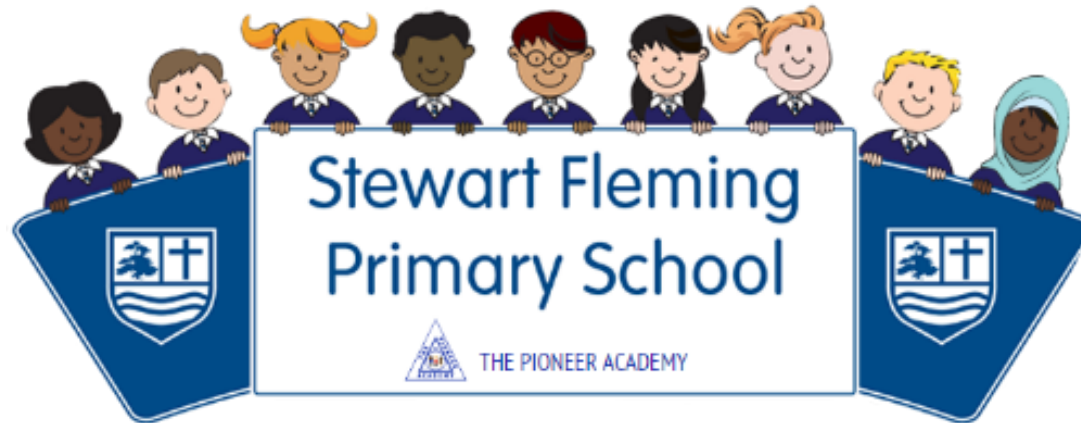


The Pioneer Academy

# Good Morning!

## Welcome to Year 3 Curriculum Meeting



# Year 3 Team

## Class Teachers

Singh Class – Mrs Wilson & Miss Edmunds

Boyega Class – Miss Oliveira

Thunberg Class – Mr Robbins

## Support Staff

Mrs Laferla

Mrs Searle

## Specialist Teachers

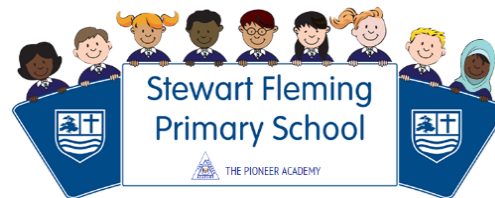
Mr Williams – PE

Ms Howe – Art / DT

Miss Edmunds – Music

# School Vision

Every day at Stewart Fleming is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent learners. We endeavour to nurture inquisitive minds to enable them to become the best that they can be.



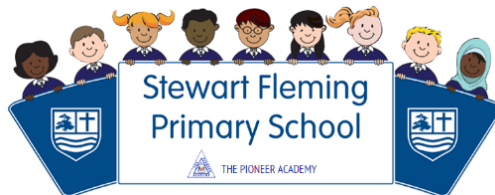
# Soft Start Morning 8:45 – 9:00

At Stewart Fleming 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 to for at 8:45 am start.

Once they come into their room there will be music playing, books to read, partner games to play and optional curriculum or PSHE tasks to do.

The tasks cover aspects of our SMSC (spiritual, moral, social and cultural development) calendar such as Road Safety Week, Anti-Bullying Week and Children in Need.

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. This morning routine is fundamental to driving Stewart Flemings ethos as it develops independence, positive communication and well-being of every child



### Timetable

8:45 – 9:00 **Soft start**  
9:00 – 9:30 Rules and expectations  
9:30 – 10:30 Handwriting  
10:30 – 10:45 **Break time**  
10:45 – 11:15 Assembly  
11:15 – 12:15 Diversity  
12:15 – 1:15 **Lunchtime**  
1:15 – 2:15 Art  
2:15 – 3:15 Guided Reading display  
3:15 – 3:30 **Class reading**

### Morning Choices





Choose a book from the book corner and read.  
Practice your handwriting.  
Practice your times tables.  
Practice your spellings.

# Good morning! 😊

## Morning Activity

Welcome back!

Write or draw about an activity you enjoyed during the summer holidays.

	
Where I went...	Who I went with...
	
How I got there...	Who I saw...

