



Who's Who in our Team?



Mrs Moore
Chestnut class
& Phase Leader



Mrs Chick
Pine class



Mrs Todd
Teaching Assistant



Mrs Winslade
Chestnut/Pine class



Learn Believe Achieve Together

Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

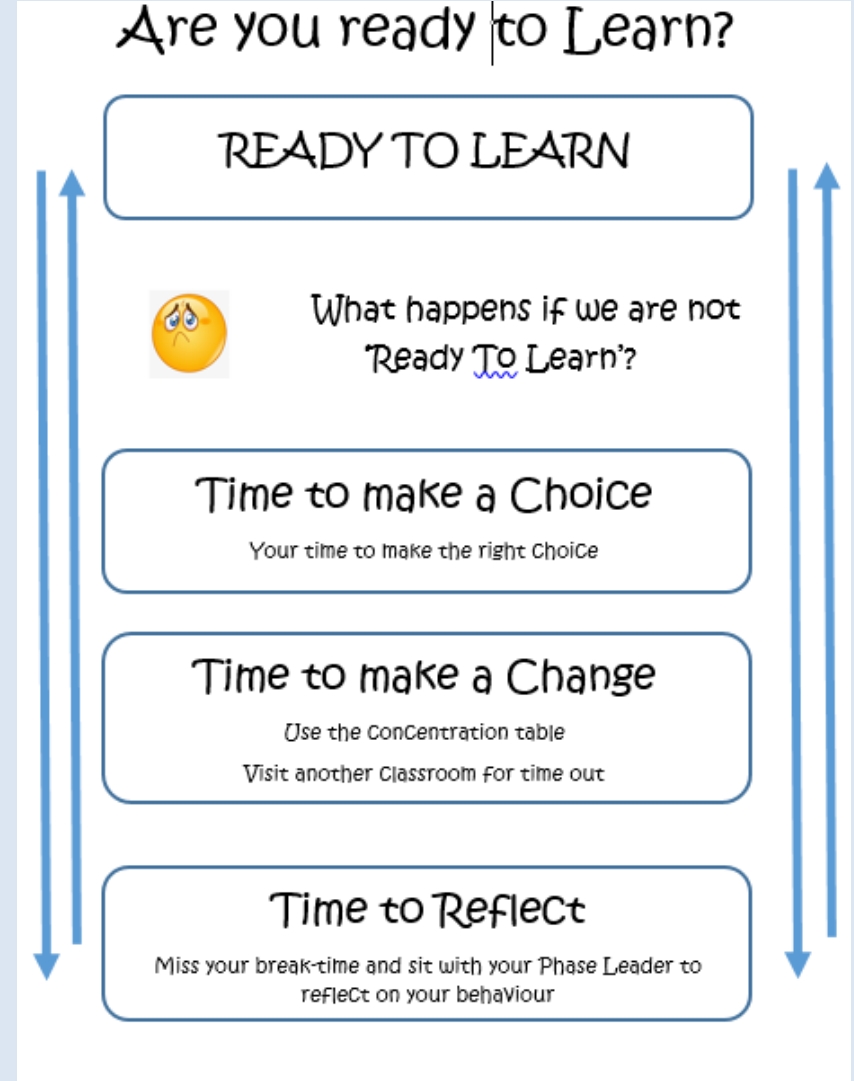
3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

Behaviour system (Triple Thank You)





Class timetable

Timetable

<div style="text-align: right; font-size: small;">+</div>	8.40 Doors open Monday Spelling practise every morning	English/ Recorder - music Information - Unicorns) Music	Maths (number - up 100) recorders	B R E A K	RE Diwali	I C E C R U L	Daily read	Geography settlements	Assembly
	Tuesday	English Chestnut Pine -PE	English - Pine PE - Chestnut		Maths		Daily read	Science	
	Wednesday	English	Maths		Guided Reading		Daily read	ART	
	Thursday	English	Maths		Guided reading		Library/daily read	Spelling lesson	Assembly
	Friday	Spelling test/Lesson	English		Maths		Daily read	Jigsaw PE	Assembly



Key things to remember for Year 3

- No pencil cases
- PE days
 - Tuesdays (indoor) and Friday (outdoor)
 - Specialist Sport coaches
- Music lesson/specialist in
- Home Learning Exhibition dates (children only)
- Open Morning Session (parents)
- Sending Home Arrangements (include form!!)



