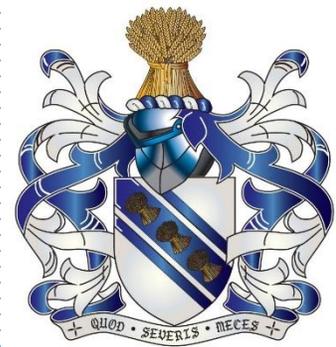


# Class 3

2023-24



# Class 3 curriculum

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the national curriculum in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into termly topics. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

<b>Class 3</b>	<i>Rocking through time</i>	<i>Dynamic Earth</i>	<i>Frozen Frontiers!</i>	<i>Walk like an Egyptian</i>	<i>Local Explorers</i>	<i>Roaming with the Romans</i>
						

# Class 3 curriculum

Term 1 Rocking through time	Would you prefer to live in the Stone Age, Bronze Age or Iron Age. <i>The Stolen Spear</i> . Animals including humans. Prehistoric painting.
Term 2 Dynamic Earth	Why do people live near volcanoes? Volcanoes and tectonic plates. Forces and magnets. <i>Non-fiction research</i> .
Term 3 Frozen frontiers	Who lives in Antarctica? <i>Shackleton's journey</i> . <i>Race to the Frozen North</i> . Pneumatics.
Term 4 Walk like an Egyptian	Who were the Ancient Egyptians? Life and beliefs in Ancient Egypt. <i>Egyptian Myths</i> . Egyptian Scroll. Egyptian collars.
Term 5 Local explorers	Are all settlements the same? Local area visits. <i>The Hodgeheg</i> . <i>The Secret Garden</i> . Plants.
Term 6 Roaming with the Romans	How hard was it to invade and settle in Britain? Roman life. <i>The Fatal Fire</i> . Cardboard fort. Stop frame animation. Roman song.

# Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 08:55	Registration and classroom activity				
08:55 – 09:15	Whole School Assembly	Whole School Assembly	Class Assembly	Class Assembly	Celebration Assembly
9:15-10:15	English	Maths	English	Maths	English
10:30 – 11:30	Art / Technology	English	Maths	English	Maths
11:30 – 12:00	Guided Reading	Guided Reading	RWI Spelling	Guided Reading	Times Tables
12:55 – 13:15	Register and classroom activity	Register and poetry	Register and Library	Register and classroom activity	Register and classroom activity
13:15 – 14:00	Maths (Mrs Duck)	RE (Mrs Griffiths)	Computing	French	PE
14:00 – 15:00	Science	Music (Mrs Griffiths)	PE	History / Geography	PSHE
15:00 – 15:15	Home time tasks				

# Adults in Class 3

Miss Mackle – Class Teacher

Mrs Griffiths – TA (Mon,

Mrs Duck – TA

Mr Knight – additional support

Miss Mackle will be out of class on Tuesday afternoons as well as one lesson on Monday afternoons (these sessions are covered by the TAs)

	AM	PM
MON	Mrs Griffiths	Mrs Duck
TUE	Mrs Griffiths	Mrs Griffiths
WED		Mrs Duck
THU	Mrs Griffiths	
FRI	Mrs Griffiths	Mrs Duck

# Classroom routines

- Children will continue to wash their hands and sanitise at regular times throughout the day.
- Children will be given the opportunity to eat a healthy snack at break time each day (in KS2 children need to bring their own fresh fruit or veg) – please check our healthy eating guidance to see what is permitted.
- We do advise that children bring water into school in their refillable bottles rather than squash drinks.
- Children will be able to change their books regularly – book bands will be re-assessed and assigned periodically.
- There is no longer a scheduled afternoon break.