### Expectations

Put your belongings on your peg,  
Start a morning activity quietly,  
Be kind,  
Smile 😊

### Quote of the week:

everyday  
is a  
fresh  
start

# Curriculum Offer at Stewart Fleming

Subject	Curriculum Scheme
English (Reading)	Little Wandle (EYFS – Y2) CUSP
English (Writing)	CUSP
Maths	White Rose Maths
Science, History, Geography, DT and Art	IPC
French	Language Angels
Computing	IPC
PE	PE PRO
RE	Bexley Scheme
PSHE	IPC and CWP



# Timetable

Boyega Class Timetable 2024/25

KS2	8:45 – 9:30	Session 1 9:30am – 10:30am		10:45- 11:15	Session 2 11:15am – 12:15pm	Session 3 1:15pm – 2:15pm	Session 4 2:15pm – 3:15pm	
Monday	GR	English		10:30-10:45am - KS1 & KS2 playtime	KS2 assembly	Maths	PE	Art
Tuesday	GR	PE			Spelling and handwriting	English	Maths	RE/French
Wednesday	GR	English			KS2 music assembly	Computing	Maths	IPC
Thursday	GR	Music/PSHE			Spelling and handwriting	English	Maths	IPC
Friday	9-9:30 Merit Assembly	9:30-10 GR	10-10:30 English		English (cont)	Maths	IPC	IPC

Singh Class Timetable 2024/25

KS2	8:45 – 9:30	Session 1 9:30am – 10:30am		10:45- 11:15	Session 2 11:15am – 12:15pm	Session 3 1:15pm – 2:15pm	Session 4 2:15pm – 3:15pm	
Monday	GR	English		10:30-10:45am - KS1 & KS2 playtime	KS2 assembly	Maths	Art	IPC
Tuesday	GR	English (AE)			Spelling and handwriting	Computing (AE)	Maths (AE)	IPC (AE)
Wednesday	GR	English			KS2 music assembly	Maths	IPC (AE)	Music/PSHE (AE)
Thursday	GR	English			Spelling and handwriting	Maths	IPC	PE
Friday	9-9:30 Merit Assembly	9:30-10 GR	10-10:30 English		English (cont)	Maths	PE	RE/French

Thunberg Class Timetable 2024/25

KS2	8:45 – 9:30	Session 1 9:30am – 10:30am		10:45- 11:15	Session 2 11:15am – 12:15pm	Session 3 1:15pm – 2:15pm	Session 4 2:15pm – 3:15pm	
Monday	GR	English		10:30-10:45am - KS1 & KS2 playtime	KS2 assembly	Art	Maths	RE/French
Tuesday	GR	English			Spelling and handwriting	Maths	IPC	PE
Wednesday	GR	English			KS2 music assembly	Maths	IPC	IPC
Thursday	GR	Music/PSHE			Spelling and handwriting	English	Maths	IPC
Friday	9-9:30 Merit Assembly	9:30-10 GR	10-10:30 English		English (cont)	Computing	Maths	PE

- Healthy snacks for AM playtime
- Movement/brain breaks in the afternoon.

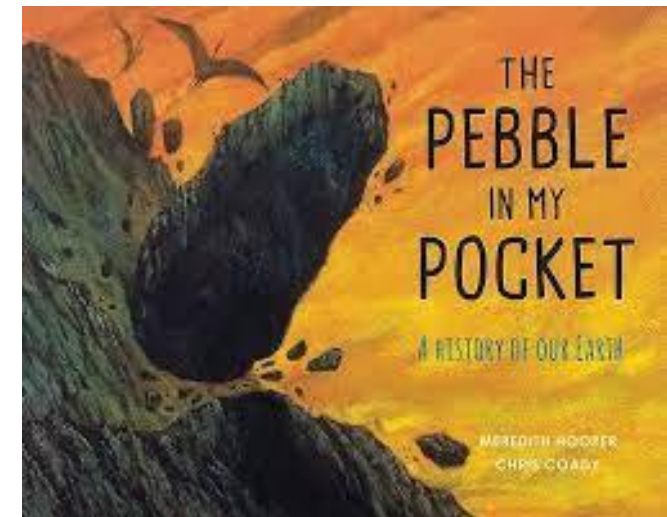
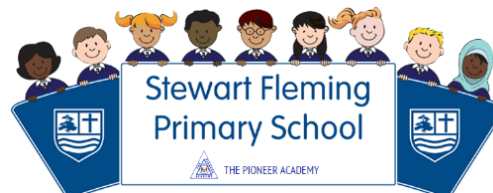
# English

For Reading and English, we will have 5 CUSP lessons per week.