Useful information

- Topics Reading Books
- Internet Safety Handout
- Maths online resources

- All available on the school website



Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



Topics and Trips/Enrichment Activities

Term	Topic	Trip/Enrichment	Cost
Autumn 1	How do I move?	Recorder lessons Home Learning class exhibition	*2nd hand recorders for sale (£5)
Autumn 2	How did Britain Change from the Stone Age to the Iron Age	Christmas Carol concert at EBC (approx. 20 spaces) Home Learning class exhibition Chertsey Museum (Prehistoric man TBA)	TBA (£20 - £25)
Spring 1	What did the Egyptians do for us?	Home Learning class exhibition	
Spring 2	How can I look after my world?	Make do and mend day. Poetry recital and Fashion show Home Learning class exhibition.	* Clothes and scrap materials/embellishments donations
Summer 1	What is beneath out feet?	Home Learning class exhibition	TBC (£20-25)
Summer 2	What art is on my doorstep?	Wilde Week at SHP	TBC – (£3.50)

Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Information about your child's progress

National Expectations

Key		Expectation Descriptors	Scaled Score @end KS2
G =Working at Greater Depth	G Above Expected (GDS)	<ul style="list-style-type: none"> Is exceeding / significantly exceeding national expectations Is always successful in understanding the key learning objectives Can consistently apply their skills / knowledge in a range of contexts Can clearly explain and justify their ideas Demonstrates skills and knowledge beyond the curriculum Can analyse / evaluate their own and other's performance effectively 	115-120
	G- Just Above Expected (GDS-)	<ul style="list-style-type: none"> Is just exceeding national expectations Is almost always successful in understanding key learning objectives Is able to apply their skills, in a range of context, making few errors Can often explain and justify their ideas 	110-114
E Working at Expected Standard	E+ Just Above Expected EXS	<ul style="list-style-type: none"> Is meeting <u>all</u> of the NC expectations Is a successful learner and shows good understanding of the objectives taught Is able to learn new skills and use them accurately and independently May make occasional errors when applying their learning in other concepts 	108-109
	E Expected EXS	<ul style="list-style-type: none"> Is meeting <u>all</u> of the NC expectations Is a successful learner and shows good understanding of the objectives taught Is usually able to learn new skills and use them accurately and independently Is starting to apply their learning in other concepts 	104-107
	E- Just at Expected EXS	<ul style="list-style-type: none"> Is meeting most, but not all, of the NC expectations Is successful at learning many new concepts Is starting to apply their skills independently, but not consistently May make errors but will usually be able to improve work following feedback May have some smaller gaps in learning 	100-103
W Working Towards Expected Standard	W+ Just Below Expected WTS	<ul style="list-style-type: none"> Is able to access the national curriculum Has some gaps in their learning Experiences difficulty to embed concepts Often needs some scaffolding or support Often struggles to apply their learning independently 	96-99
	W Below Expected	<ul style="list-style-type: none"> Is able to access the NC with personalised support Has significant gaps in their learning Struggles to embed concepts Cannot apply their learning independently 	86-95

The role of the **Raising Standards Leader**, Mrs Sidhu, is to ensure the best possible outcomes and progress for all our children across KS1 and KS2.

In doing this, the RSL supports staff in their understanding of assessments and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children.

