



Gilbert Colvin
Primary School

Gilbert Colvin Primary School Year 3

Meet the Teacher

Welcome from the Year 3 team!

- Teacher – Mrs Afzal
- Teacher – Mr Opoku

Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

www.gilbertcolvin.co.uk

Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

On PE days children come to school in their PE kit-

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



Children can wear uniform with our school logo on or uniform widely available from the high street. Logo uniform can be ordered from our supplier, <https://khalaschoolwear.co.uk/>



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).

Behaviour

Positive not punitive

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*.

Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

Inclusion Team

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

Behaviour Policy

This can be read on our website <https://www.gilbertcolvin.co.uk/page/?title=Policies&pid=20>

Behaviour – visible consistencies

This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

As a whole school, we are focusing on: greeting each other, walking (not running), being kind to each other in the playground.

Behaviour for learning – in classes. This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

Consequences hold – good behaviours don't cancel out the bad ones. For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.

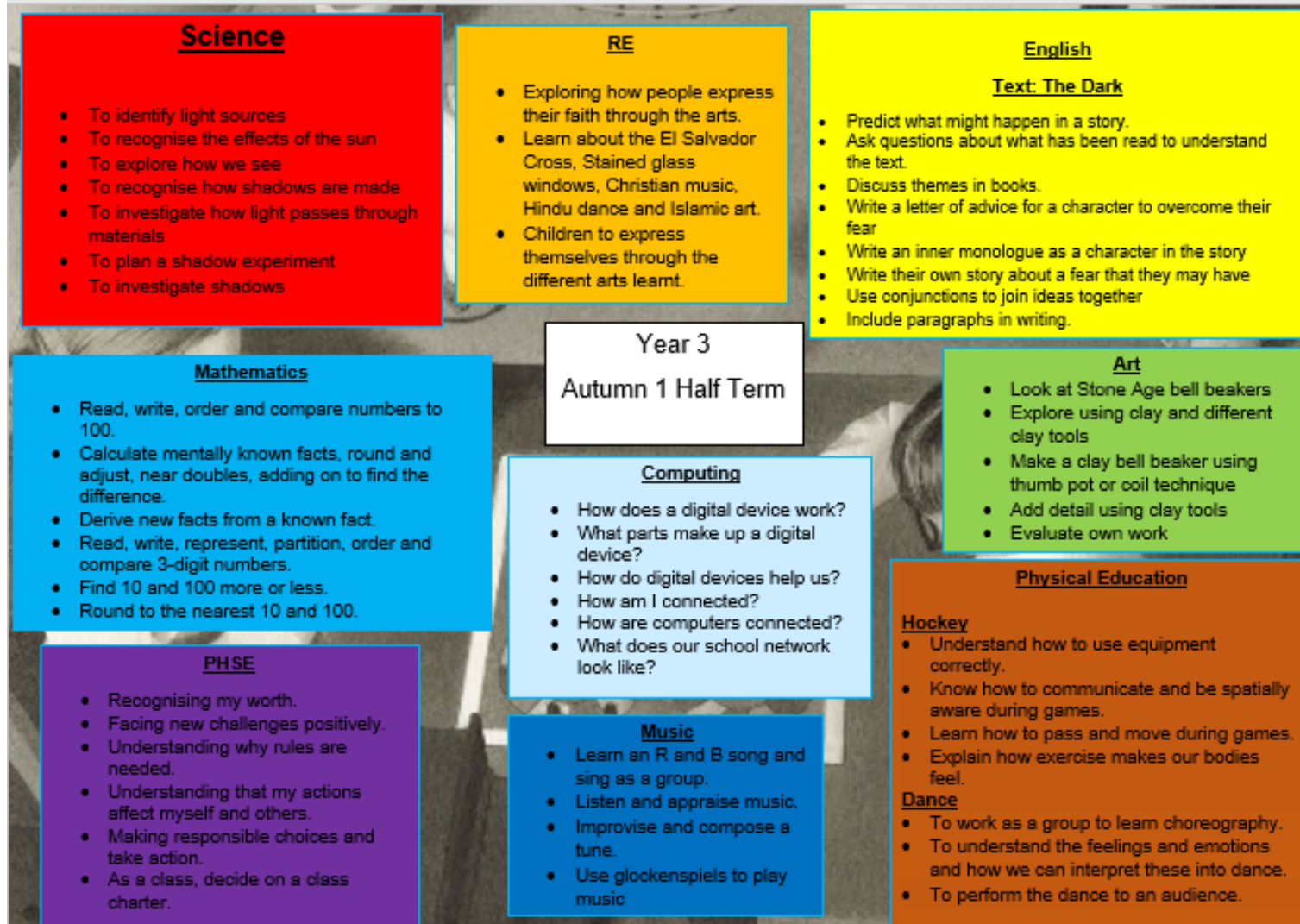
Behaviour – Zones of Regulation



Healthy Snacks

- We encourage pupils in Years 3-6 to bring a healthy and nutritious snack for break time to help maintain their energy and focus throughout the school day. Early Years and Key Stage 1 pupils are provided with free fruit at break time, so they do not need to bring a snack from home. Nursery and Reception children who are aged 3 and 4 are provided with free milk every day.
- I would like to remind parents to avoid sending in foods that are high in sugar. Chocolate and sweets will be sent home.
- Healthy Snack Ideas:
 - Fresh fruit (e.g. apples, bananas, grapes)
 - Vegetable sticks (e.g. carrot, cucumber, pepper)
 - Plain rice cakes or oatcakes
 - Cheese cubes or a small portion of plain popcorn
 - [This NHS webpage](#) is full of great ideas for healthier snacks for children - whether at home, picked up from the shops, or packed to take on the go.
- Thank you for supporting our commitment to promoting healthy eating habits!

