



Parent Information Evening

Year 3

Welcome to Class 3



Mr
Harrison

Mr Martin

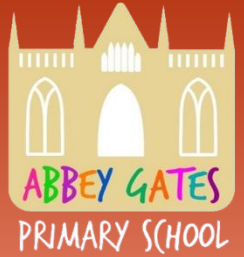


Mrs
Commins

Mrs Durham



Welcome to Class 3



Department
for Education

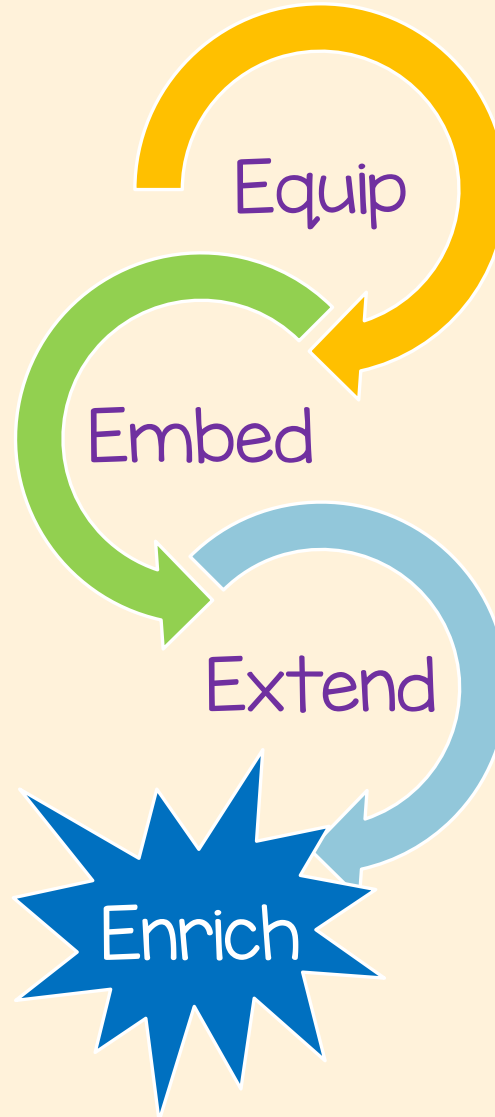
5Cs - Care Compassion Courtesy Cooperation Confidence

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**.

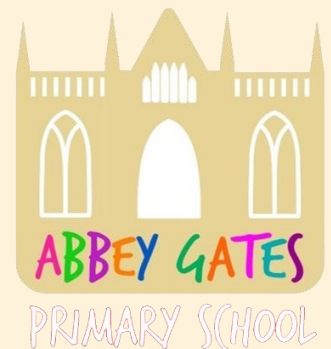
Embedding skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils through high quality teaching and learning provision.

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
er



Explor
e

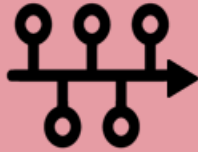


Create



Concepts in history

Constructing and Sequencing the Past



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

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.



Change and Development



To understand how life has changed since different eras.

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.

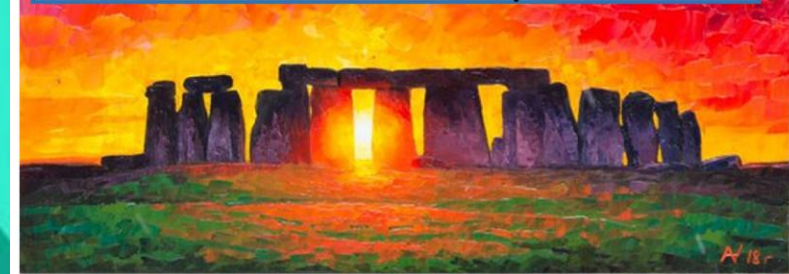


A broader education



The **BIG** question

BIG QUESTION:
In the past, did people just
survive or did they **thrive**?



