

Belleville Primary School



Year 3 Parent Presentation

The Year 3 Team



Stephanie
Grosvenor
3SG Class Teacher
Year Leader



Fiona Allan
3AF Class
Teacher



Rob Firth
3AF Class
Teacher



Polly Szablowski
3S Class Teacher



Daniel Griffin
3DG Class
Teacher



Poppy Price
3P Class
Teacher

Belleville Senior Leadership Team



John Grove
CEO of Q1E Trust



John Budden
Executive
Headteacher



Mary-Lyne Latour
Headteacher



Rachel Carruthers
SENCo
Juniors



Tom Newman
Deputy
Headteacher
Juniors



Megan Shaw
Deputy Headteacher
Infants
Monday-Wednesday



Hannah Coles
Deputy Headteacher
Infants
Wednesday-Friday



Samantha Burst
SENCo
Infants

Parent – Teacher Communication

- Staff will be available for brief conversations every day after school in the playground.
- Staff are always happy to make appointments to meet parents before or after school if necessary.
- If there are any urgent messages during the school day, please speak to our office staff, or email enquiries@bellevilleschool.org

Working in Partnership

- **Aims:** We want your children and adults to...
 - be safe
 - Be excellent learners
 - have excellent social and emotional skills
 - achieve and succeed
- This requires effective partnership between children, parents/ carers and staff.
- Consistent support and open communication is vital.

Behaviour Policy

(Making the Right Choices)

Principles:

All (children and adults) will make the right choices to ensure that everyone:

- 1. Is kept and feels safe
- 2. Can learn
- 3. Feels welcome and valued

To be able to make the right choices, children need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:

- 4. What the right choice is
- 5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)
- 6. How to take responsibility for their choices

Recognising Right Choices

- House Points
- CARE values
- Excellent Learners
- Achievement Certificates/Star of the Week
- Belleville Badges
 - Sport
 - Community
 - Arts
 - Academic
 - Endeavour






































Addressing the wrong choices

- Wrong choices will be addressed as they arise according to our Behaviour Policy, which can be found on our website
- Incidents of behaviour will be recorded – this allows us to spot patterns and help tackle issues
- For any ‘medium’ or ‘high’ incidents, parents/ carers will be informed (awareness/ we can work together to support your child)
- If you have any concerns about behaviour, please speak with your child’s class teacher or another member of staff.

Addressing the wrong choices

- Time to calm down (if needed)
- Time to discuss and resolve any problems that may have arisen
- We guide children through discussion appropriate to their age/stage, starting with “Are you making the right choice?”
- Support children to think through the consequence of their choice, how they can fix any issues and how they can make the right choices in the future
- Consequences are appropriate to the level of behaviour according to our policy

Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
<p>What might help you?</p>  No jump  Quiet  Stretch  Breathe  Walk	<p>What could you do next?</p>  Help others  Keep listening  Challenge yourself  Use resources	<p>What might help you?</p>  Deep breaths 10 Count to 10 Quiet 2  Walk Walk 4 times  Walk	<p>What might help you?</p>  Drink Stop  Walk Clear mouth 10 Count to 10  Walk

Classroom system for addressing the wrong choices



Our Curriculum



In Quality First Education (Q1E) schools, all children receive a world class, inspirational and aspirational curriculum driven by the principles of improvement, excellence and equality. We have a broad and balanced approach rooted in subject disciplines, which ensures excellent personal, physical, academic, social, emotional, aesthetic and cultural development for all children.

AT ITS CORE THE Q1E CURRICULUM HAS:

L



LEARNERS who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

E



ENGAGEMENT

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

A



AMBITION

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

R



RELEVANCE

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

N



NURTURE

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

Year 3 English



Our Curriculum

Geography

Does the UK have good weather?

Could we only eat local?

Why is the Mediterranean Sea so important?

History

Why did the Romans invade Britain?

What did the Ancient Egyptians achieve?

Stone Age to Iron Age: What Changed?

Our Curriculum

Science:

Anatomy and Lifestyle

Exploring forces and magnets

Rocks: Introduction to geology

Understanding light and shadows

What is the life cycle of a plant?

STEM project: Food, Taste and Testing

RE:

Sacred Texts

What do people believe about God?

Hinduism



Trips and Visitors

- We want to make the most of the exciting year ahead.
- We will be holding as many live talks over Zoom/ in-person as possible.
- We have already had a visitor come in from the library to support our English unit and a Roman Day booked.
- Any connections you have which would help to bring the curriculum to life for the children would be greatly appreciated.

