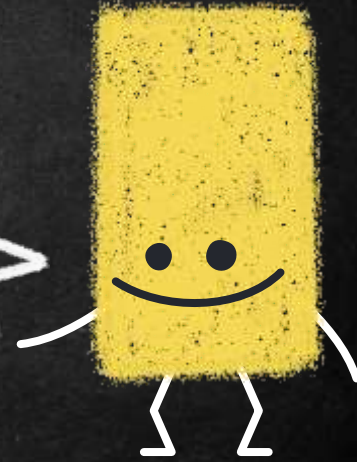




Y3/4 PARENT  
**CURRICULUM**  
MEETING



# INSTRUCTIONS FOR USE

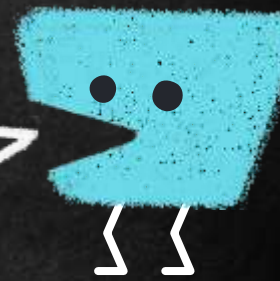


Teacher  
Michelle  
Powell

## EDIT IN POWERPOINT®

Click on the button under the presentation preview that says "**Download as PowerPoint template**". You will get a .pptx file that you can edit in PowerPoint.

Remember to download and install the fonts used in this presentation (you'll find the links to the font files needed in the [Presentation design slide](#))



## Our Vision

Within the River Hill Federation, we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning.



## Our Values

**CREATIVITY**

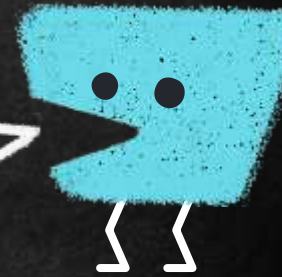
AMBITION

**RESILIENCE**

EMPATHY

**RESPECT**

COURAGE



# MATHS

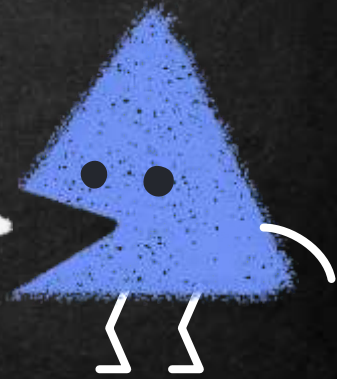
Due to mixed year groups children will work in different classes for maths.

This will mean your child may have a different teacher for maths than they do for all other subjects.

Streaming into different groups will ensure all children have an opportunity to succeed.