Jargon Buster

- EXS – *Expected Standard (EXS)*
- GDS – *Great Depth Standard (Above)*
- WTS – *Working Towards (Below)*

Different types of Assessments

- Pixl – Assessment/Tests
- GL Assessments - Assessment/Tests.
- Standardised Scores & Scaled Score
- Phonics screening
- MTC – Multiplication Times table Check (Y4)
- EYFS/GLD - Early Years Foundation Stage / Good Level of Development

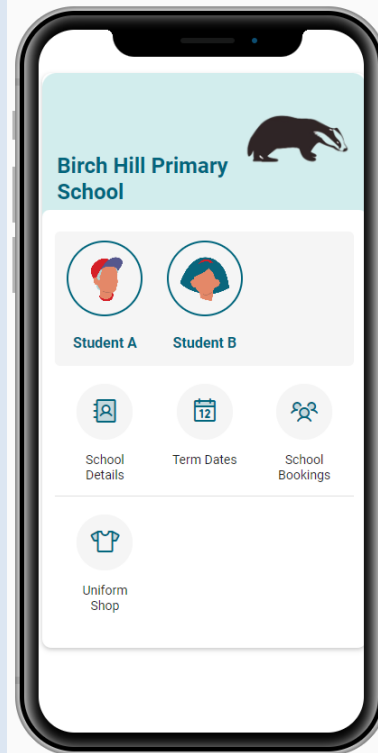
Communication to Parents

- Termly Parents Evenings & End of Term Report
 - Report on Hero app
 - Children invited



INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.



DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

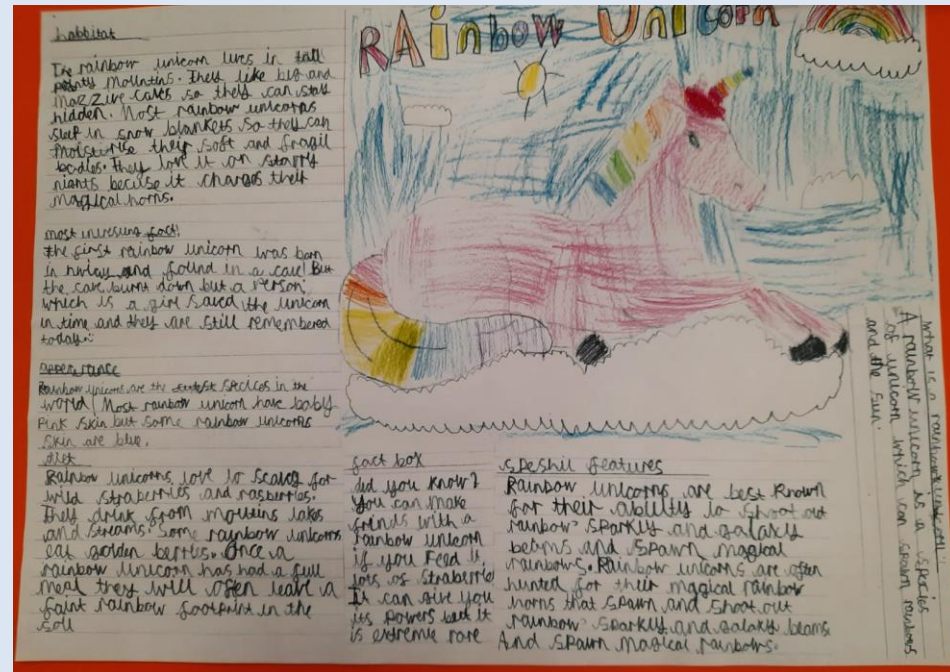
Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

