



Year 2 & Year 3 Curriculum Evening

Year 2 Team

- ▶ Mrs Hitchin – Churchill 2
- ▶ Miss Alton – Nightingale 2
- ▶ Mrs Callaghan – Pankhurst 2

Year 3 Team

- ▶ Mrs Ali & Mrs Hunter – Hockney 3
- ▶ Mrs Mullen & Mrs Large – Riley 3



Valley Primary School
Brilliant Behaviour



We are always
READY – RESPECTFUL- SAFE

READY for anything
RESPECTFUL to everyone
SAFE at all times

Our Values

RESPONSIBILITY



COLLABORATION



RESPECT



HONESTY



KINDNESS



COURAGE



Our Vision

ASPIRE for excellence...
ENJOY learning...
ACHIEVE success...
CHALLENGE yourself further!

Expectations for Excellence

Wonderful Walking
Super Smart Uniform
Silent STOP!
Marvellous Manners
3B4T

Rewards for Success

House points
The Zone board
Golden Tickets
House Party
Valley Stars

How will you show our vision and values today?
#brilliantbehaviour

Encouraging Brilliant Behaviour

VALLEY'S VISION

GROWING AND LEARNING TOGETHER TO BE
THE BEST WE CAN BE!

We always...

- ▶ ASPIRE for excellence
- ▶ ENJOY learning
- ▶ ACHIEVE success
- ▶ CHALLENGE ourselves further.





	RESPONSIBILITY	COLLABORATION	RESPECT	HONESTY	KINDNESS	COURAGE
	We are responsible, independent learners and young people. We understand what it means to be responsible and work well with others. We thrive on responsibility whilst learning from others and reflecting on situations to enable us to develop our responsibilities further.	We work and play together individually, as a pair or as a group. We respect one another and share our opinions, skills, knowledge and talents. We show responsibility for our future and the wider community sharing our opinions.	We show respect and tolerance for everyone in our community. We respect ourselves and others alike, taking care of friends, family, our community and the environment. We value what others say and do and we enjoy learning about different beliefs and cultures.	We understand that honest thoughts, words and actions are important. We always try to be honest but kind in everything that we do. We take responsibility for any mistakes that we make. We develop positive relationships within school and the community.	We show kindness to others and expect others to be kind to us. We show kindness in our thoughts, words and actions. We take steps to stop any actions which may lead to bullying.	We show courage as we learn and grow to be the best we can be. We never give up and see our mistakes as special opportunities to learn something new. We are future leaders. We face challenges, share and listen to different opinions, offer help and always set a good example to others.
Nurs	Can I look after my own things?	Do I share toys nicely with my friends?	Do I look after my classroom and school?	Do I know what it means to tell the truth?	Can I help another child to do something?	Can I talk in front of other children?
Rec	Can I dress myself?	Can I learn and play nicely with others?	Can I look after the things I use?	Can I tell my teacher if I do the wrong thing?	Can I be a good friend?	Can I lead games for my friends?
1	What can I do when I get stuck?	Can I work with my talk partner?	What can I learn from my friends?	Can I show kindness whilst being honest?	Can I help people who are hurt or have a disability?	Can I share my own ideas to improve our school?
2	What are my next steps with my learning?	Can I solve challenges and investigations in a group?	How can I learn more about different religions?	Can I use my mistakes to further develop myself?	Can I stop any actions which might lead to bullying?	Can I help younger children to know what is expected of them?
3	Can I set targets for myself?	Can I work with others on a project?	How is the culture similar and different in other parts of the world?	Can I give honest opinions about disabilities and differences?	Can I find something good in everyone?	Can I tell my peers if they are acting wrongly?
4	What can I do to help others at school and at home?	Can I use technology to help me reach out to others?	What ways can I think of to support and use British Values in my life?	Do I have the skills to identify what is going wrong and solve this?	Can I share with others less fortunate than myself?	Can I lead by example and challenge friends who don't use good manners?
5	Can I reflect on and use my learning in our local community?	Do I know when to talk and when to listen?	Can I negotiate a way forward whilst respecting differences?	Can I stand up for what I believe is right?	Can I treat everyone as my equal?	Can I help others to take safe risks?
6	Can I be a pupil leader helping younger children to be the best possible?	Can I have constructive disagreements and negotiate ways forward?	Can I empathise with people in other situations?	Can I challenge dishonesty and empower others to do the right thing?	Can I empower others to achieve their goals?	Can I actively demonstrate my beliefs and principles?

