



# Parent Information Evening

## Year 3

# Welcome to Class 3



Mr  
Harrison

Mr Martin

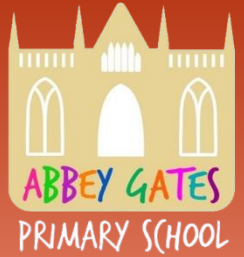


Mrs Slater-  
Davison



Mrs Smith

# Welcome to Class 3



Department  
for Education

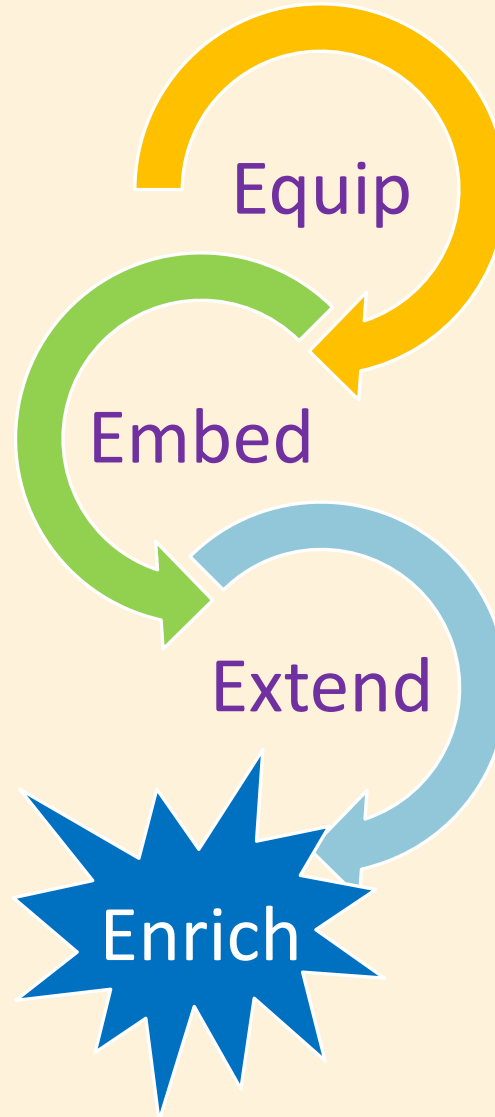
5Cs - Care Compassion Courtesy Cooperation Confidence

# Our Vision for Excellence

**Equipping** all pupils with key skills and knowledge. Providing precision intervention through early identification of learning needs, **supporting and challenging all**.

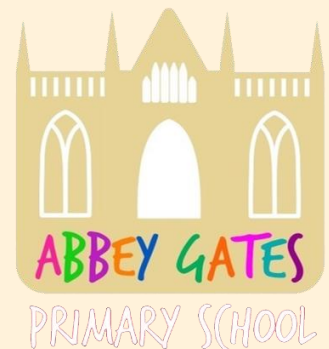
**Embedding** skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

**Extending** pupils' thinking through challenge, depth and breadth for all. Aiming High from pupils' starting points and maximizing learning opportunities.



**Enriching** throughout by providing a wealth of opportunities to inspire aspirations both academically and in personal development.

*'Learning Together and Making a Difference'*



# 3 Projects for 3 terms



Discover



Explore

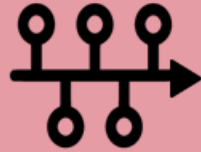


Create



# Concepts in history

## Constructing and Sequencing the Past



To place events on a timeline and understand this in relation to today.



## Change and Development



To understand how life has changed since different eras.

## Cause and Effect



To understand how the era's we are studying has impacted on life today.  
Is this a good or bad thing?

## Interpretation



To be able to form your own opinion and share why you agree or disagree with others.



## Significance



To recognise that locations and landmarks can be of importance to the local area.

To understand that objects and tools can have significance.

## Historical Enquiry



To use a range of sources to gain information.