Oracy

Writing

Talk 4 Writing

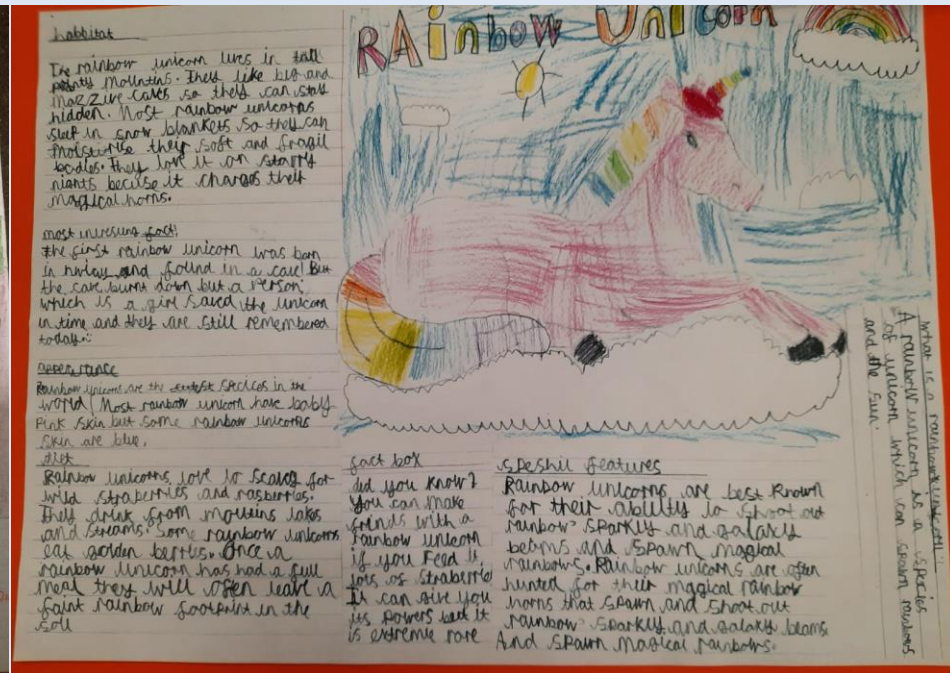
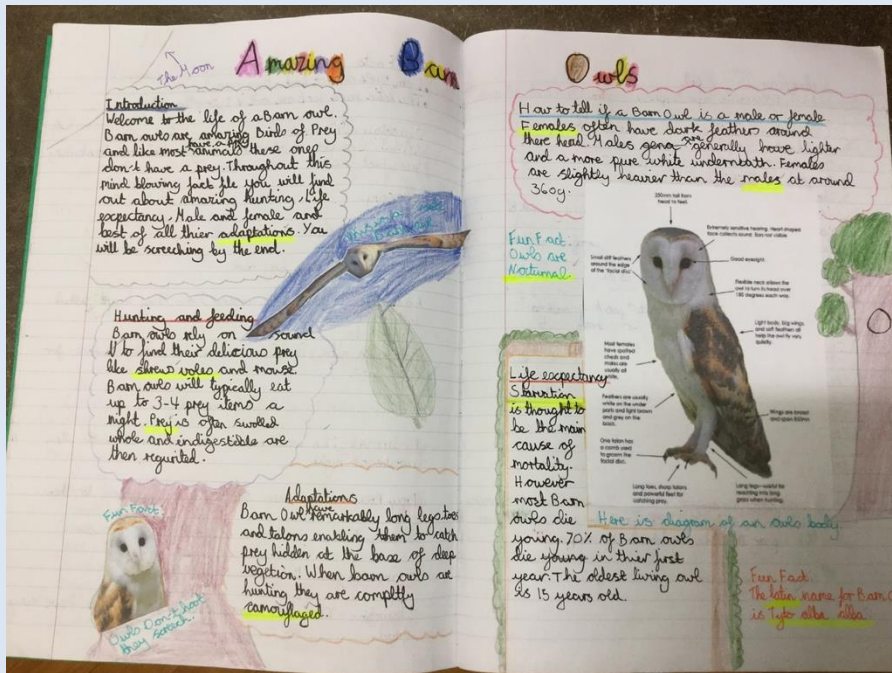
Expected learner in Year 3



Things we look for in an expected piece of writing

- Cursive handwriting.
- Planned vocabulary choices.
- Texts structured using paragraphs.
- Punctuation – full stops and capital letters,
- apostrophes, exclamation marks and question marks.
- Correct use of tenses.
- Included the key features of the genre covered.

