



# Gilbert Colvin Primary School Year 3

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**Meet the Teacher**

**September 2024**



# Welcome from the Year 3 team!

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- Teacher – Miss Belov
- Teacher – Mr Opoku
- LSA – Miss Collins
- LSA – Miss Shone
- LSA – Miss Iqbal
  
- Phase Leader – Mrs Vella

# Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

[www.gilbertcolvin.co.uk](http://www.gilbertcolvin.co.uk)

## Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalsaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).



# Behaviour

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## **Positive not punitive**

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*.

Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

## **Inclusion Team**

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

## **Behaviour Policy**

This can be read on our website <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>



# Behaviour – visible consistencies

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**This is how we do it *here*.** Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

**As a whole school, we are focusing on:** greeting each other, walking (not running), being kind to each other in the playground.



**Behaviour for learning – in classes.** This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

**Consequences hold – good behaviours don't cancel out the bad ones.** For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.

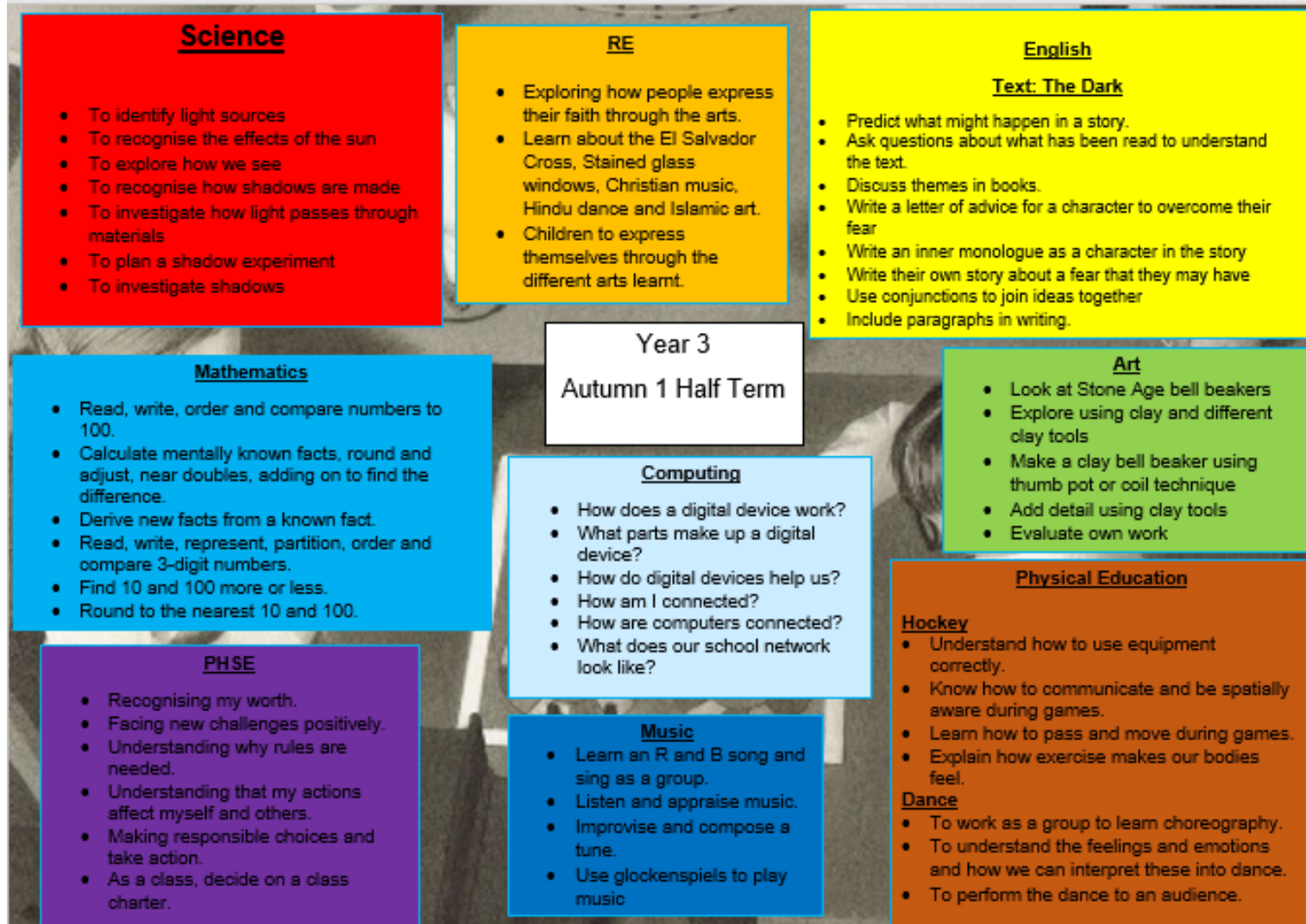




# Behaviour – Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 terrified
 sick	 feeling ok	 silly	 yelling
 bored	 ready to learn	 excited	 hitting
<p>I can try...</p>  stretch	<p>I can try...</p>  drink water	<p>I can try...</p>  deep breaths	<p>I can try...</p>  take a break

# Curriculum – what we will be covering this half term





# Curriculum – foundation subject topics that will be taught this year

## Geography

Where does our food come from?  
Why do people live near volcanoes?  
Are all settlements the same?