Y3: Amber, Amina

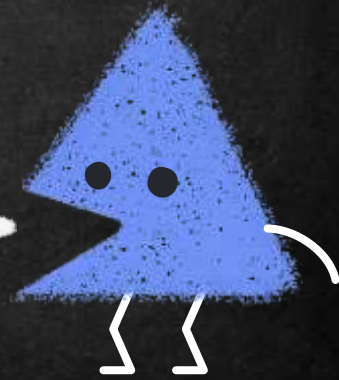
Y4: Michelle



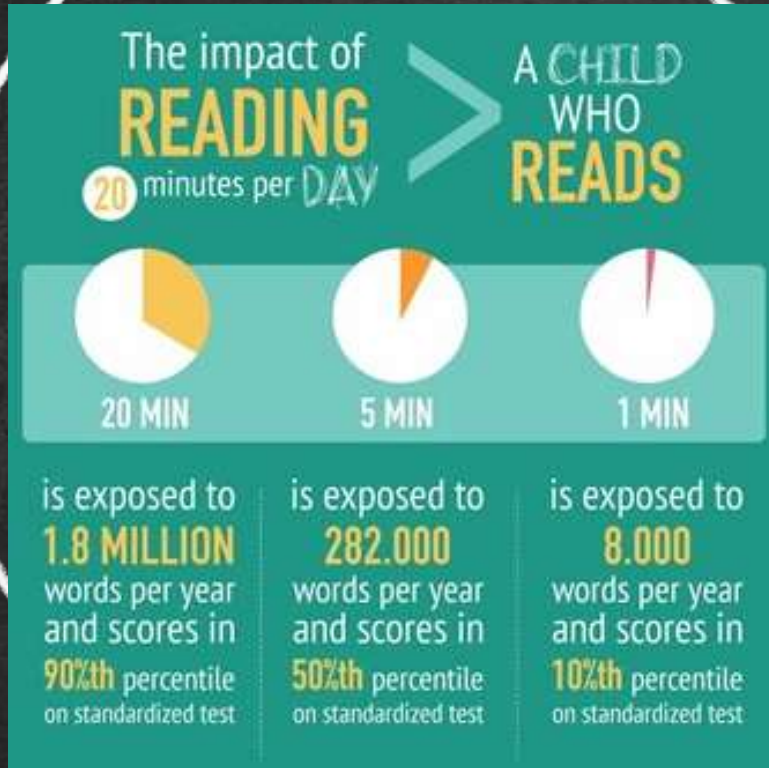


# READING

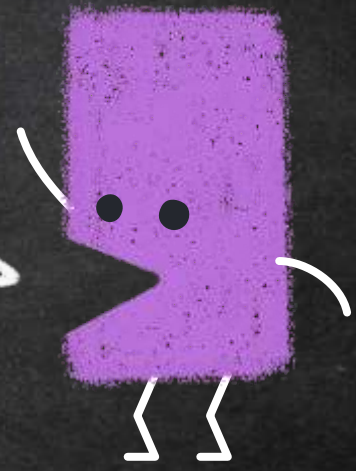
Children will be given a reading log in order to record their progress in reading. Students need to return this log to school every day. They will be checked on a daily basis.



“



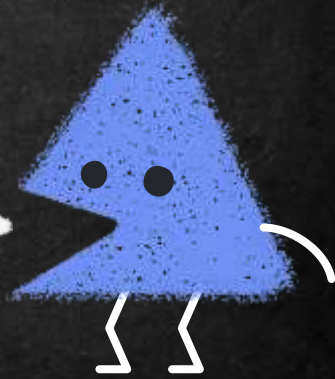
*Why should you read with and to your child?*





# HOMework

At home learning will be given in homework books in order to support them with their learning. This will be given on **Fridays** and returned on **Tuesdays**.

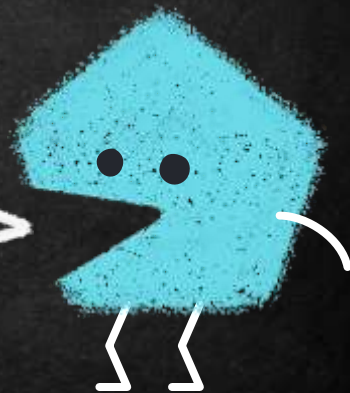


# TIMES TABLES ROCK STARS

Your child will have access to  
Times Tables Rock Stars.

Times Table Rock Stars will  
support your child in learning their  
times tables and division facts.

Children in Y4 will take a  
multiplication check in June 2024.



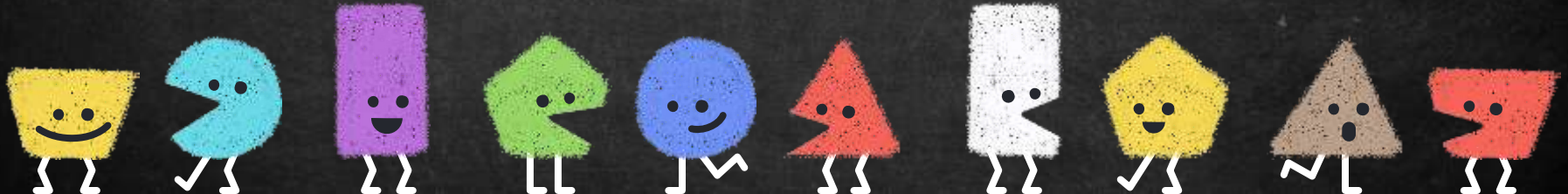


# THE SCHOOL DAY

In the interest of  
safeguarding...