Valley Values

	MENTAL HEALTH MANAGEMENT SKILLS	PHYSICAL HEALTH MANAGEMENT SKILLS	TIME MANAGEMENT SKILLS	DECISION MAKING SKILLS	HOME MANAGEMENT SKILLS	INTERPERSONAL SKILLS
	We have feelings and thoughts about ourselves and the world around us. These can affect how we cope with life's challenges and stresses.	We promote growth in confidence and awareness of control. This supports communication and language using large and small movements and gestures to convey messages to others.	We show good time management. This process helps us organise and plan how to divide our time between specific activities. Good time management enables us to work smarter – not harder – so that we get more done in less time.	We promote effective decision making. This involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process or a combination.	We promote good home management skills. This affects how we manage challenges and activities at home.	We think of the behaviours and tactics we use to interact with others effectively. This involves choosing good behaviour when interacting with others.
Nurs	Can I tell people if I am feeling sad, happy, angry, glad or excited?	Can I wash my hands and dry them?	Can I focus on one activity until it is finished?	Can I choose between two options?	Can I put my dirty washing in the washing basket?	Can I share when I am taking turns with my friends?
Rec	Can I say what I am good at?	Can I pick up my rubbish and put it in the bin?	Do I know who to ask for help if I am stuck on a task?	Do I know how to make a decision?	Can I tidy my room?	Can I be a good friend?
1	Do I know who to go to if I need help?	Can I eat 5 portions of fruit and vegetables per day?	Can I say how I am organised?	Do I know who to go to in school or at home to help me with my decision?	Can I share my toys with a person at home?	Can I work as part of a team?
2	Can I say what I am most proud of?	Do I know what a balanced diet is?	Can I be good with my time management?	Do I ask a friend if I am stuck?	Do I know how I can help my parents at home?	Do I know the behaviour I should show in class?
3	Can I say what I enjoy most about being in the classroom?	Do I help myself to relax?	Do I know how to improve my time management?	Can I use my mistakes to further develop my decisions?	Can I recycle things which I have finished with at home?	Do I understand the kind gestures I can use to everyone?
4	Can I say what I am good at and justify it?	Can I say why exercising is important?	Do I know the different types of equipment I can use to keep track of time?	Do I have the skills to identify what is going wrong and solve this?	Can I set home targets?	Do I understand why good manners are so important?
5	Do I know why it is important to be a good role model and friend?	Can I have a balanced diet?	Can I give an example of when I show good time management?	Do I choose the easiest choice or the quickest choice? Why?	Do I know how I can be a good role model at home?	Can I help others to behave better?
6	Can I be a positive role model and friend?	Do I know why it is imperative to wash and dry my hands?	Do I understand why good time management is important?	Can I describe a time when I made a great decision fast?	Can I justify which skills are important and why?	Can I challenge myself at school?

Valley

Life

Skills

We are powerful learners...



Resilient Robbie



Resourceful Rosie



Reflective Rick



Reciprocal Ruth

A Typical Day in Year 2 & Year 3

8.40 - Arrival and ECAR

8.50 - Register

8.55 – Assembly

9.25 - English

10.35 - Activate

10.35 – Maths

11.45 - Lunch

12.30 – Register and Activate

12.35 – Afternoon foundation subject lessons -
Geography, History, Science, PE, PSHE, Computing, Art,
Music, French (for Year 3).

14.35 - Break time

14.45 - Phonics/Reading Skills

15.15 - Maths Skills

15.30 – Outside for home time

A Typical Day in Year 2 & Year 3

On a Friday, the children finish at 2pm.
Some children will attend enrichment clubs in school.

Those children going home are encouraged to access the brain booster and curious challenge each week.

These can be found on the school website under Children and then Feel-Good Friday or on the Year Group Page under Life Skills Activities.

Please feel free to send in pictures of your children completing these activities to the class email address as we would love to see the fabulous things the children do.

English in Year 2

Each English lesson begins with the children having the opportunity to respond to any next steps and improve a sentence through upleveling work.

Power of Reading Year 2

We have twelve power of reading books we will study this year:

- Man on the Moon
- The Emperor's Egg
- Rapunzel
- If all the World were...
- Rabbit and Bear
- The Secret Sky Garden
- Anna Hibiscus
- The Secret of Black Rock
- How to Find Gold
- Moth - An Evolutionary Story
- The Magic Finger
- Zeraffa Giraffa

English in Year 2

Key Skills - Writing

We teach our English through these texts and the key skills for year 2 are:

- Different sentence types with correct punctuation, capital letters, full stops, question marks, exclamation marks, conjunctions, commas in lists, apostrophes for possession and contractions
- Using a wider range of suffixes including ment, ness, less
- Handwriting – Nelson. Consolidate letter formation, size of letters and positioning and introduce joining.

Key Skills – Reading

These are taught daily through our Power of Reading sessions.

These are:

- Read, Write, Inc sessions including speed sounds and a text
- Moving onto focusing on fluency
- Retrieval skills
- Children are grouped by ability and assessed each half term.

English in Year 3

Each English lesson begins with the children having the opportunity to respond to any next steps and improve a sentence through upleveling work.