# Class 3 routines

- Children have their own pack issued by the school to encourage them to take responsibility for their stationery items and be prepared for each lesson
- We use the feelings wall for daily check-ins with the children, everyone is encouraged to recognise what zone they are in each day and can move their name if this changes
- We also have a worry box and wonder wall to allow children to share thoughts anonymously or privately if they prefer
- Seats in the classroom are not fixed and new partners may be assigned each week, this supports everyone with building good relationships across the class
- Guided reading sessions are split into two separate groups, one with Mrs Griffiths and one with Miss Mackle

# Walk in Wednesday

- These sessions will occur once per term
- It allows you to join your child in the class for the first session of the day (08:45 – 09:05)
- Activities could be reading together or linked to our learning
- This is a great opportunity to see your child in their learning environment and support them
- Class 3's first walk-in will be 4<sup>th</sup> October

# Homework

Every week, the children will be have a times tables test and a spellings test. Spellings for the whole term will be sent home in advance. Times table practise will be set weekly on TTRS as well as the children being given access to this platform within school.

My Maths homework will be set each week on a Monday.

Reading Records need to be in school on Monday or Tuesday and it is expected that there will be at least 5 home reading sessions signed by an adult each week.

Children will be given the opportunity to show & share any topic based home learning or individual achievement on Wednesday during class assembly (where possible children should let Miss Mackle know in advance as due to timings no more than 3 children may present each week)



# Times tables



- This year we are introducing TTRS
- Your children have a unique log in in the back of their reading record
- They can access the times tables to practise and to complete homework assignments
- In Year 3 we start again with 2,5,10 to ensure fluency with the digital platform before continuing as your individual child progresses

# Reading Records

- Every child has received a new reading record. By Year 3, children should be responsible for filling this in themselves.
- Reading records contain lots of information pages for pupils and parents/carers, including:
  - *A guide to reading with your child*
  - *Questions to ask your child when reading together*
  - *Vocabulary building*
  - *Reading rewards*
  - *Behaviour and anti-bullying guidance*
  - *Metacognition and house points*
  - *School uniform*
  - *Multiplication tables*
  - *Kinetic letters*
  - *Packed lunch guidance*
- In Class 3, reading records will be checked on Monday or Tuesday. Children reading 5 times a week or more will move around our reading achievement board.
- Please ensure your child looks after their reading record. A replacement reading record will cost £3.00.



# Reading at home

- Children should read **independently and/or to an adult for at least 15 minutes per day**. It is really beneficial for children to still read aloud to someone regularly, irrelevant of their book band.
- Children should be encouraged to fill out their own reading record and take ownership of it. **Reading records will be taken in and checked on a Monday and Tuesday**.
- Children need to read five times or more each week. When they achieve this over 10 weeks, they will receive a bronze sticker; over 20 weeks, a silver sticker; over 30 weeks, a gold sticker; and over 40 weeks, an individual prize.

**My Reading this week**  
Week Beginning: \_\_\_\_\_

	Book & Author	Pages read		Book & Author	Pages read
Monday			Saturday		
Tuesday			Sunday		
Wednesday			My comments		
Thursday			Adult's comments		
Friday			Teacher's comments		

# Literacy – Reading at home

- Reading can be best supported by encouraging lots of reading at home both independently and shared with siblings/ yourselves.
- Research has shown that becoming a reader has little to do with reading difficult books and everything to do with the amount of reading a child does.
- Reading is hard but stories are still appealing. **Share the reading, so children only have to do half the work.** If the reading is too hard but the story is too good, just read it to your child. **Listening to things being read encourages children to read well.**
- **Children are never too old to be read to! Reading to/with your child may allow them to access texts which they cannot access by themselves yet. These make great talking points and help them to develop a love for reading which they may not develop otherwise.**
- The expectation in Class 3 is that children are involved in reading for **at least fifteen minutes** at home five times a week (every day if possible!).

# Reading for pleasure – Library times

- To support reading for pleasure we are loaning out books from the school library
- This is separate to your child's standard colour band reading book which you log in the reading record
- You may read to your child or they can enjoy the book independently
- One book will be loaned at a time, new books will not be issued until the previous book has been returned
- Class 3's library session is on a Wednesday – if your child is ready to return their book, they must bring it to school on a Wednesday



# Vocabulary building

Having a wide vocabulary is an expectation of the National Curriculum for both reading and writing.