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/home-work-help/stone-age>

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

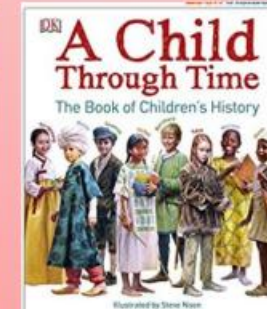
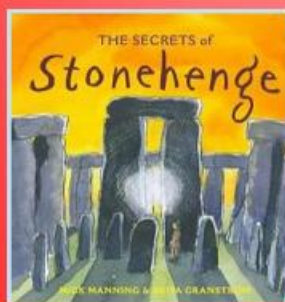
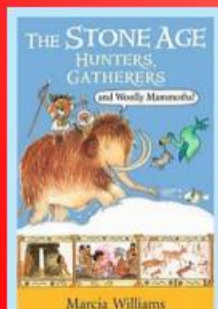
Greeks

<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



Learning together and making a difference.

Subject Specific Vocabulary

Stone Age

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

Greeks

chronology	-events or dates in the order that they happened.
empire	-an extensive group of states or countries under the same ruler.
locate/location	-a particular place
democracy/democratic	- 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.
ancient	-The very distant past
modern	-present or recent times
Dikasteria/Boule/Ekklesia	-groups of people who voted for rules to be passed
Polis	-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.
Metic	-An alien resident of an ancient Greek city who had some civil privileges.
Greek Gods	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



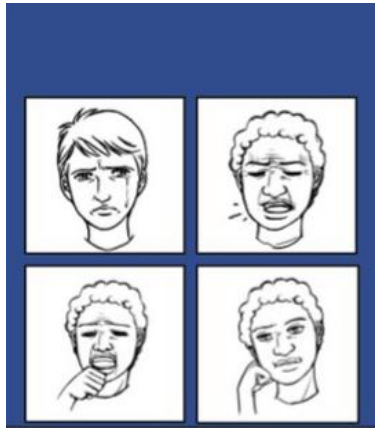
Outdoor Play And Learning



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

Zones of Regulation

We are a 'No Outsiders' school



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly



GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn



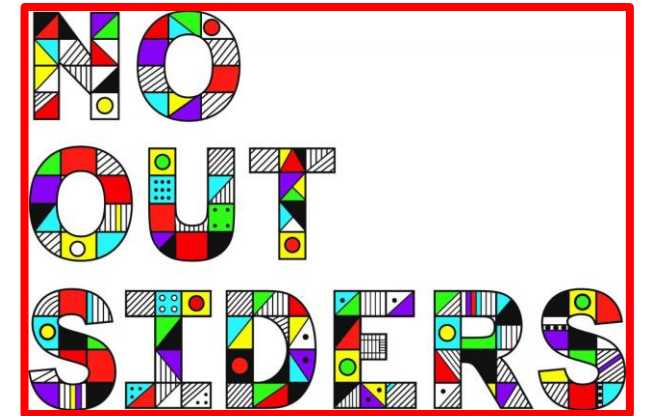
YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control



RED ZONE

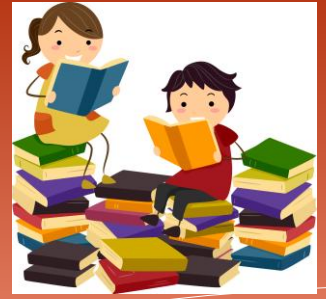
Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control



How can you support at home?



Reading



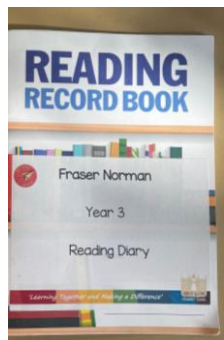
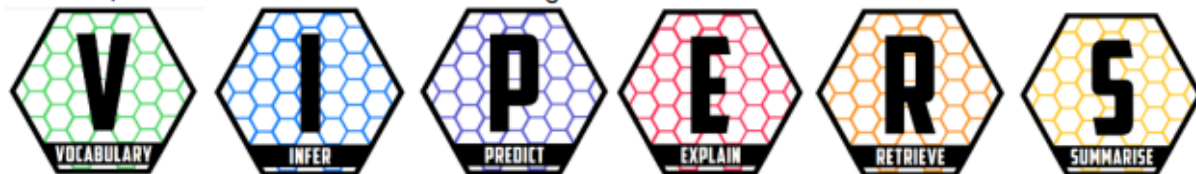
Children will continue to choose books from our **Accelerated Reader** scheme.