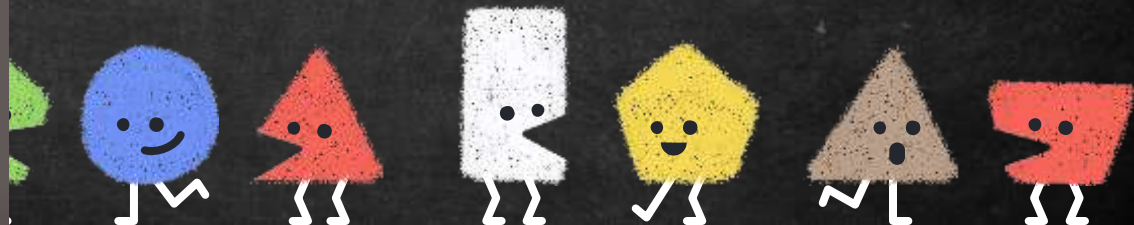
we only release children to  
persons aged 16 or older.

Please let the class teacher or  
office know if a different adult  
is collecting your child.



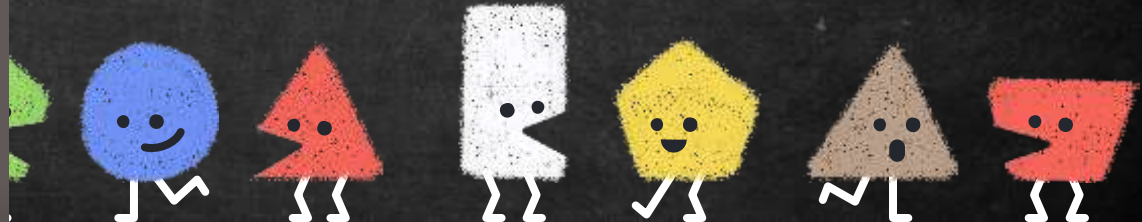
# DROP OFF

- The gates open at **8.50am**. Children and parents/carers should enter through these gates.
- **Parents/carers should accompany children onto the playground.**
- Parents/carers should exit the premises via the gates the entered previously.
- **Children who arrive after 9.00am should enter via the school office and will be deemed as late.**



# COLLECTION

- Children in Years 1-6 should be collected at 15.30 (3.30pm). School gates will open at 15.20 (3.20pm)
- Parents/carers are asked to collect their children and promptly leave the school premises.
- Parents/carers should exit the premises via the gates the entered previously.



PLAYTIME

CHILDREN IN YEARS

3-6 WILL HAVE

PLAYTIME AT

11.15 TO 11.30.

LUNCHTIME

CHILDREN IN

YEARS 3.4

WILL HAVE

LUNCH AT

12.15 - 13.15.



# PLEASE REMEMBER...

## WATER BOTTLES

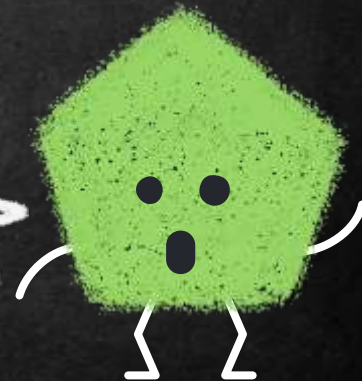
Every child must bring a water bottle, clearly labelled with their name and class.

## SHOES

If your child is not able to tie their own shoelaces, we ask that parents ensure they wear velcro shoes.

## HAIR

Children's hair that is longer than shoulder length must be tied up.