It is really important that children begin to build their vocabulary from a young age.

When reading with your child, encourage them to spot new words – when you/they reach the end of a sentence or paragraph, ask them about interesting words:



Do you know what that means?  
What do you think it might mean?  
What do you think the word might mean in that sentence?

Encourage them to make a good guess by reading the sentence again – what might the word mean if it is being used in that way?

If they are not sure, you can explain or look together in a dictionary/ using a dictionary app.

Then why not see if you/ they can use the new word over the next few days?

Build a love of words and language together 😊

# Behaviour and anti-bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time.

However, there will be occasions when pupils 'fall out' and someone becomes upset.

When this happens, it is important for both children and parents/carers to respond in the correct way so that any issues are resolved as quickly as possible. Please encourage children to talk to someone at school so their issue can be resolved as quickly as possible.

Children ...
<ul style="list-style-type: none"><li>• Follow the school's 'RESPECT Rules' at all times and use the skills and attitudes from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.</li><li>• Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.</li><li>• Be open and honest about anything you may have done (there usually are two sides to every story).</li><li>• Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our <b>STOP</b> message: <u>Several Times On Purpose</u>.</li><li>• Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our <b>STOP</b> message: <u>Start Telling Other People</u>.</li></ul>

<ul style="list-style-type: none"><li>• Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.</li><li>• Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.</li></ul>

Parents/Carers ...
<ul style="list-style-type: none"><li>• Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a 'knee-jerk' response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.</li><li>• Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'.</li><li>• Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as '<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>'. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our <b>STOP</b> message (see below) helps both children and adults see what bullying is and what bullying is not.</li><li>• Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.</li><li>• Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event'.</li><li>• Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.</li></ul>

# Handwriting

At The Bliss Charity School, we use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

In Year 3, children will be consolidating basic letter formation and sizing then moving on to joining when they are ready.

## Kinetic Letters

Helping your child at home with writing

### Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine – rolling, pinching, squeezing using different parts of the hand

### Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

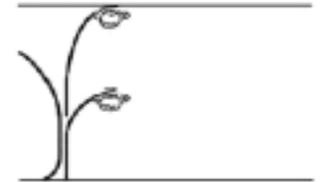
### Learning the letters and their families

Lower-case letters	
Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l i u
Fisher Family	y j f g
Squirters	e
Slider family	k v w x z

Upper-case letters	
Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

### Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



[www.kineticletters.com](http://www.kineticletters.com)

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# Classroom uniform

## Top:

- Royal blue, crew-neck jumper with the school logo.
- Royal blue fleece with the school logo.
- Royal blue cardigan with the school logo.

## Shirt:

- School logoed polo shirt: white or royal blue (preferred item).
- White shirt or white polo shirt (permitted item).

## Bottom:

- Black or grey trousers.
- Black or grey knee-length skirt.
- Black or grey pinafore dress.
- Black or grey smart shorts.
- In the summer, blue and white checked summer dress.



## Footwear:

- Clean, flat, black shoes with no visible branding.
- Black or grey tights. Black, grey or white socks.
- Trainers to change into at break/lunchtime (optional).

## Hair:

- Long hair (shoulder length or longer) should be tied back with simple accessories.
- No extreme haircuts.\*

## Other:

- Book bag with the school logo (preferred item).
- Ruck-sack or draw-string bag for other items (e.g. PE kit).
- Warm, waterproof coat for cold/wet weather.
- Cap, or summer hat, for sunnier weather (outdoor use only).

\* 'Extreme' haircuts are those considered by the school to be significantly different so as to cause distraction to others; and not in keeping with the school's smart ethos. These may include: tram-lines, or designs cut/shaved into the hair; or brightly-coloured dyed hair (this is not an exhaustive list).

