are given homework on a Friday. We expect them to return it on a Wednesday. There will also be a weekly spelling test on Wednesdays.

# TTRS



- We will shortly be sending home letters with children's log ins for TTRS (Times tables rock stars) but these log ins will be the same as their current num bots. (We will also stick the log ins inside their reading records).
- In preparation for the year 4 multiplication check, we encourage children to practice their times tables on a weekly basis.

English and Reading

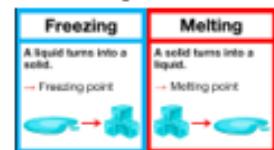
Next week we will start a new English topic of non-chronological reports. To support this, we would like the children to understand some research about the area in which they live. Once they have researched, they can create a simple fact file with different subheadings to show off what they have learnt.

IPC – Science

The week's IPC focus is *Shake It*

This week we have been looking at freezing and melting.

To investigate this further, choose 3 safe liquids you have in the house and try freezing them and then melting them. Record if they freeze and how long it takes. Then try melting them; record how long it takes.

Maths

Measure the lengths of the lines.

Give your answers in centimetres and millimetres.

A

B

C

D

A  cm and  mm      C  cm and  mm

B  cm and  mm      D  cm and  mm

Use a ruler to draw lines of these lengths.

a) 5 cm and 7 mm

b) 9 cm and 1 mm

c) 2 cm and 3 mm

SpellingsGroup 1

Egypt

mystery

oxygen

physical

Group 2

Egypt

mystery

oxygen

physical

crystal

typical

Group 3

Egypt

mystery

oxygen

physical

crystal

typical

calypso

Use each word you have learnt in a sentence in your homework book.

# Important Dates coming up

- Monday 15<sup>th</sup> September- Entry Point Day dress up.
- Parents evening Monday 24<sup>th</sup> and Tuesday 25<sup>th</sup> November



# Trips

- All trips to be confirmed but we hope to do the following:
- **Autumn 2**

Science fair visit to Red Hill

- **Spring 2**

Hindu temple (Lewisham)

- **Summer 1**

Chislehurst caves

- **Summer 2**

Day trip to Joss Bay (beach)

# Questions?