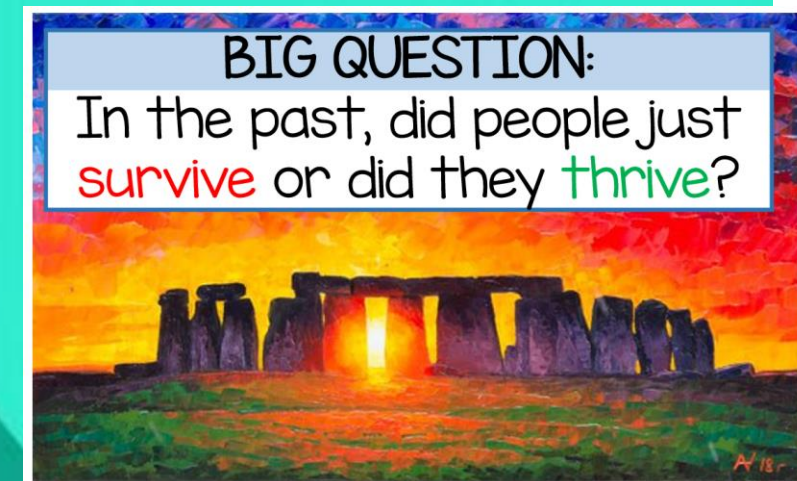
Consider how reliable these sources may be.



# A broader education



The  
**BIG**  
question





# Discover: In the past, did people just survive or did they thrive?

## Sticky Knowledge

### Stone Age

- The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.
- The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.
- During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
- During the Neolithic Age (towards end of the stoneage), the humans formed settled communities, and domesticated plants and animals for the first time in history.

### Ancient Greeks

- Describe some beliefs of people of Athens and Sparta
- Some places associated with worship e.g. temple, acropolis,
- Know some details of warfare e.g. hoplite, armour, tactics, describe a battle

## Important Ideas

- Developments
- Courage
- Society
- Survival
- Trade

## Crucial Connections

### Stone Age

<https://www.theschoolrun.com/homework-help/stone-age>

<https://www.natgeokids.com/uk/teacher-category/stone-age-to-iron-age/>

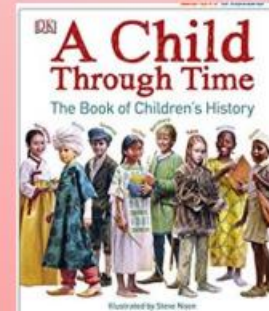
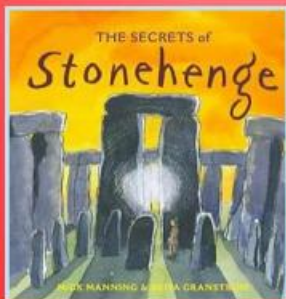
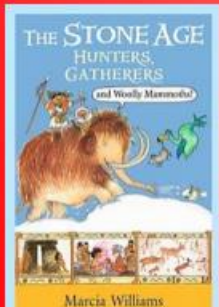
### Greeks

<https://www.natgeokids.com/uk/teacher-category/ancient-greeks/>

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.dkfindout.com/uk/history/ancient-greece/>

## Reading Recommendations



## Subject Specific Vocabulary

### Stone Age

<b>archaeologists</b>	People who work out our history by looking at artefacts that have been found.
<b>artefact</b>	An object made by human beings, usually with historical or cultural interest.
<b>Neolithic</b>	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.
<b>B.C</b>	Before Christ. A date like 250BC means 250 years before Christ was born.
<b>chronology</b>	The ordering of events, for example the stone, bronze and iron age.
<b>tribal</b>	Groups of people who live together.
<b>Hunter-gatherers</b>	People who mainly live by hunting, fishing and gathering wild fruit.
<b>shelter</b>	A house where stone age people would have lived.
<b>civilisation</b>	A group that lived during a period of time, long ago.
<b>Settlement</b>	A place where there were several stone age shelters, like a small village.
<b>prey</b>	An animal that is hunted for its food.