# PLEASE REMEMBER...

## BAGS

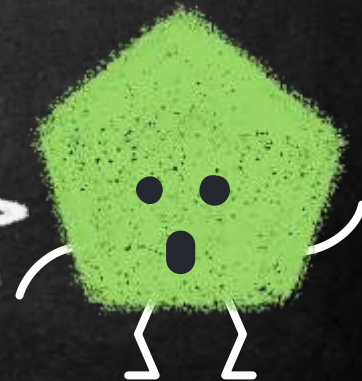
Children should bring their own school bags that can fit their personal belongings, including jumpers and water bottles.

## EARRINGS

For health and safety reasons, children should not wear hooped or dangly earrings. Studs are acceptable.

## WATCHES

Smartwatches are not permitted in school.



# P.E

→ **Swimming** is on Wednesdays (until the end of Autumn term).

→ **P.E.** takes place on Fridays

We are delighted to inform you that James Fray, a specialist sports coach from TGI (Team Get Involved) will continue to deliver P.E. sessions.

# P.E. KIT

Please make sure that your child is wearing the correct PE uniform.

This includes P.E. Kit

For health and safety reasons we require all children to wear appropriate clothing for P.E.

- dark jogging bottoms (black)
- white P.E. shirts (these can be purchased at local stores or via ParentPay)
- if your child cannot participate in the P.E. lesson due to illness or injury, please send a letter from home to the class teacher.

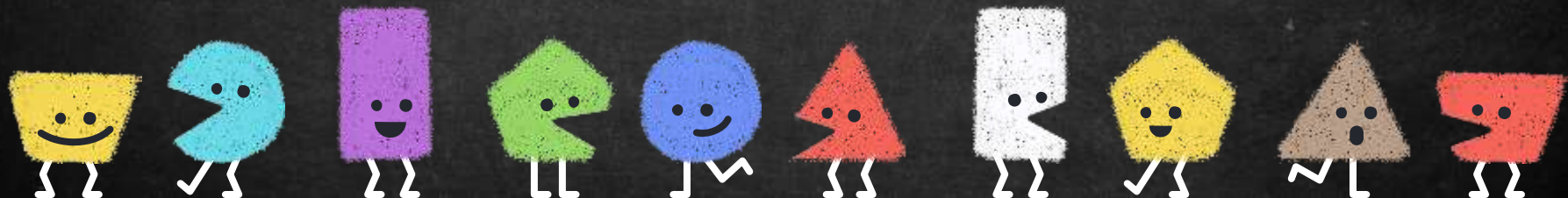
KS2 Swimming

Caps can be purchased from ParentPay and collected from the school office OR at any other shops.





PLEASE CLEARLY MARK  
YOUR CHILD'S CLOTHING  
WITH THEIR NAME.