# PE uniform – Children should come dressed ready for PE every Wednesday and Friday

## Top:

- White, logoed PE t-shirt (preferred item).  
*or*
- Plain, white t-shirt (permitted item).
- Logoed, house-coloured t-shirts for PE are also available (preferred items):
  - *Fire (red)*
  - *Water (blue)*
  - *Earth (green)*
  - *Air (yellow)*

## Other:

- *Outdoor PE:* A plain, blue or black sweatshirt or tracksuit top and jogging bottoms can be worn for outdoor PE in cold weather. Logoed tracksuits are available from the school's uniform supplier (optional). A cap and sun protection lotion for sunnier weather.



## Hair:

- Long hair (shoulder length) must be tied back with simple accessories.

## Jewellery:

- No jewellery – including earrings – should be worn for PE. Pupils should be able to remove their earrings for this lesson or not wear earrings on PE days.\*

## Bottom:

- Plain, blue or black shorts.
- Black, blue or white socks.

## Footwear:

- Clean, trainers or plimsolls. Football boots can be worn on the grass.

\* Where an item of jewellery cannot be removed then it is the teacher's responsibility to try to establish a safe situation to enable participation. Where safe participation cannot be assured, the pupil cannot take part in that element of the lesson.

# Lunchbox guidance



At The Bliss Charity School we support healthy eating and good hydration. Both help children to concentrate, learn and to develop lifelong healthy habits.

Our information sheet in the reading record gives guidance on packing up a school lunch for your child. “Brilliant Lunchbox Basics” tells you what to include daily in your child’s lunchbox and “Lunchbox Limits” tells you the foods we are asking not to be provided.

Our aim is for every child to have a healthy lunch at school, but ultimately we hope the children will learn how to select healthy foods for themselves.

Time will be given after every break time for children to eat a snack – these should be healthy i.e. not include chocolate and be low in sugar. Good choices include fresh or dried fruit, vegetables, malt loaf or savoury rice cakes. Cereal bars are not great as they tend to be very high in sugar.

## **Brilliant Lunchbox Basics – Include daily**

**Starchy food** – This could be bread of any type used in sandwiches or rolls or it could be pasta, couscous or rice used in a lunchbox salad or other main dish. Try wholemeal when possible.

**Protein** – Add a protein food as a filling for sandwiches or ingredient in a lunchbox salad or other main dish. Examples are chicken, turkey, ham, tuna, salmon, egg, Quorn or houmous. Cheese is a good sandwich filling but perhaps not every day – using these other protein foods helps deliver a wider range of nutrients.

**Vegetables** – Aim for 1-2 vegetables in the lunchbox each day. Include cucumber, tomatoes, carrot, sweet peppers, celery, salad or sweetcorn.



## **Brilliant Lunchbox Basics – Include daily**

**Fruit** – Include 1-2 portions of fruit. Popular choices are apple, banana, orange, grapes, kiwi, pear and berries. Try dried fruit like raisins and apricots or fruit bars containing 100% dried fruit.

**Dairy/dairy alternatives** – Try one option from this group in the lunchbox each day. This could be cheese (including processed cheese), yogurt, dairy free yogurt or dessert.

**Drinks** – Pack a drink of water. Add flavour with a slice of lemon, orange or lime. Try and move away from squashes to plain water; start this by making squashes very dilute.

Providing these lunchbox basics should provide a filling lunch but if your child has a big appetite, you could include some fruit or malt loaf, cereal bars, scones, teacakes, flapjacks, plain pancakes or fruit cake.



## **Lunchbox Limits – Please do not provide**

Whilst we recognise that all food groups can be enjoyed in a balanced diet, we suggest that these foods are not provided in a school lunch box. We wish to help children develop life-long healthy habits and so want to help children move away from these unhealthy choices:

Sweets including sweets from fruit concentrate (fruit strings/ fruit winders).

Chocolate including chocolate bars and chocolate spread.

Crisps, sweetened popcorn or sweetened rice snacks.

Fizzy drinks, juice drinks or sports drinks.