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EXS Spelling

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Cursive script in Year 2

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Letter formation

Pitter-patter

Curly caterpillar letters

Up, around and stop,
Back, around and down.

a c d f g o s q



Ladder letters

Up the ladder,
Down the ladder.

i j l t u y



One armed robots

Up the robot,
Down the robot,
Up the robot again.

b h k m n p r



Zigzag monster letters

Up, diagonally down

v w x



Miscellaneous letters

e – Diagonally up,

loop the loop,

and out again.

z – Up,

and horizontally across

e z





Leppington, Birch Hill, Bracknell, RG12 7WW
Headteacher: Michael Dillon B Ed (Hons) MA

Tuesday, 27 September 2022

Dear Parents/Carers,

Year 2 Home Reading

Reading with your child is an essential part of their learning as it opens up a whole new world of learning and imagination. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In Year 2
compreh

-
-
-

- **Word reading** involves blending unfamiliar printed words (decoding).
- **Fluency** is the ability to read at a comfortable pace without undue hesitation which could impact on meaning or understanding.
- **Comprehension** is the understanding and interpretation of what has been read.

To develop
initially, th

Your child
Monday.

Your child's books will be issued on a **Monday**. We kindly request that you return these books the following **Monday**. Unfortunately, we will be unable to issue new books until all books have been returned.

Yours sincerely,

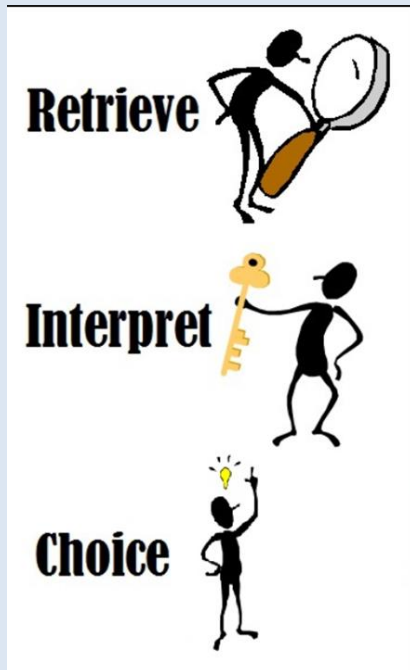
The Year 2 Team

Reading

Reading

- **Word reading** involves blending unfamiliar printed words (decoding).
- **Fluency** is the ability to read at a comfortable pace without undue hesitation which could impact on meaning or understanding.
- **Comprehension** is the understanding and interpretation of what has been read.

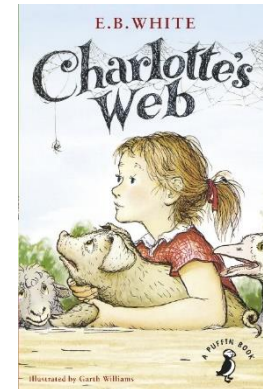
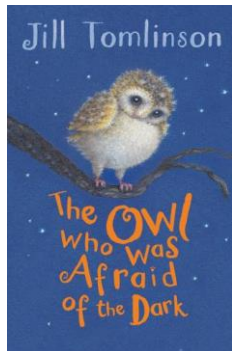
Reading with RIC



- Your child is responsible for changing their reading book once they have read it.
- Children will be heard by an adult once a week, either through group guided reading or one to one.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read.

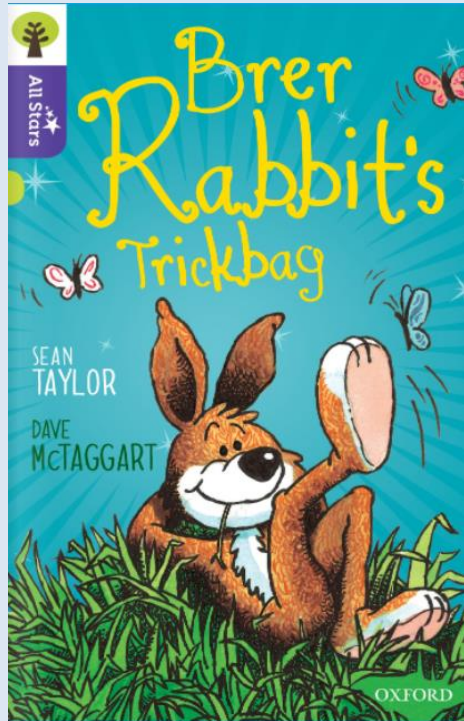


Teacher





Examples of Reading in Year 3



Lime level

He is not only clever in a tricky kind of way. He is funny in a clever, tricky kind of way. Which is why he is forever pestering the other animals, playing jokes and making mischief.