## AUTUMN TERM PLAN

Reading	<b>First three days</b>	Fiction- Little Red Riding hood -snap and copy -collecting evidence -word meaning -word meaning	Fiction- Hansel and Gretel -snap and copy -word meaning -ordering events	Non-fiction- David Attenborough Fact or opinion -collecting evidence - ordering events	Non-Fiction- Hidden figures -ordering events -map and copy -fact or opinion -word meaning	Poetry- Monster poem -Exploring features of a poem -collecting evidence -Imagery	Fiction- Gregory Cool -Word meaning -impressions -Snap and copy -What I know
Writing	<b>First three days</b> -Assessment of handwriting -Handwriting practice -Grammar focus	<b>Into the Forest-Story setting</b> <ul style="list-style-type: none"> <li>Making predictions</li> <li>Creating a plan for a story setting</li> <li>Writing story setting-uses senses</li> <li>Editing writing, focusing on subject/verb pairing to use full stops appropriately</li> </ul>	<b>Into the forest- To write a paragraph using prepositions</b> <ul style="list-style-type: none"> <li>Drama for understanding the main characters</li> <li>Grammar work on using prepositions to describe objects in the home</li> <li>Write a paragraph to describe the home</li> <li>To edit a paragraph- focusing on prepositions and adverbials of time</li> </ul>	<b>Into the forest- letter</b> <ul style="list-style-type: none"> <li>To act out a scene between the boy and his dad</li> <li>To write a letter from mum to the boy</li> <li>To edit a letter focusing on including emoticons</li> </ul>	<b>Into the forest- retell the middle of the story</b> <ul style="list-style-type: none"> <li>Drama -Whole Class Process Drama- Character freeze frames- bring to life, adding in action dialogue and description</li> <li>To write the middle part of the story- meeting the fairytale characters</li> <li>Edit the middle part of the story- focusing on inverted commas for speech</li> </ul>	<b>Into the forest- to write a spooky forest setting</b> <ul style="list-style-type: none"> <li>To act out Boy putting on red coat and getting lost in the forest</li> <li>Whole class drawing of the forest- bring it to life -add scary sounds, movements, and phrases</li> <li>To collect scary phrases and descriptions in a text and generate onto senses grid</li> <li>To write suspense (the boy lost on the forest)</li> </ul>	<b>Into the forest- To write a suspense paragraph for the ending</b> <ul style="list-style-type: none"> <li>To write the end - Grandma, dad, and boy's reactions</li> <li>Extended ending: Dad and boy walking home and boy explaining/persuading dad not to tell mum that he took a short cut</li> </ul>
<b>Maths</b> Year 3	<b>First three days</b> - Assessment for number sense and exploring calculation - recap on using manipulative to make numbers to 100 (tens and counters)	<b>Number sense and exploring calculation strategies</b> -solve problems, including missing number problems, using number facts. place value, and more complex addition and subtraction. -recognise the place value of each digit (tens, ones), compare and order numbers up to 100	<b>Number sense and exploring calculation strategies</b> -find 10 more or less than a given number -read and write numbers up to 100 in numerals and in words -solve number problems and practical problems involving these ideas	<b>Number sense and exploring calculation strategies</b> -identify, represent and estimate numbers using different representations, including the number line - add and subtract amounts of money to give change, using both £ and p in practical contexts	<b>Place value</b> -identify, represent and estimate numbers using different representations -find 10 or 100 more or less than a given number -recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	<b>Place value</b> -compare and order numbers up to 1000 -read and write numbers up to 1000 in numerals and in words -solve number problems and practical problems involving these ideas -count from 0 in multiples of 50 and 100	<b>Graphs</b> -Interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions (for example, "How many more?" and "How many fewer?") using information presented in scaled bar charts and pictograms and tables
<b>Maths</b> Year 4	<b>First three days</b>	<b>Reasoning with large numbers</b> • 4-digit place value. Read, write, represent, order and compare • Find 10, 100 or 1000 more or less • Round numbers to the nearest 10, 100 or 1000	<b>Reasoning with large numbers</b> • 4-digit place value. Read, write, represent, order and compare • Find 10, 100 or 1000 more or less • Round numbers to the nearest 10, 100 or 1000	<b>Addition and Subtraction</b> • Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Addition and Subtraction</b> • Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Addition and Subtraction</b> • Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Multiplication and division</b> • Distributive property including multiplying three 1-digit numbers • Mental multiplication and division strategies using place value and known and derived facts • Short multiplication and division