### Greeks

<b>chronology</b>	-events or dates in the order that they happened.
<b>empire</b>	-an extensive group of states or countries under the same ruler.
<b>locate/location</b>	-a particular place
<b>democracy/democratic</b>	- The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run. They do this by voting.
<b>ancient</b>	-The very distant past
<b>modern</b>	-present or recent times
<b>Dikasteria/Boule/Ekklesia</b>	-groups of people who voted for rules to be passed
<b>Polis</b>	-A city-state, or polis, was the community structure of ancient Greece. Each city-state was organized with an urban center and the surrounding countryside. An example is the famous Parthenon of Athens.
<b>Metic</b>	-An alien resident of an ancient Greek city who had some civil privileges.
<b>Greek Gods</b>	Hercules, Hermes, Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles, Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra, Cyclops, Cerberus, Chimera.

### Possibilities

Archaeologist, librarian, museum education officer, museum/gallery curator, archivist, heritage manager, historic buildings inspector, academic researcher, tour guide

# The Spoken Word



# Outdoor Play And Learning



Any small world toys you don't use at home anymore

# Zones of Regulation



## BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly



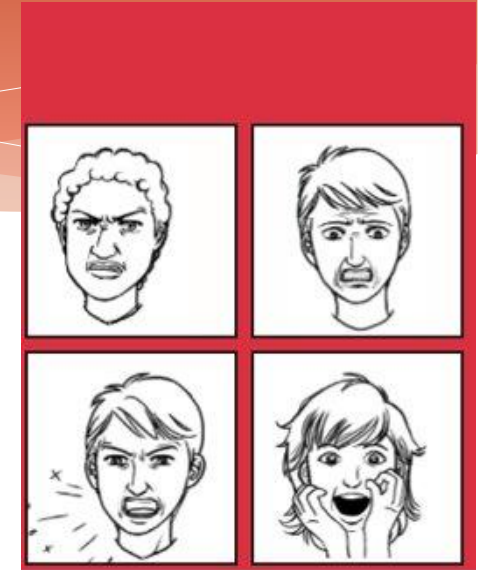
## GREEN ZONE

Happy  
Calm  
Feeling Okay  
Focused  
Ready to Learn



## YELLOW ZONE

Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control



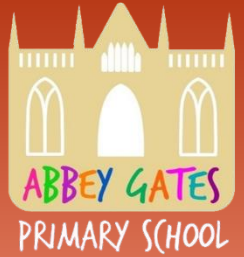
## RED ZONE

Mad/Angry  
Terrified  
Yelling/Hitting  
Elated  
Out of Control

# How can you support at home?



# Aim High Project Homework



- \* Working in partnership with home and school



- \* Child led to support engagement and enjoyment

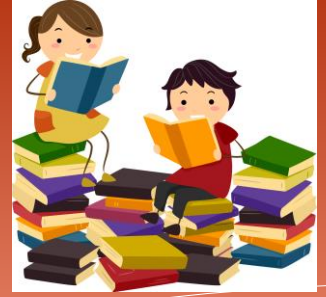
- \* To be displayed to give a sense of pride

- \* Selected from a wide variety of subject areas

e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



# Reading



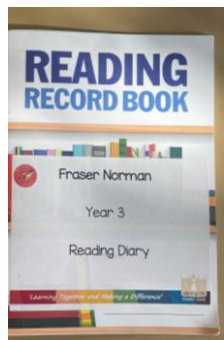
Children will continue to choose books from our **Accelerated Reader** scheme.

- Following an initial assessment, children have a ZPD code, which gives them access to a wide range of books pitched at their current reading level.
- When they have finished a book, children complete an online quiz on **Star Reader**.

In KS2, we focus on whole class reading during our shared and guided reading sessions, where the children are invited to read aloud.

Some children will continue to read individually with an adult to develop their fluency and comprehension skills.