Each morning we complete our reading lesson for 30 minutes (9-9:30), followed by our 1 hour English lesson.

**In English, we'll be finding out:**

- How to structure a sentence using a range of punctuation.
- How to incorporate emotive language in poetry.
- How to write first person narrative descriptions.
- How to structure non-chronological reports.





# Maths

**Step 1** Represent numbers to 100

**Step 2** Partition numbers to 100

**Step 3** Number line to 100

**Step 4** Hundreds

**Step 5** Represent numbers to 1,000

**Step 6** Partition numbers to 1,000

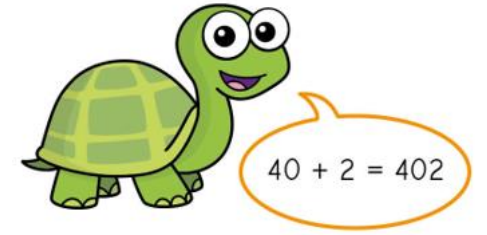
**Step 7** Flexible partitioning of numbers to 1,000

**Step 8** Hundreds, tens and ones

**Step 9** Find 1, 10 or 100 more or less

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

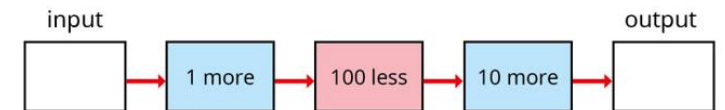
These challenge questions are designed to make the children explain their reasoning, often requiring them to explain how they got to their answer.



Explain the mistake Tiny has made.

Use base 10 to show the correct answer.

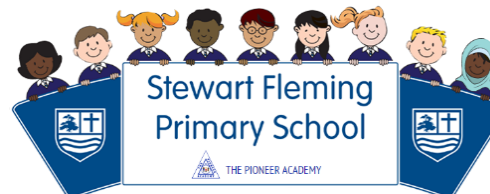
Annie and Teddy are using a function machine.



What is Annie's output?



What is Teddy's input?



# IPC Topic: Brain Waves

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

UNIT: Brain Waves - The Brain - Year 3 - Autumn 1

Subject	Science x 2	Health and Well Being x 8
Key Questions	What do humans need for their brains to function effectively? How are humans and animals similar and different?	What affects our spiritual, moral, social and cultural development? What affects our social, health and economic education?
Lesson 1	What are the physical similarities and differences between me and other people? (Task 1)	What is Neuroscience? (Big picture)
Lesson 2	What are the roles of different nutrients in the body? (Task 1)	What are the different ways in which we can learn? (Task 1)
Lesson 3		How can we improve our ability to learn? (Task 2)
Lesson 4		What strategies can I use to learn more effectively? (Task 3)
Lesson 5		How do our emotions affect the way that we learn? (Task 5)
Lesson 6		What are the zones of regulation and why is it important to understand them? (Zones of regulation)
Lesson 7		What strategies can we use to control our emotions and help us learn? (Zones or regulation)
Lesson 8		What are my learning goals for the year and how will I achieve them?

# IPC Topic: How Humans Work

This topic covers both Science and Health and Well Being lessons for the half term:

UNIT: How Humans Work - Year 3 - Autumn 1 + 2

Subject	Science x 15	Health and Well Being x 3
Key Questions	Can I use scientific languages, drawings, diagrams and charts? Can I draw conclusions and suggest improvements? Can I gather and present data? Can I set up simple, practical and fair tests? Can I answer questions scientifically and use appropriate measurements?	How do humans change across their life span? How and why does growing older lead to increased responsibility? How can I maximise my health and well-being? How can I consider and assess risk?
Lesson 1	How many things should change when planning a scientific investigation? (Task 1 - Practical)	How do we grow and change across life? (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? (Task 6)	
Lesson 7	What is the function of the lungs and the respiratory system?(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) (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	

# Curriculum Letter

## **In Music, we'll be finding out:**

- How to create ostinato patterns.
- About rhythmic sentences.
- How to play pentatonic rhythmic melodies.
- How to create cross-rhythmic patterns.

## **In PE, we'll be:**

- Developing the skills needed in Netball.
- Passing, aiming, shooting, dodging and marking.

## **In Art, we'll be:**

- Learning how to sketch a moving figure.
- Creating a moving 3D figurine.