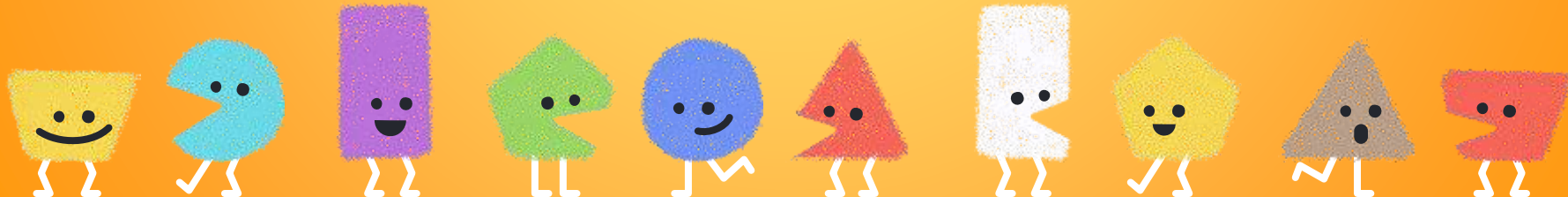


## HIGH STANDARDS OF BEHAVIOUR

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. **Children have the right to learn and to achieve their full potential in all aspects of their lives, and staff have the right to teach.** Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

We continue to use Zones of Regulation across the school as well as providing and encouraging the use of reflection boxes in each classroom. Children take part in regular brain breaks and mindfulness sessions.

The school has a behaviour policy which can be found on our school website.



# The ZONES of Regulation



## Blue Zone

Sad  
Bored  
Tired  
Sick

## Green Zone

Happy  
Focused  
Calm  
Proud

## Yellow Zone

Worried  
Frustrated  
Silly  
Excited

## Red Zone

overjoyed/Elated  
Panicked  
Angry  
Terrified

# SCHOOL CLUBS

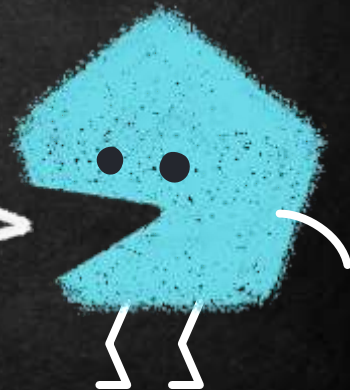


TGI Wake and Shake club available from 7:45 am until it is time to line up for class Monday to Friday at RPS.

The club is a mixed age club, for children in classes from Reception to Year 6.

£3.00 per day, per child. All payments must be made in advance on Parent Pay.

Food is **not** provided but children are permitted to bring a healthy breakfast to eat at the club.



# SCHOOL CLUBS

**TGI Mixed Age  
Sports Club  
Starting  
6th September  
2023**



Children in Reception to Year 6 can take part in a TGI Mixed Age Sports Club at RPS.

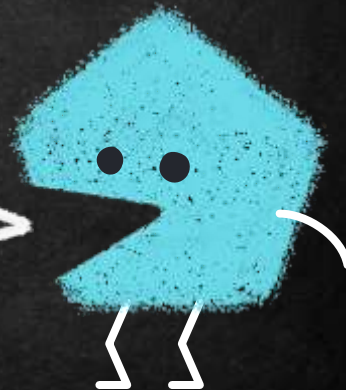
Available Monday to Friday, term time only.

**All payments to be made on PARENT PAY**  
**All payments to be made in 24 hours in advance of attending the booked club.**

*Please note, bookings are non-refundable and cannot be transferred.*

*Children should wear trainers and are encouraged to bring a [healthy snack](#).*

Cost	
1 hour (mixed age sports) 15:30 - 16:30	£5.50
1 hour (games skills) 14:30 - 17:30	£5.50
2 hours (mixed age sports and game skills) 15:30—17:30	£9.50
10 hours Monday to Friday (mixed age sports and games skills) 15:30—17:30	£36.00



## RPS Safeguarding Team

# MEET THE SAFEGUARDING TEAM



Galiema Amien-Cloete (Executive Head Teacher)



Lisa Christiansen (Head of school)



Kofi Danquah (Safeguarding & Intervention Officer)



Nina Hall (Assistant Head Teacher)



Annalise Loughnan (Assistant head teacher)



Jennifer Cristobal (SENCO)



Helen Walsh (Early Years Lead)

# WHAT DO THE SAFEGUARDING TEAM DO?

- The role of the safeguarding team is to manage all matters of safeguarding and child protection across the school. This may mean having a discussion with you regarding the wellbeing of your child. The team works in a non-judgmental, supportive way and can signpost you to agencies that offer guidance and support for you, your child or your family.

