



Y3 Welcome Meeting

Agenda

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules & Behaviour System
4. Class Timetable
5. Topics & Trips
6. What's New in Year 6
7. National Expectations
8. National Curriculum & Expectation for Reading, Writing & Maths
9. Home Learning
10. Useful websites & information
11. Handouts
12. Questions



BIRCH HILL
PRIMARY SCHOOL AND NURSERY
Learn, Believe, Achieve Together



MAIDEN ERLEGH
TRUST



Aim High



Be Inclusive



Work Together

Vision & Motto

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



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School Improvement Plan (SIP)

- Providing high-quality teaching and learning for every child, ensuring all children enjoy, access and succeed through an ambitious curriculum that meets their individual needs.
- Creating a happy, safe and respectful school community, where strong relationships, high expectations and clear routines help every child feel confident, supported and ready to learn.
- Give children the best possible start to school through a strong Early Years provision and high-quality phonics teaching that builds the foundations for future success.



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Communication

Open door policy
Weekly Newsletter
Text/Emails
MCAS (app)
Reporting / Hero App
Class Reps



Look what we have harvested from our Edible Garden

Harry Elery Bike Ride

Over the summer months Harry completed a 37 mile bike ride from Guildford to Sharnham-by-sea and has raised £375 for the school—Many thanks to Harry for his brilliant effort and all of the generous donations.

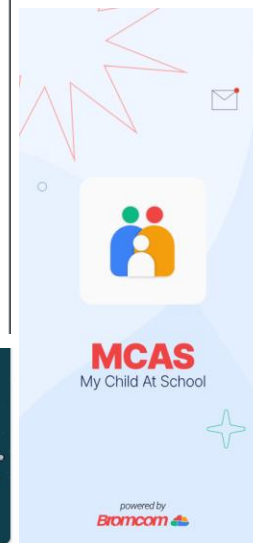
<https://af.merica2021/>

To the Beach - Harry's Cycle Ride



Diary Dates

Year 5/6 Year Group Welcome Meeting	6.30 - 7.30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6.30 - 7.30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6.30 - 7.30 Thursday 1st October
Reception Year Group Welcome Meeting	6.30 - 7.30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm—Tuesday 20th October (Via ZOOM) 4-7pm—Thursday 22nd October (Via ZOOM)





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Friends of Birch Hill



- Over the years;
 - Supported the 50th Celebrations
 - Money for;
 - playground upgrades
 - Library
 - climbing frames
 - Edible Playground
 - EYFS improvements

Events – dates TBC

- Discos
- Dress-down Day
- Christmas Present Room

2026 AGM – Tues 20th October – 6pm



Family Support, Attendance Officer & WPA

- Della Payne-contact via school office (4 days a week)
 - First Day calling
- External Education Welfare/Attendance – WPA support to improve attendance across the school (Home Visits)
- Offers support and guidance
- Links with other organisations & agencies
 - Local Authority Early Help & Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions
- Leave of Absence Requests/ Medical/Holiday evidence
- Government have increased fines to £80 p/c, per adult





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Whos' Who in your Team

Ms Winslade, Mrs Shiva and Mrs Corless



Mrs Khanna



And Mrs Todd



Mrs Chick



Topics and Trips

Term	Topic	Trip/Enrichment	Cost
Autumn 1	How do we move?		
Autumn 2	How did Britain move from the Stone age to the Iron Age?	Cherstsey Museum Recorder recital	TBD na
Spring 1	What's underneath our feet?		
Spring 2	How can we look after our world?	Fashion Recycling show	Old pillow case
Summer 1	What did the Egyptians leave us?		
Summer 2	Art on our doorstep	South Hill Park	



Behaviour & 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



Continued ...



Are you ready to Learn?

READY TO LEARN



What happens if we are not
Ready To Learn?

Time to make a Choice

Your time to make the right choice

Time to make a Change

Use the ConCenTration table
Visit another Classroom For time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to
refleCt on your behaviour



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 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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition



Timetable

Mon	R e g / M S	9- 10 am Writing/ Music?	10-11 am Guided Reading Spellings Handwriting	B R E A K	11.15 12.15 Maths	L U N C H	T T R S	D R d	1.40 - 2.15 PE	2.15 - 2.40 French	2.40 -3.00 Assembly	3- 3.20 Newsround/ Wordle Home time
Tues	R e g / M S	Writing	Guided Reading Spellings Handwriting		Maths		T T R S	D R D	Topic	Topic		3- 3.20 Newsround/ Wordle Home time
Wed	R e g / M S	Writing	Guided Reading Spellings Handwriting		Maths		T T R S	D R D	Library	RE		3- 3.20 Newsround/ Wordle Home time
Thurs	R e g / M S	Writing	Guided Reading Spellings Handwriting		Maths		T T R S	D R d	Library/ Jigsaw - PHSE		Singing assembly	3- 3.20 Newsround/ Wordle Home time
Fri	R e g / M S	Grammar	Guided Reading Spellings Handwriting		Arithmetic		T T R S	Daily Read	Art		Celebratio n Assembly	3- 3.20 Newsrou nd/Word le Home time