- 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**.

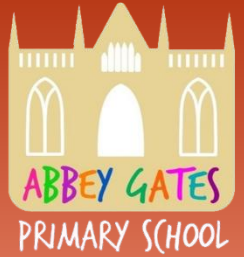
Please help us by sharing books with your child, encouraging them to read regularly, listening to them where possible and asking VIPERS questions to develop their understanding and comprehension.

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.



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

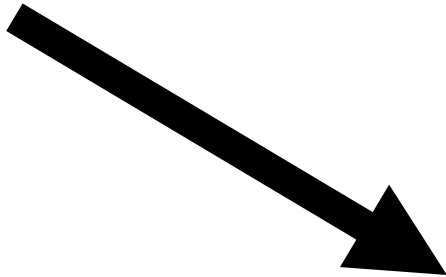
- * Selected from a wide variety of subject areas
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



Keeping it fun



Number bonds / fluency


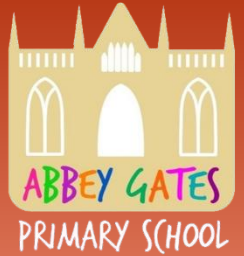


Times Tables / Division



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?

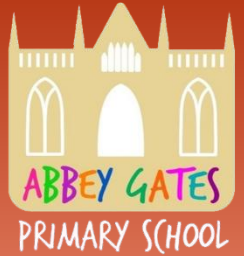


What make the strongest reasons: facts, feelings or beliefs?



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.

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*.



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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!



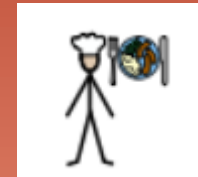
Peripatetic Music Lessons and Orchestra (KS2)



Choir (KS2)



Recorder Group (Y2+)



Cook Stars



Eco-Committee



Pupil Parliament



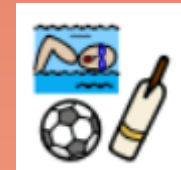
Clay Creators



Dance




Cheerleading




Inter-school sports matches (KS2)

Keep an eye on our facebook page to see what we are



Abbey Gates Primary School and Nursery
66 likes • 97 followers



Attendance Matters!

- Every day in school counts!
- Regular attendance builds confidence, friendships and learning.
- Even small amounts of missed education can add up and make it harder for children to keep up and feel connected.





Visits and Visitors

What are your strongest memories from school? For most of us, it's the excitement of school visits or a visitor who came into school to bring learning to life! Whether it's a day out or a residential, educational trips give children the chance to experience life outside the school gates!

From visiting museums, theatres, religious centres and historical sites to going on residential, school visits encourage young people to learn and socialise with peers in a completely different way to within the classroom and are often the experiences they remember most.

WHY WE GO ON SCHOOL VISITS

- Brings subjects to life
- Boosts self-confidence
- Increases motivation
- Broadens children's horizons

WHY WE BRING VISITORS INTO SCHOOL

- Engages children - it's exciting!
- Visitor will be an "expert" in their field
- Visitors may bring in relevant resources or artefacts to support the children's learning
- Most visitors are cost effective

We're here to help Working in partnership

- * Teacher
- * FS/KSI Lead - Mrs Bowell, KS2 Lead - Mr Rich
- * Care and Connect team - [Click here](#) for more information.
- * SENCO - Mrs Durham
- * SEBCO - Miss Taylor
- * OPAL Leads - Mr Rich / Mr Harrison
- * Designated Safeguarding Leads - Mrs Quant-Epps, Miss Taylor & Mrs Bowell

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

Can you help?



Do you have any skills or talents linked to the things we are learning?

Any questions?



ANY
QUESTIONS?