Curriculum – what we will be covering this half term



Curriculum – foundation subject topics that will be taught this year

Geography

Where does our food come from?

Why do people live near volcanoes?

Are all settlements the same?

History

Stone Age to Iron Age
Ancient Egyptians

RE

How do people express their faith through the arts?

What does it mean to be Jewish?

Why is Jesus important to Christians?

Why do religious people celebrate?

What do religions teach about the natural world and why should we care for it?

Spanish

Phonics
Animals
Instruments
Fruits and vegetables
Ice cream

Art

Stone Age Bell Beakers
Volcano art (printing)
Bruegel (drawing)

PSHE

Being me in my world
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing me

Music

Writing down music
Playing in a band
Composing using imagination
More musical styles

PE

Hockey
Athletics
Cricket
Tri-golf
Problem solving
Gymnastics
Dance

Computing

Computing systems and networks
Creating media
Programming
Data Information
Creating Media B
Programming B

Science

Light
Nutrition and diet
Rocks
Soil
Fossils
Plants
Skeletons and Movement
Forces and Magnets

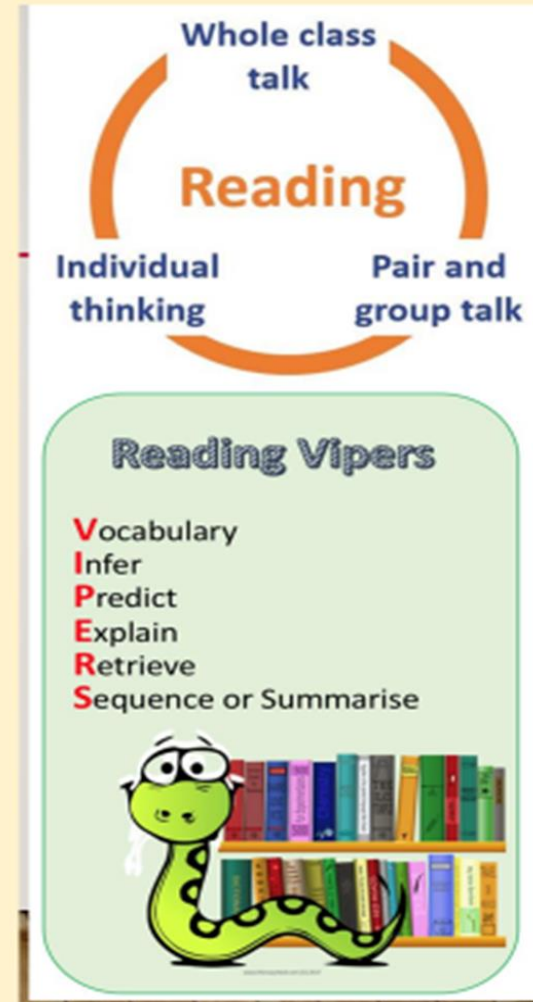
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Cooking and nutrition
Mechanical Systems
Textiles

English – how we teach reading at Gilbert Colvin

VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



English – how we teach writing at Gilbert Colvin

- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.

Maths – how we teach maths at Gilbert Colvin

- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)

Music



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- We want all our pupils to enjoy a rich range of clubs and enrichment opportunities throughout their time at school. Every child in Years 3, 4 and 5 takes part in whole-class ensemble teaching in recorder, violin and cornet, and some pupils also learn piano with our peripatetic teacher. If your child is interested in learning an instrument, you can contact [Redbridge Music Services here](#). If enough families sign up, lessons can take place here in school. A letter with further details has already been sent home.
- Following another successful year with **Rocksteady**, children will have the chance to sign up again for next year.

Music

ROCK
STEADY

ROCK AND POP BAND LESSONS!

TAKES PLACE AT SCHOOL



IGNITE THEIR INNER SPARK!

- ✂ Children learn to play an instrument in their very own band.
- 🎸 Fun and inclusive in-school band lessons. No music theory involved.
- 🎵 Follow their musical journey in your Backstage account.
- 📄 Exam-free, Ofqual-regulated Trinity music qualification.
- 🎸 Instruments provided and no experience necessary.

BOOK YOUR CHILD'S
PLACE ONLINE!



0330 113 0330 (Mon-Thurs 8am-8pm, Fri 8am-6pm, local rate)

rocksteadymusicschool.com



Gilbert Colvin
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Homework

Homework is sent directly to parents each Friday on School Ping.

Please let us know if you are unable to access the homework.

English

- Read your Accelerated Reader book every day and talk to someone at home about it. Answer questions they ask you to check your understanding.
- Spag.com – Subordinate clauses and conjunctions (A)

Maths

- Times Table Rock Stars
- Maths.co.uk – Year 2 Number and Place Value (A)



Homework Year 3

Date: 13.09.24

Complete by: 20.09.24

Have you tried these website games?

<https://www.bbc.co.uk/bitesize/primary>

<https://go.educationcity.com/>

<https://trockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Mental Maths

Practise your 2, 5 and 10 times tables

Spellings

Learn week 2 spellings

Handwriting

Write a couple sentences about your favourite learning so far

Discuss with an adult...

What are you hoping to learn or improve in year 3?

What learning behaviours will help you to be a successful learner?

We are learning about...

In maths, we will be looking at ordering and comparing numbers within 100

In English, we will be editing our letter of advice on how Laszlo can overcome the fear of the dark

How can I support my child this year?

- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
- Check School Ping daily for messages, email and homework
- Look at what your child will be learning each term by exploring our 'curriculum' part of the website
- Make sure your child reads every day and sign their reading record
- Talk to your child about what they have been learning each day
- Screen time at home could include Times Tables Rockstars, Spelling Shed and Hit the Button

Important notices

- Please send your child in wearing their PE kit on Wednesday. Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.