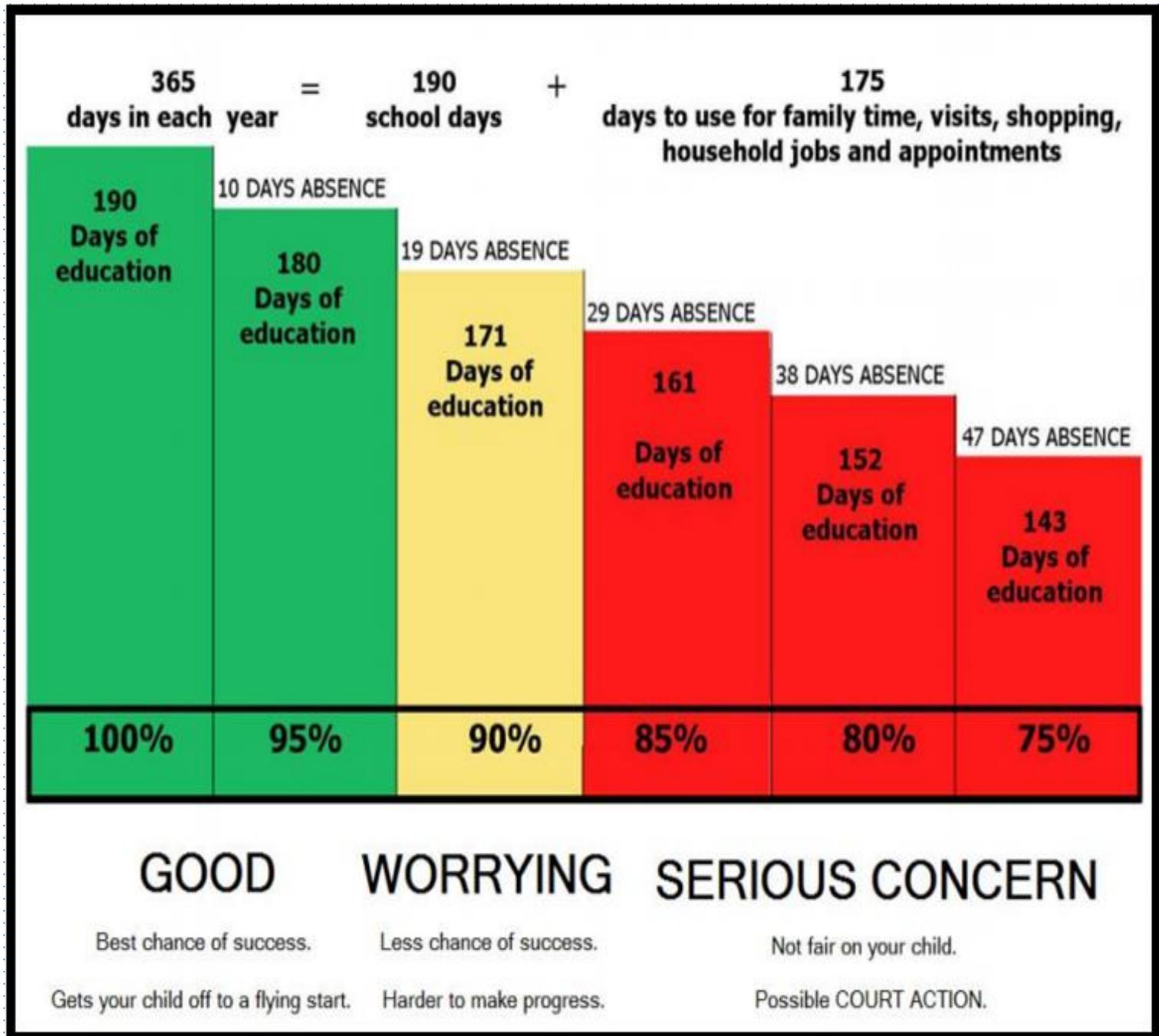
Nuts or peanut butter (due to the risk to those with allergies).