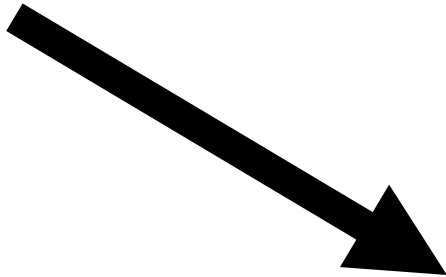
**Please help** us by sharing books with your child, encouraging them to read regularly, listening to them where possible and asking VIPERS questions to develop their understanding and comprehens



# Keeping it fun



Number bonds / fluency



Times Tables / Division



Computing / Range of educational resources

# Homework. It's a sticky question !



If you dig up buried treasure, is it yours?



Do video games play their players?



Could you have a sport where everyone was on the same side?




What would your rules for grown-ups be?



In what ways are children better than adults?



When does enhancing a photo become a lie?



If you laugh when you are trying not to, is it you doing the laughing?

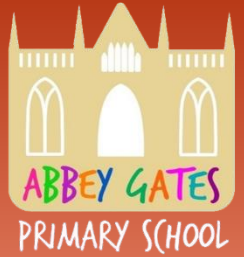


What make the strongest reasons: facts, feelings or beliefs?



If you could make one new law, what would it be?

# Class Page Weblinks



## \* Online Safety

Abbey Gates

<https://abbeygatesprimaryschool.co.uk/about/e-safety/>

## \* Art

Tate Kids

<https://www.tate.org.uk/kids>

## \* Computing

Purple Mash

<https://www.purplemash.com/sch/AbbeyGates>

## \* Geography

National Geography Kids

<https://www.natgeokids.com/uk/>



## \* History

The Museum of the World

<https://britishmuseum.withgoogle.com/>

## \* Maths

Top Marks

<https://www.topmarks.co.uk/>

## \* Music

Classics for Kids

<https://www.classicsforkids.com/>

## \* Science

Brain Pop

<https://www.brainpop.com/science/>

# Class Pages

[Click here](#) to access our Class Pages.

This is a 'go to' page for all sorts of information. You will find:

## Year 3



**Autumn -  
Discover**



**Spring -  
Explore**



**Summer -  
Create**



**Learning  
Links**



**Homework**



**PE**



**French**



**Gallery**



**Letters**



**Additional  
Information**

- \* Homework
- \* Learning links
- \* PE information
- \* Project information
- \* Newsletters
- \* Gallery pictures of what we've been learning.

# Twitter - @abbeygatesuk



Respect Myself  
Respect Others  
Respect Abbey Gates



# Expectations

- \* Reading.
- \* Practising spellings.
- \* Academic expectations – please take a copy of our end of Year 3 information leaflets.
- \* Behaviour for learning – Zones of Regulation – please take a copy of our Parent Information leaflet.
- \* Attendance Matters – please ensure your child is in school and ready to learn every day unless there are exceptional circumstances.

# Targeted extras



Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.





# Clubs and Enrichment

At Abbey Gates we aim to offer a wide range of clubs and enrichment opportunities. Some examples of these are listed below. We are continually reviewing these clubs and try to plan them based on our children's interests. Look out for letters with more information about how to sign up!



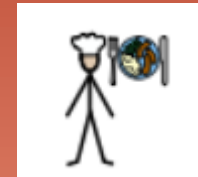
Peripatetic Music Lessons and Orchestra (KS2)



Choir (KS2)



Recorder Group (Y2+)



Cook Stars



Eco-Committee



Pupil Parliament



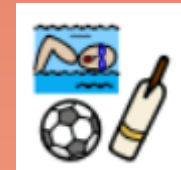
Clay Creators



Dance



Cheerleading



Inter-school sports matches (KS2)

# We're here to help

## Working in partnership

- \* Teacher
- \* STEP team – [Click here](#) for more information.
- \* SENCO – Mrs Durham
- \* SEBCO – Miss Taylor
- \* OPAL Lead – Mr Rich
- \* Designated Safeguarding Leads – Mrs Quant-Epps, Mrs Bowell & Miss Taylor

Mrs Quant-Epps – on the gate every day / call to catch up / make an appointment via the office.

Any questions?



ANY  
QUESTIONS?

