# MEET THE TEACHER

Mrs Chapman and

Miss Baythorpe

Class 3

# WELCOME TO CLASS 3

- Teachers
- Class Housekeeping
- Curriculum
- Homework
- Assessments
- Giving your child the best chance to succeed
- Communication and Queries
- Questions



# MRS CHAPMAN



Class 3 Teacher (Part-time)

SENCo

SEND Network Hub Lead

Mental Health First Aider

DSL - Deputy Safeguarding Lead

Music, French and RSHE Lead

I have been a teacher for 10 years within our Trust and SLT leading Inclusion, Behaviour, Mental Health and Safeguarding.

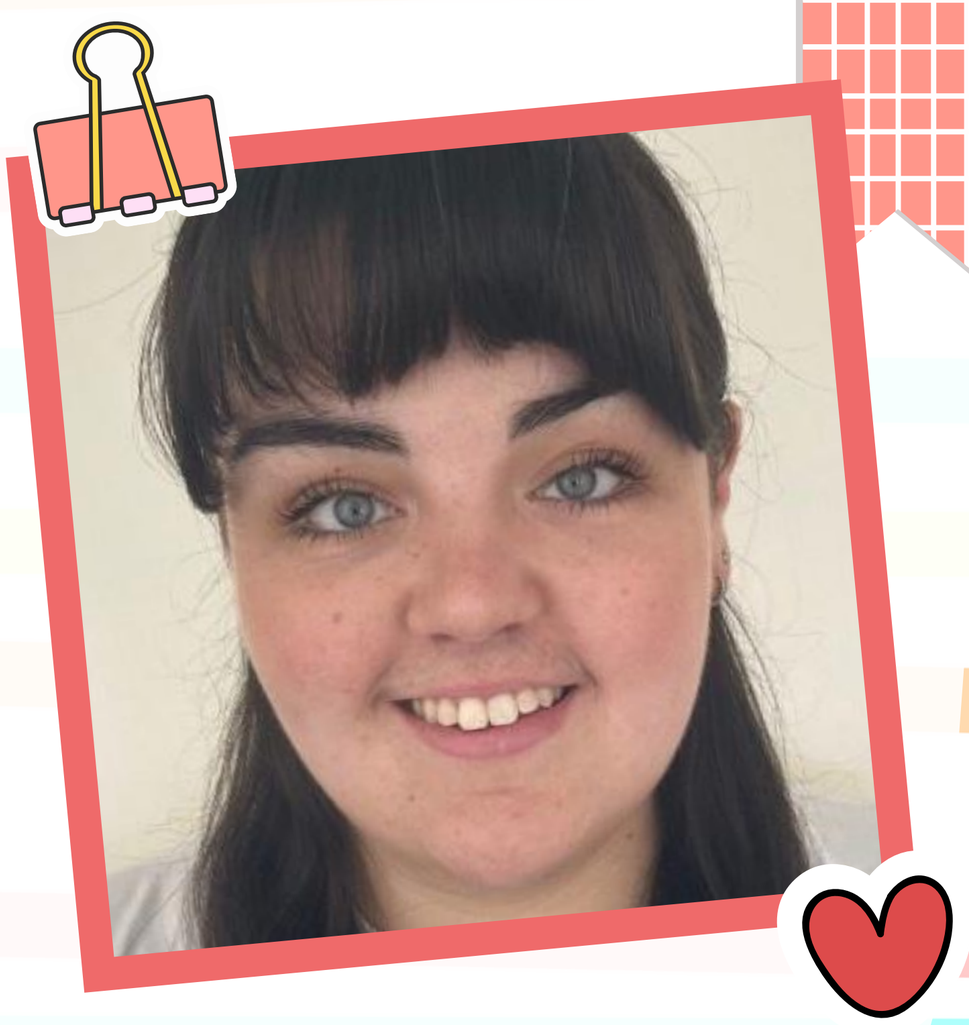
# MISS BAYTHORPE

Class 3 Teacher (part-time)