# Attendance

Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness, please do not book holidays during term-time. Holidays will not be authorised.



# Metacognition

“Thinking about thinking” – developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges.

Metacognition is about encouraging children to take responsibility for their own learning and to become more self-motivated as a result.

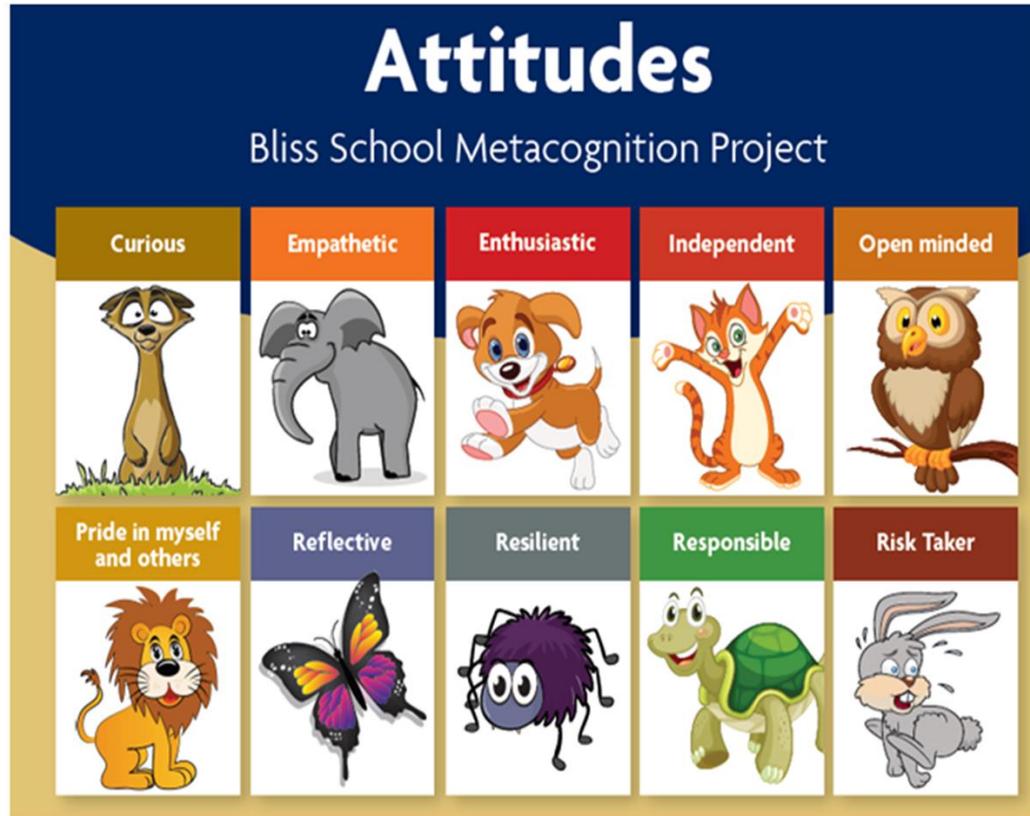
All skills and attitudes are displayed in the classroom and will be linked in to lessons.

Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground.

10 tokens in total = a certificate in our class assembly; 10 tokens for each individual skill or attitude = sticker on their record card which will be presented in our class assembly.

Unfortunately we can’t hold celebration assemblies with parents again yet; however, we will hold class celebrations and share achievements via Twitter and Newsletters.

# Rewards



10 of any metacognition = A certificate

3 of the same metacognition = A sticker on their Journey Chart which

They carry throughout their time at Bliss.

# House points



- House points are awarded for a variety of things, including anything that matches our RESPECT rules.
- Weekly totals will be announced in class assemblies and a trophy awarded to the winning house each term with a chance to win the house shield at the end of the year.
- Every point counts!

# Communication

Ways to contact Class 3:

- Pop along to the classroom at the end of the day
- Phone the office and they will arrange a time for me to call you back
  - Email the school office
- Any questions please stay to speak with me