## **In RE, we'll be exploring:**

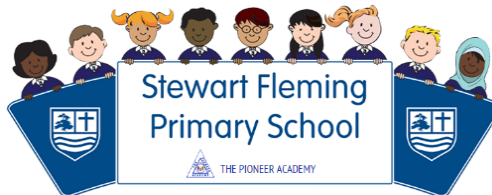
- What we already know about Jesus.
- The birth of Jesus.
- Jesus in various art forms.

## **In Computing, we'll be:**

- Exploring how to manage data.
- Creating, structuring and using branching databases.
- Presenting information in a pictogram.

## **In French, we'll be:**

- Learning how to use key greetings.
- Ask and answer simple questions.



# Homework

- Homework
- Spelling Books
- Reading Records
- Times Tables Books

# Homework



## Year 3 Homework Menu Autumn 1



### Compulsory (complete by 9/10/24) WALT: research effectively

Use the internet or information texts to research and create a poster about a part of the human body (for example nose, stomach, lungs etc.)

Include a title and facts  
Include a title, facts and pictures  
Include a title, facts, pictures and labels

**Challenge:** How does it compare with a body part of an animal?

Completed on: \_\_\_\_\_

### Experience WALT: use questioning effectively

Create questions to interview a member of your family to find out about their school experience when they were younger. Record their answers in your Homework book.

**Challenge:** Make a comparison to your school experience. What is similar? What is different?

Completed on: \_\_\_\_\_

### English WALT: use the features of a diary entry

Write a diary entry about your weekend. Remember to use the past tense and first person (I, me, my).

To write in past tense.  
To include emotive language (excited, nervous, happy)  
To use a subordinating conjunction.

**Challenge:** Include a rhetorical question.

Completed on: \_\_\_\_\_

### Compulsory - Spellings (To be completed by the following Wednesday)

Spellings will be sent home every Friday.

Completed on: \_\_\_\_\_

### Maths WALT: understand your 4 times table

Create a memory game that helps you to practise your 4 times tables. Examples are snap, matching cards and a timer game.

Include all of the 4 x tables you know.  
Include up to 12x4  
Teach your game to someone at home.

Completed on: \_\_\_\_\_

### Compulsory (complete by 9/10/24) WALT: explore maths in everyday life

Maths is everywhere! Bake something or help cook dinner and show us how you used maths. For example, weighing amounts, time to cook or the cost of ingredients. You can take pictures to show us what you did!

**Challenge:** Write a paragraph explaining why we couldn't live without numbers and maths. What would the world look like?

Completed on: \_\_\_\_\_

### Science WALT: understand a healthy diet.

Design a healthy meal. Use a paper plate or draw a plate and label the different items. Make sure you include the 5 food groups.

**Challenge:** How could you make your diet even more healthy? Do you always eat each of the 5 different food groups each day?

Completed on: \_\_\_\_\_

### PSHE WALT: use our personal goals.

Think of our personal goals. Thinker, Adaptable, Respectful, Resilient, Communicator, Empathetic, Ethical and Collaborator. Write examples of how you have met each of these goals. For example: I was resilient when I didn't give up with learning my times tables.

**Challenge:** Which one are you the most? Which one are you the least? How can you improve this?

Completed on: \_\_\_\_\_

### Art WALT: use our art skills to depict a well-known landmark.

The Eiffel Tower was built in 1890. Using the internet, research the Eiffel Tower and look at some pictures of it then create your own drawing /collage /sculpture of it.

**Challenge:** Create the landscape around it.

Completed on: \_\_\_\_\_

### PE WALT: take part in physical activity.

We want you to get active! What activities do you like doing? Take pictures of yourself being active.  
Label your pictures with words to describe what you're doing.  
Write descriptive sentences to explain your actions.  
Write a paragraph explaining what activities you completed and how it made you feel.

**Challenge:** How could you make this activity easier for someone younger than you? How could you make this activity more challenging?

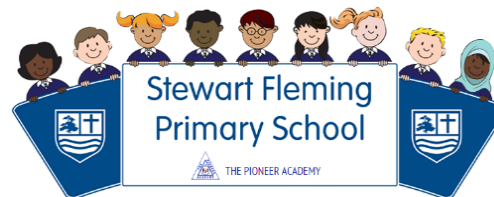
Completed on: \_\_\_\_\_

# Parental Engagement

Class trip to the Science Museum to take part in the workshop 'It Takes Guts!'

Thursday 3<sup>rd</sup> October for all classes

Please speak to your class teacher if you would like to volunteer to come with us!



# Questions?