PE and Computing Lead

Experience in KS1 and KS2

Lacrosse Coach



# MISS DAY



Teaching Assistant

Supports in Class 3 Monday, Tuesday and Wednesday all day

Supports the pupils with swimming

Support the pupils with reading and AR in Class 3

# MR STONE

Teaching Assistant

Works across Class 1 and 3

Supports in Class 3 every morning

Wrap Around Care

Lunchtime supervisor



# MRS BOWYER

## Teaching Assistant

Supports in Class 3 every afternoon and two mornings

Lunchtime supervisor

Training to be a counsellor



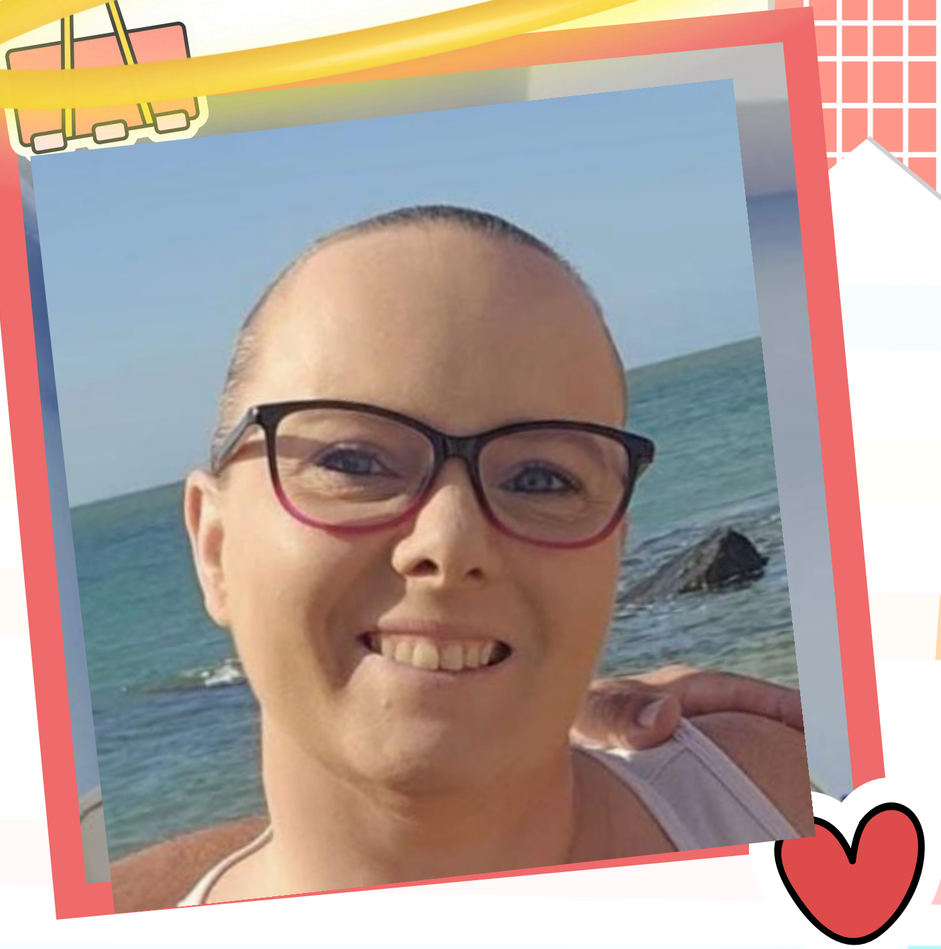
# MRS CROSSLEY

## Teaching Assistant

Supports in Class 3 every afternoon and three mornings

Lunchtime supervisor

Specialist SEND Training



# MRS HINDLE

## Teaching Assistant

Supports in Class 3 mornings

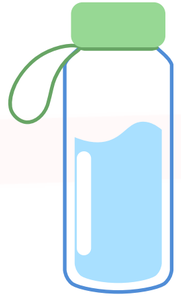


# CLASS 3 ROUTINES & REMINDERS

Doors Open 8:45

Pick up for Class 3 @ 3:20





Water only



PE kit – Tuesday and Thursday



Full uniform or adapted - Monday ,Wednesday and Friday (black active footwear and not hoodies)



Parents asked to remain at the front of the building and not come round to the door.