Brer Rabbit's neighbour, Brer Fox, knows all about those jokes. In fact, he was the one who opened Brer Rabbit's trickbag.



Examples of Reading in Year 3

Oxford Levels and Book Bands

Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		13	Brown
Year 3 / Primary 4	7-8 years old	14	Grey
		15	
		16	Dark blue
		17	
		18	
Year 4 / Primary 5	8-9 years old	19	Dark red
		20	
Year 5 / Primary 6	9-10 years old		
Year 6 / Primary 7	10-11 years old		

Maths

Number and Place Value – Numbers to 1000: Writing, comparing, ordering and looking at the value of each digit.

Addition and Subtraction – Adding and subtracting 2 and 3 digit numbers crossing 10 and not crossing 10.

Multiplication and Division – Recap 2, 5 and 10 times tables. Introduce 3, 4 and 8 times tables. Multiply 2 digits by 1 digit. Dividing and dividing with remainders.

Measurement – Money, time, length, perimeter, mass and capacity

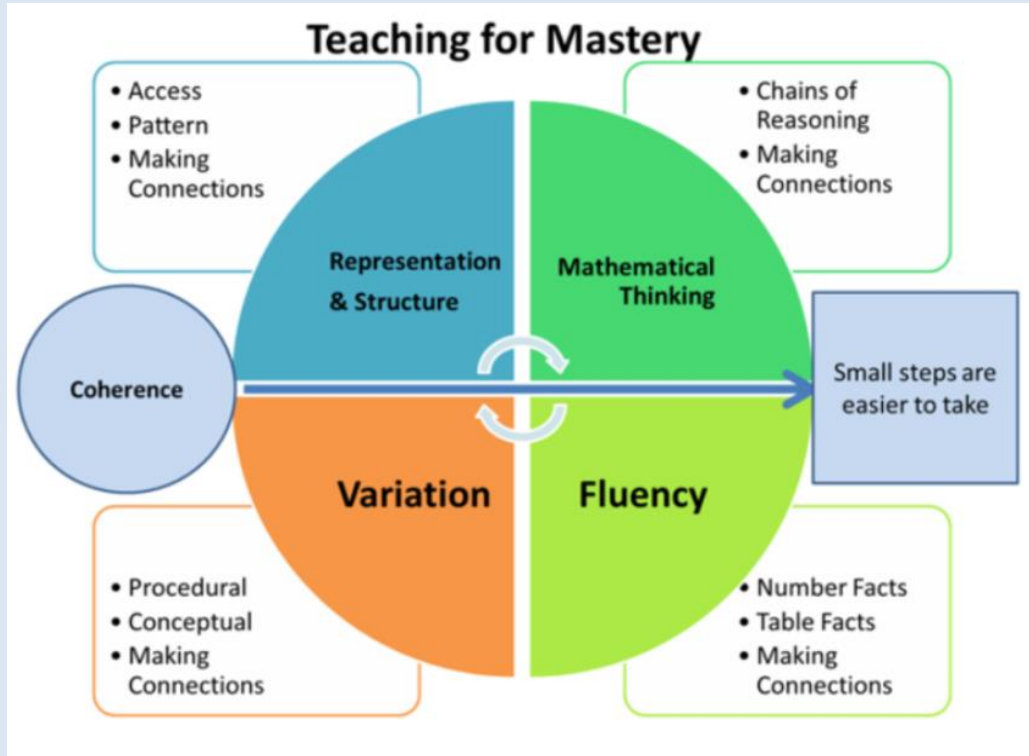
Fractions – Halves, quarters and thirds. Equivalent fractions. Fractions of an object and fractions of amounts. Compare, order, add and subtract fractions.