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Reading Overview



**MASTER
READERS**
excellence after phonics

MONDAY

Whole
class shared
reading of
chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review



Reading Levels

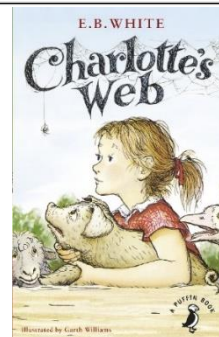
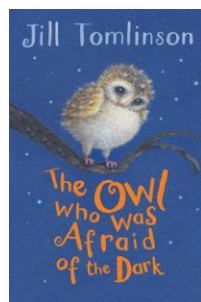
Year group	Age	Oxford Level	Book Band	Approximate Reading Age	
Nursery	Up to 4 years old	1	Lilac	<4.0 – 4.6	
		1+	Pink		
Reception / Primary 1	4-5 years old	1	Lilac	4.6 - 5.0	
		1+	Pink		
		2	Red		
		3	Yellow		
Year 1 / Primary 2	5-6 years old	4	Light blue	5.0 – 5.6	
		5	Green	5.6 – 6.0	
		6	Orange	6.0 – 6.6	
Year 2 / Primary 3	6-7 years old	7	Turquoise	6.6 – 7.0	
		8	Purple	7.0 – 7.6	
		9	Gold	7.6 – 8.0	
		10	White	8.0 – 8.6	
		11	Lime	8.6 – 9.0	
		12	Lime +		
Year 3 / Primary 4	7-8 years old	8	Brown	9.0 – 9.6	
		9			
		10			
		11			
		12	Grey		
		13			
Year 4 / Primary 5	8-9 years old	14	Dark blue	9.6 – 10.6	
		15			
Year 5 / Primary 6	9-10 years old	16	Dark red	10.6 – 11.6	
		17			
Year 6 / Primary 7	10-11 years old	18			Dark red
		19			
		20			



Teachers Stamp of Approval

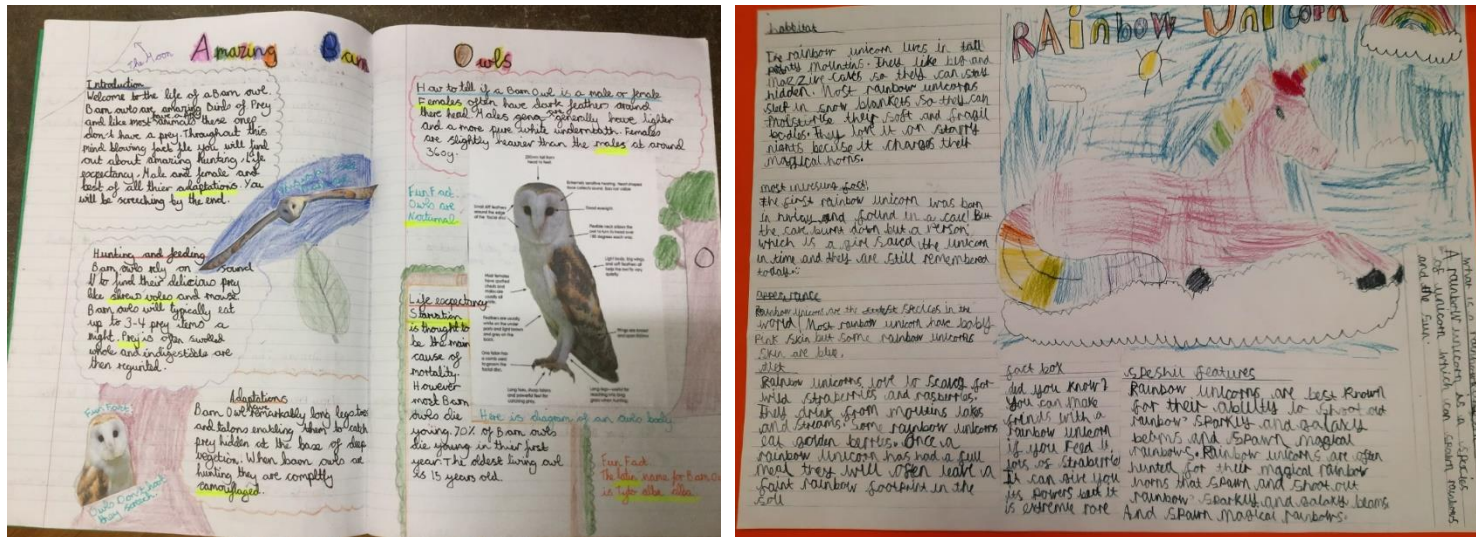


Teacher





English / Writing



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.