# CURRICULUM

Long Term Plan Year B  Overview  Class 3  Mrs Chapman/Miss Baythorpe

| Term | Maths | English | Science | Computing | RE | History | Geogra-phy | Art/ D&T | French | Music | PE | PSHE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Advent 1 | Place Value Addition Subtraction | 'The Stone Age Boy' by Satoshi Kitamura<br><br>How to wash a Woolly Mammoth<br><br>Poetry – I was born in the stone age | Rocks and Fossils | Connecting Computing | Creation & Covenant | Stone Age to Iron Age | | Stone Age Access Art | Talk about myself<br>My pets<br>At home | This little light of mine* | OAA<br><br>Fundamentals Y3/4 | Created and Loved by God |
| Advent 2 | Addition Subtraction<br>Money | 'How to Train Your Dragon' Cressida Cowell<br><br>'A Holiday in Italy'- Advert<br><br>Christmas poetry | | Animation | Prophecy and promise | | Italy | Festival Feasts Food Technology | Going to school<br>In the Classroom<br>Christmas | My fantasy football team | Fitness<br><br>Gymnastics | Created and Loved by God |
| Lent 1 | Multiplication<br>Division | 'Our Tower' by Joseph Coelho<br><br>Eat Healthy!<br><br>Poetry- 'Our Tower' | Teeth and Eating including the digestive system | Desktop Publishing | Galilee to Jerusalem | Romans | | Exploring Pattern | In the classroom<br>Lunch at school | The doot doot song (Classroom percussion)* | Athletics<br><br>Dance | Created to love others |

# CURRICULUM

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lent 2 | Fractions Decimals | 'Escape to Pompeii' by Christina Balit<br><br>Explanation- What is a Volcano?<br><br>Monster Poems | | Branching Databases | Desert to garden | | Volcanoes | Storytelling through Drawing<br><br>Chariots and Mozaics | School subjects Sports and hobbies | 'Fanfare for the common man<br>Spain | Ball Skills Y3/4<br>Golf | Created to love others |

## Long Term Plan Year B Overview Class 3 Mrs Chapman/Miss Baythorpe

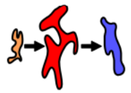
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pente cost 1 | Measure: Time Length Mass and capacity | Charlotte's Web- Letter<br><br>Information- How to survive and earthquake?<br><br>Poetry- Click in Gear | Forces and Magnets | Sequence in Music | To the ends of | | Extreme Earth | Making animated drawings | Play an instrument<br>The weather & seasons | Global pentatonics<br>The horse in motion | Rounders<br><br>Swimming | Created to Live in Community |
| Pente cost 2 | Geometry: Angles and triangles Position and direction | Diary of a Plague Doctor<br><br>Discussion- Is it ever right to lie?<br><br>Magnificent Machines | | Events and Actions | Dialogue and encounter | Plague | | The Art of Display Erupting Volcanoes | Fruit and at the market | Favourite song (Classroom percussion)* | Tennis<br><br>Swimming | Created to Live in Community |

| Our School Week | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | 2:00 | 3:15 |
|---|---|---|---|---|---|---|---|
| Monday | Maths | Spelling | French | Lunch | Guided Reading | History | Home-time |
| Tuesday | Maths | Spelling | English | Lunch | Religious Education | PE | Home-time |
| Wednesday | Maths | Spelling | English | Lunch | Celebration of the Word | Art | Home-time |
| Thursday | Religious Education | Music | All About Me | Lunch | English | PE | Home-time |
| Friday | Maths | Spelling Test | English Grammar | Lunch | Computing | Science | Home-time |

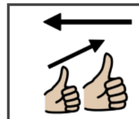
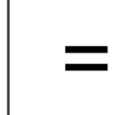
# ORACY

**At St Mary's New Mills CVA Primary School, we believe that every child should develop the confidence, knowledge and skills to communicate effectively in a range of contexts.**

| | |
|---|---|
|  | I worked it out by... |
|  | My method was... |
|  | The author chose... |
|  | This suggests... |
|  | The results show.... |

| | |
|---|---|
|  | The variable is.... |
|  | This happened because.... |
|  | The source tells us.... |
|  | This happens when.... |
|  | The climate is.... |

| | |
|---|---|
|  | I can compare.... |
|  | My reason is.... |
|  | I worked it out by.... |
|  | I know this because.... |
|  | The evidence shows.... |

| | |
|---|---|
|  | I improved it by.... |
|  | The algorithm is.... |
|  | The sequence works because.... |
|  | The composer used.... |
|  | The tempo |

| | |
|---|---|
|  | My technique was.... |
|  | The tactic helped because.... |
|  | I respect that.... |
|  | I understand different opinions.... |
|  | I can describe.... |

| | |
|---|---|
|  | This symbol represents.... |
|  | Some people believe.... |
|  | The artist used.... |
|  | The effect created is.... |
|  | My product works by.... |

# HOMEWORK - WHY DO WE SEND IT?

Educational Endowment Foundation (EEF) found positive engagement in relevant homework tasks has an average impact of between +3 and +6 months for pupil (and even greater for disadvantaged Pupils).