• We know that all families, at some point in their lives, face difficult times. The team is not there to judge but to empower you to work in partnership with them and outside agencies in the best interest of your child. Alternatively, if you wish to enquire about services they offer, please do not hesitate to contact a member of the safeguarding via the main school office.

- Areas that the team can offer support or guidance on:
  - poor attendance
  - welfare
  - wellbeing
  - mental health
  - decreasing risk or harm to you or your child
  - support for you if you are a victim of domestic violence







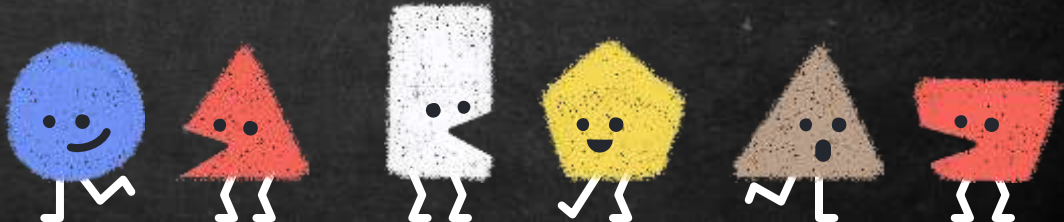
# COMMUNICATION

At RPS we work hard to foster positive relationship with parents, carers and the wider community. We understand good communication will promote this. We will communicate with you via:

- **Weekly Newsletter sent via email**

The school newsletter serves as a comprehensive source of communication, consolidating key announcements, updates, and events in one centralized place. It is designed to ensure that all members of our school community, including parents, students, and staff, have access to the same information at the same time.

- **School website:** <https://rotherhitheprimary.co.uk/>
- **Text messages/letters (on occasion)**



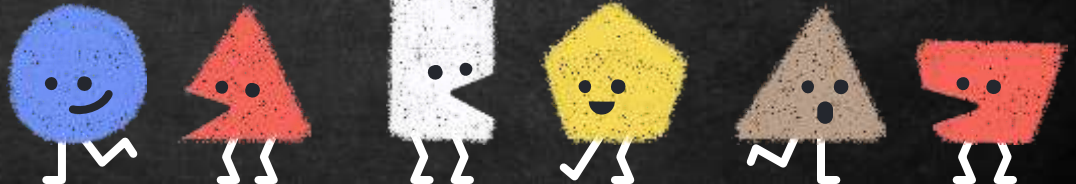


# COMMUNICATION

## Contacting the School office

If you would like to make an appointment with a member of staff, you can do so via the school office.

Please make sure the office has all your up-to-date contact details.



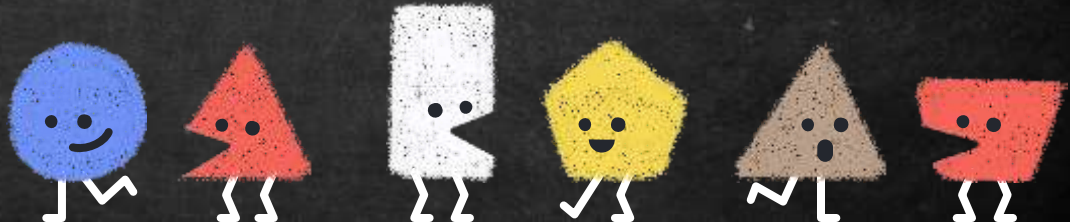


# COMMUNICATION

## Please ensure we have your up-to-date contact details

### Important Details Required:

- Landline telephone number
- Mobile number (for text messaging service)
- Current address
- Work number
- Next of kin/emergency contact number & address  
(3 emergency contacts is desirable)
- Email address (for email list)



THANK YOU