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



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

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=9&gr=15&ti=sports&w=6&wt=150&un=lb&kg=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



Phonics

We are making some changes to our phonics and spelling provision. We've completed our baseline phonics assessments, and from next week we'll be starting targeted phonics groups for children in Years 1 to 4.

This includes some children in Year 3 and Year 4, as the assessments show they would benefit from strengthening their phonics knowledge to support reading accuracy and spelling.

The groups will be ability-based, so children may be taught in mixed-year groups such as Year 1–3 or Year 2–4, depending on their starting point. Alongside this, children will also receive short intervention sessions in the afternoon to reinforce the learning.

This is all part of our move to implement the whole-school Read Write Inc. approach, ensuring every child has the right level of support.

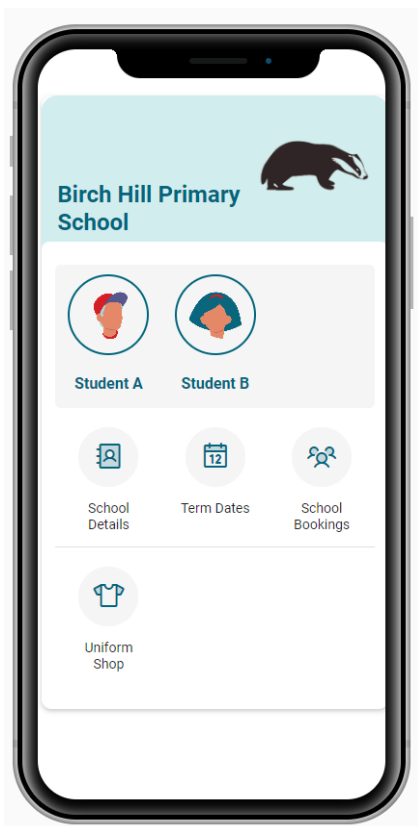


Assessment Grades

Key		Expectation Descriptors	Scaled Score @end KS2
G =Working at Greater Depth	G Above Expected (GDS)	- 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-)	- 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	- 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	- 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	- 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 Toward Expected Standard	W+ Just Below Expected WTS	- 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	- 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



Hero



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.





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E- Safety

NSPCC

ONLINE SAFETY: ENGAGING WITH PARENTS

How can schools help parents?

EXPLAIN AND INFORM

MANY PARENTS RELY ON SCHOOLS TO HELP KEEP THEM UP TO SPEED AND HELP DEAL WITH ONLINE RISKS. STAY ON TOP OF ONLINE SAFETY RELATED NEWS, INCLUDING SOCIAL MEDIA DEVELOPMENTS AND NEW APP RELEASES, AND SHARE IMPORTANT UPDATES WITH PARENTS.

COMMUNICATE CLEARLY

EFFECTIVE COMMUNICATION IS ESSENTIAL FOR BUILDING SCHOOL-FAMILY PARTNERSHIPS. MAKE IT EASY FOR PARENTS TO ACCESS ONLINE SAFETY INFORMATION. PLAN YOUR COMMUNICATIONS TO PARENTS SO THAT YOU DON'T HAVE TOO MANY THINGS GOING OUT ON THE SAME DAY AND TRY DIFFERENT WAYS TO INVOLVE THEM.

INVOLVE CHILDREN

INVITING PARENTS TO GET INVOLVED IN SHARING ONLINE SAFETY INFORMATION ENABLES PARENTS/CAREERS TO HEAR FIRST-HAND HOW CHILDREN AND YOUNG PEOPLE FEEL ABOUT USING TECHNOLOGY, AND WHAT STEPS THEY TAKE TO STAY SAFE.

MAKE IT ENGAGING

IT DOESN'T MATTER HOW MUCH EFFORT YOU PUT INTO AN ASSEMBLY, PRESENTATION OR NEWSLETTER ETC. IF THE CONTENT ISN'T ENGAGING, YOU'LL QUICKLY LOSE THEIR ATTENTION.

7 fun ways to share key messages

WHILE PARENTS' EVENINGS AND MEETINGS ARE A GREAT WAY OF INFORMING PARENTS AND CAREERS ABOUT ONLINE SAFETY, IT CAN BE DIFFICULT TO GET ALL PARENTS PHYSICALLY INTO THE SCHOOL AT THE SAME TIME.



85% OF PARENTS SAY THEY PREFER TO LEARN ABOUT ONLINE SAFETY VIA DIGITAL RESOURCES.



**National
Online
Safety**

#WakeUpWednesday

Talking to your child about online safety

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

 **parentzone**
The experts in digital family life



Child Exploitation and Online Protection command





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.



Key things to remember in Yr3

- No pencil cases
- E-Safety
- Send in a healthy snack
- Uniform and PE Kits
- PE day Wednesday
- Music lesson – Recorders - specialist in on Monday mornings
- **Please wave at children so we send them to the right parent**
- In case of absences, let the school office know
- Medical forms and medication



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Thank you and AOB