Reading fluency opens independence in learning. Frequent reading practice to build fluency, stamina and independence has the greatest impact on pupils progress and opens up the wider curriculum.



Writing independence builds when children are able to decode/encode words and spelling practice helps them to gain understanding of rules, patterns and irregular words.



Regular opportunities to retreive knowledge helps them to know and remember more.



Children begin learning time management and prioritisation skills. They learn about responsibility and gain self-esteem and confidence.



Parents know what their child is currently learning about and also understands their strengths and weaker areas.

REDUCE COGNITIVE LOAD

# HOMEWORK IN CLASS 3

Educational Endowment Foundation (EEF) found positive engagement in relevant homework tasks has an average impact of between +3 and +6 months for pupil (and even greater for disadvantaged Pupils).



Daily Reading where possible. Ideally 5 times per week.

Frequency/quality over quantity

Book Talk CRUCIAL

Inspire a love of reading

Forget the level and have fun




Spellings – weekly

ALWAYS link to the children's learning

Spell Checks are not tests. Results are not shared aloud but efforts and progress are rewarded.

Personalised



Wider curriculum tasks – linking to RE, History, Science etc



Retrieval tasks

Hit the Button Timestable.co.uk



ALWAYS POSTED



ClassDojo



# SPELLING IDEAS!

## Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a **DIFFERENT** colour crayon. Trace neatly and you will see a rainbow!

## Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

## Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

**Show your picture to someone and see if they can find your hidden words!**

## Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

## Pyramid Writing

"Pyramid write" your spelling words. You must write neatly!

*Example: home
h
ho
hom
home

## Create an Activity

Can you think of a really fun way to practice your spelling words? Then go for it!

Be sure to explain your activity so that I can share it with the class!

## ABC Order

First write your spelling words in a list. Then write them in ABC order.

For an extra bonus, write your words in reverse ABC order!

## Story, Story

Write a story using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.

**You may type your story and email it to me if you like!**

# ASSESSMENTS

Assessment Talk

## ALL PUPILS

Sit assessment papers in Reading, Maths and SPAG every full term (3x per year)

ALL subjects are assessed by teachers at the end of each half term (6x per year) through selected activities and tasks.

## STATUTORY ASSESSMENTS

## YEAR FOUR

Multiplication Test

Times tables Check



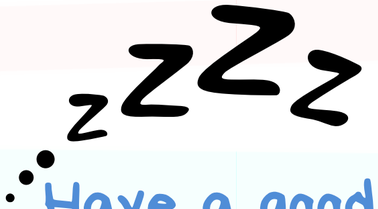
Please take an information sheet!

# THE THING I GET ASKED THE MOST...

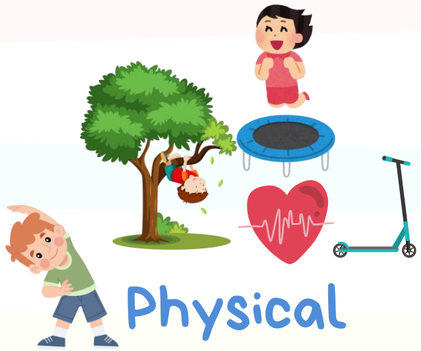
"What can I do to help them?"



# THE CHILDREN WE SEE THRIVE....



Have a good sleep routine



Physical Exercise and outdoor play



Have good, healthy breakfast



Limited time on devices (and age appropriate)



Regular reading and bedtime stories




Show resilience and perserverance



Celebrate and praise their successes



Support and guide areas to develop



Are encouraged

# WHERE TO GO WITH QUERIES...

## GENERAL QUERY

**Around routines, homework etc**

Class Teacher / TA
On the door or dojo profile

Email via school office

## CONCERN

**Relating to incident in school, work/progress or other general concern**

Class Teacher
Email via school office

## SERIOUS/URGENT

**Any urgent, safeguarding or sensitive/serious concerns**

School office
(will be sent to relevant person - Teacher, Headteacher/Deputy)

ANY REQUESTS TO MEET WITH HEADTEACHER OR SENCO SHOULD BE ADDRESSED FIRSTLY WITH CLASS TEACHER

# QUESTIONS & ANSWERS

## FEEDBACK

Please take a minute to send some feedback about our 'Meet the Teacher' event to help shape future sessions and communications.






Thank ♡ You