Routines

- Start times – Year 3 can come into the classroom at 8:50am and the register is taken at 8:55am (gates open from 8.40am)
- Any children who are late must come via the office – this ensures that they are registered correctly.
- Pick-up time is at 3:20pm.
- Please ensure children do not climb on the climbing frames before or after school as they are not supervised by an adult at these times.
- If your child is going home with another child or adult, please communicate this with the office or the teacher. We will not be able to dismiss your child unless we have been told who they are going with by you.



- Children should bring a named water bottle each day.
- Year 3 can pack a healthy snack for break time – piece of fruit or vegetable/half a sandwich (NB: We are a nut-free school).
- Children who eat packed lunches or school dinners will be eating in the hall
- Medication – a form should be filled in by parents/ carers.

Uniforms

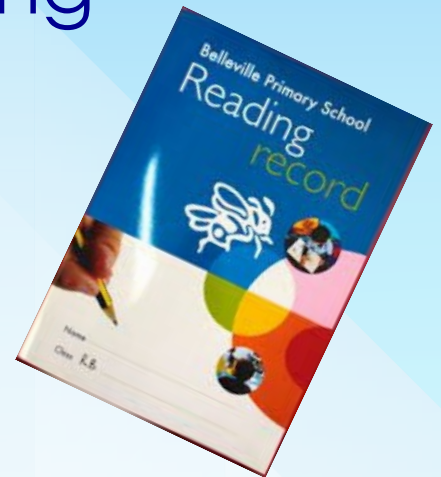
- Please ensure all uniform is labelled.
- Please ensure children arrive with clothing appropriate for the weather, especially if they are going on a trip.
 - Navy blue jumper (no hoodies), cardigan or fleece; light blue or white shirt or polo shirt; and grey, black or navy blue skirt, pinafore, shorts or trousers / plain tracksuit bottoms (no denim).
 - Jewellery – please avoid - children might be asked to remove if large.

Homework

- This is set on Wednesday and due on the following Monday (from w/c 12th September):
 - SPAG.com – 1 activity set every other week
 - Mathletics - 1 activity per week
 - Times Table Rock Stars
- If there are any problems with passwords etc., please ask the office as they can provide you with a new letter.
- Guided Reading homework: the time taken will vary from week to week.
- Reading: the recommended amount is 20-30 minutes per day.
- Spellings: these are glued into the Reading Record and assessed the following week.

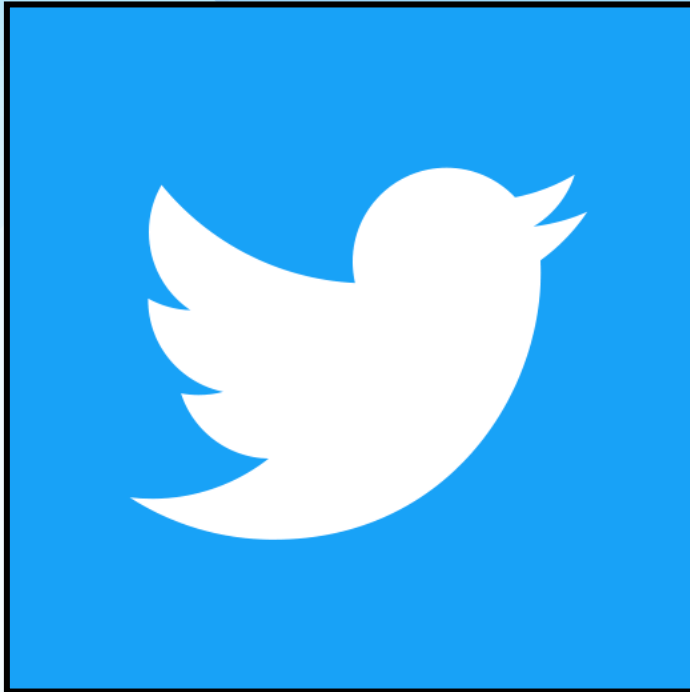
Reading Records

- These are a strong form of communication between home and school – you can read and leave notes. Please ensure you sign the Reading Record each week.



- Please ask your children to take a note of their wider reading in the Reading Record.

Twitter and Instagram



@bellevillesch



@belleville_school

See you soon!

- We hope you share our excitement for the year ahead!
- If you have any concerns, please do not hesitate to speak to us at the end of the day, send a message with your child, or get in touch via the office.