## History

Stone Age to Iron Age  
Ancient Egyptians

## RE

How do people express their faith through the arts?  
What does it mean to be Jewish?  
Why is Jesus important to Christians?  
Why do religious people celebrate?  
What do religions teach about the natural world and why should we care for it?

## Spanish

Phonics  
Animals  
Instruments  
Fruits and vegetables  
Ice cream

## Art

Stone Age Bell Beakers  
Volcano art (printing)  
Bruegel (drawing)

## PSHE

Being me in my world  
Celebrating Difference  
Dreams and Goals  
Healthy Me  
Relationships  
Changing me

## Music

Writing down music  
Playing in a band  
Composing using imagination  
More musical styles

## PE

Hockey  
Athletics  
Cricket  
Tri-golf  
Problem solving  
Gymnastics  
Dance

## Computing

Computing systems and networks  
Creating media  
Programming  
Data Information  
Creating Media B  
Programming B

## Science

Light  
Nutrition and diet  
Rocks  
Soil  
Fossils  
Plants  
Skeletons and Movement  
Forces and Magnets

## DT

Cooking and nutrition  
Mechanical Systems  
Textiles





# English – how we teach reading at Gilbert Colvin

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- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time

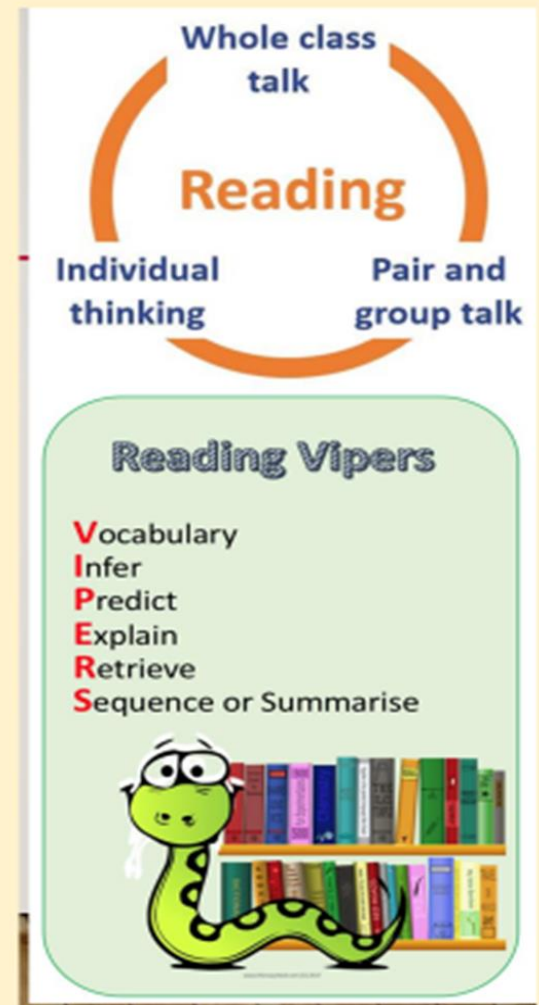


# English – how we teach reading at Gilbert Colvin



## VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



# English – how we teach reading at Gilbert Colvin



## Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

# English – how we teach writing at Gilbert Colvin

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- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.





# Maths – how we teach maths at Gilbert Colvin

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- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)



# Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

## Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together
Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on <a href="http://www.spag.com">www.spag.com</a>
	Maths	Answer set questions on <a href="http://www.maths.co.uk">www.maths.co.uk</a>
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



# Homework



## English

- Read your Accelerated Reader book every day and talk to someone at home about it. Answer questions they ask you to check your understanding.
- Spag.com – Subordinate clauses and conjunctions (A)

## Maths

- Times Table Rock Stars
- Maths.co.uk – Year 2 Number and Place Value (A)



Homework Year 3

Date: 13.09.24

Complete by: 20.09.24

Have you tried these website games?

<https://www.bbc.co.uk/bitesize/primary>

<https://go.educationcity.com/>

<https://trockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

## Mental Maths

Practise your 2, 5 and 10 times tables

## Spellings

Learn week 2 spellings

## Handwriting

Write a couple sentences about your favourite learning so far

## Discuss with an adult...

What are you hoping to learn or improve in year 3?

What learning behaviours will help you to be a successful learner?

## We are learning about...

In maths, we will be looking at ordering and comparing numbers within 100

In English, we will be editing our letter of advice on how Laszlo can overcome the fear of the dark



# Pupil Premium Grant

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- Additional funding is given to the school if your child is eligible for the pupil premium grant. Details of how to apply are on the [school website](#)
- Details of how the pupil premium grant is spent is on the [school website](#)
- 1:1 phonics/reading intervention
- Subsidised school trips
- One subsidised extra-curricular club per term



# Dates of events and school trips

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- Jeans for Genes Day – 21<sup>st</sup> September
- Black History Month – October
- Harvest Festival
- Redbridge museum trip – 2<sup>nd</sup> October
- Quidditch Day – 4<sup>th</sup> October
- ‘Bring and Share’ event – 18<sup>th</sup> October

# How can I support my child this year?



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- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
  - Check School Ping daily for messages, email and homework
  - Look at what your child will be learning each term by exploring our 'curriculum' part of the website
  - Make sure your child reads every day and sign their reading record
  - Talk to your child about what they have been learning each day
  - Screen time at home could include Times Tables Rockstars, Spelling Shed and Hit the Button





# Important notices

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- Please send your child in wearing their PE kit on **Thursday**
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.