Geometry – Introduce types of angles. Turns. Horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D and 3D shapes. Make 3D shapes.

Statistics – Bar charts, tables and pictograms



Mastery Maths



NCETM



Maths fluency

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4 Week 8: x8	Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4	Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	Mixed practice Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	Mixed practice Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10	Mixed practice Multiplication and division facts Week 1: x2, x3, x5 Week 2: x10 Week 3: x4 Week 4: x8 Week 5: x2, x3, x5 Week 6: x10 Week 7: x4



Home Learning

- Daily Practice:

Reading (3x per week minimum)

Spelling

Times Tables 2, 5, 10 3, 4, 8, 6, 7 and 9



- Cross-Curricular Home Learning Grid

	(1 point)	(2 points)	(3 points)	(4 points)
Language & Communication - Speaking, listening, literacy, English and other languages	Write a shopping list including '5 a day' fruit and vegetables.	Write a set of instructions for looking after your pet & keeping it healthy	Make a poster for a fruit or vegetable of your choice – describing its benefits to your health.	Film/design an advertisement to promote healthy eating.
Health & Wellbeing - Physical activity, food, Personal/Social/Emotional development	Create a food diary for a week either for yourself or for your pet	Design a healthy/balanced meal. Ext. Group foods into carbohydrates, proteins, vegetable and dairy.	Come up with a new exercise to keep your muscles moving	Draw an outline of a human being. How many muscles/bones can you label?
Humanities and Citizenship - History, Geography, RE, Cultural, visits	Find out and draw a national meal for a country of your choice.	Plan a well balanced diet for a vegetarian.	Write about a day/visit where you have been particularly healthy (in your diet or due to exercise) e.g. a swimming lesson/trip to The Lookout.	Investigate a traditionally English meal. Decide and record whether it is a healthy meal with reasons.
Science and Technology - Science, DT, Eco issues	Visit http://calorielab.com/burned/?mo=se&gr=15&ti=sports&q=8&wt=150&un=lb&kq=68 to see how many calories you burn during an exercise you take part in – note it down.	It is recommended that you take part in 5 hours of exercise each week. Measure and record the exercise you do in one week.	Draw an example of an omnivore, herbivore and carnivore. Then show something that each animal would have in their diet.	Go on a mini-beast hunt. Draw and label any animals found. Do they have an exoskeleton?
Creative Arts – Art, Design, Drama, Music, Dance	Draw a picture of somebody taking part in an exercise. How will you show that they're moving?	Compose / choreograph a new song and dance about food that will keep you active & make exercise fun.	Design and make a food package that gives important nutrition information to the customer	Create a board game that encourages children to eat well.
Math & Problem Solving - Math, Thinking Skills, Logic, Problem solving	Use a selection of fruit/vegetables to demonstrate a chosen times tables (e.g. 2x tables with sets of 2 cherries)	Investigate how many cups of water you should drink in one day. How many should you drink per week? What about in 2 weeks?	Make a survey of people's favourite healthy snack. Create a graph (bar chart) showing your results.	Calculate the number of calories you eat in a whole day * Link to food diary



- 2 planting cycles every year
- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact Mrs Pratt.**



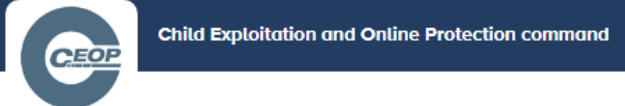
Safety

E-Safety

- Gaming – age appropriate
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/SnapChat
- <https://www.youtube.com/watch?v=sz4EyUMUTro> ESAFETY VIDEO

Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.



Please do not bring in any smart watches



A few final reminders ...

- Parent Mail login / contact (including junk)
- Emergency Contact form-
 - it's vital that we have two contacts
 - Make sure you are getting emails (and not going into junk!)
- Uniform: available from Mr Wagstaff mikewagstaff56@gmail.com or from the school office
- Nut free, chocolate free school, healthy snacks (water only)
- Talk to us!



Thank you and AOB