Power of Reading Year 3

We have nine power of reading books we will study this year:

- Gregory Cool
- Mouse, Bird, Snake, Wolf
- Werewolf Club Rules
- The Green Ship
- Pugs of the Frozen North
- The Tin Forest
- The Promise
- One Plastic Bag
- I was a Rat!

English in Year 3

Key Skills - Writing

We teach our English through these texts and the key skills for year 3 are:

- Expanded Noun phrases
- Writing in different tenses
- Using speech punctuation
- Apostrophes for plurals and possession
- Subordinate clauses

Key Skills – Reading

These are taught daily through our Power of Reading sessions.

These are:

- Discuss and compare books from a variety of genres
- To understand how language, text structure and presentation effect meaning
- To infer a character's thoughts and feelings
- To predict events from evidence in the text
- To summarise the main events
- To compare and contrast texts looking at similarities and differences
- To retrieve and record relevant information.

Spellings

Children will bring home spelling lists that include words to learn for weekly Friday assessments and half termly Wizard words.

Weekly spellings

- Spellings linked to a spelling rule.
- Lists will include up to 10 words and the children will be assessed on 5 of them on a Friday through dictated sentences so that teachers can assess if the children are applying new spellings or need further practise.
- Children will not be given a score at the end of the test but will move up the zone board if they get them all correct.

Wizard words

- These are the common exception words for each year group.
- Divided into half terms.
- The words will be talked about and used in school across the half term and should be learnt at home across the half term.
- All words will be tested at the end of each half term.



Spelling Sheet Year 2



Year 2 Spellings

Autumn 1

Group A

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps you to develop your vocabulary skills, accuracy and confidence.

The expectation is that you will learn your weekly spelling rule, practising both reading and spelling it, alongside practising your Wizard Words which are the focus common exception words for this half term.

In school, teachers will focus on these spelling rules for that particular week.

On a Friday, we will allow you the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess your progress in learning your Wizard Words.

Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date: 17.10.25	Test Date: 24.10.25
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Days of the week and months	Red words	The 'j' sound at the end of words spelt 'ge' and 'dge'	The /j/ sound spelt g before e and i	The /s/ sound spelt c before e, i and y	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
Monday	water	<u>bad</u> ge	<u>g</u> em	<u>c</u> ircle	This week is a 'Review week'. Children will be tested on a variety of spellings from the previous weeks for this half term.	could
Tuesday	anyone	<u>ed</u> ge	<u>m</u> agic	<u>c</u> ircus		would
Wednesday	through	<u>hed</u> ge	<u>e</u> nergy	<u>p</u> encil		kind
Thursday	once	<u>brid</u> ge	<u>g</u> entle	<u>c</u> ylinder		because
Friday	son	<u>dod</u> ge	<u>g</u> inger	<u>c</u> ycle		only
Saturday	whole	<u>jud</u> ge	<u>g</u> enius	<u>p</u> rin <u>ce</u>		Mr
Sunday	people	<u>cag</u> e	<u>g</u> erbil	<u>p</u> rin <u>ce</u> ss		Mrs
February	should	<u>hug</u> e	<u>g</u> iant	<u>voic</u> e		old
January		<u>ch</u> ange	<u>g</u> emstone	<u>bic</u> ycle		every
August		<u>re</u> venge	<u>g</u> iraffe	<u>fanc</u> y		everyone

WIZARD WORDS THIS HALF TERM:

could would kind because only Mr Mrs old every everyone



Year 2 Spellings

Autumn 1

Group B

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps your child develop their vocabulary skills, accuracy and confidence.

The expectation is that the children will learn their weekly spelling rule, practising both reading and spelling it, alongside practising their Wizard Words which are the focus common exception words for this half term. In school, teachers will focus on these spelling rules for that particular week. On a Friday, we will allow the children the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess the children's progress in learning their Wizard Words.

Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date 17.10.25	Test Date 24.10.25
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Days of the week and months	Red words	The ay sound	The oo grapheme	The air sound'	Review week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
Monday	he	play	moon	fair	This week is a 'Review week'. Children will focus on a variety of previous spelling rules.	could
Tuesday	to	may	spoon	hair		would
Wednesday	your	stay	zoom	air		kind
Thursday	me	say	bloom	lair		because
Friday	said	pay	pool	chair		only
Saturday	go	day	look	stair		Mr
Sunday	are	bay	took	flair		Mrs
February	she	way	cook	pair		old
January	we	spray	shook	hairs		every
August	be	clay	book	chairs		everyone
WIZARD WORDS THIS HALF TERM:		 could would kind because only Mr Mrs old every everyone				



Spelling Sheet Year 3



Year 3 Spellings

Autumn 1

Group A

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps you to develop your vocabulary skills, accuracy and confidence.

The expectation is that you will learn your weekly spelling rule, practising both reading and spelling it, alongside practising your Wizard Words which are the focus common exception words for this term.

In school teachers will focus on these spelling rules for that particular week.

On a Friday we will allow you the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess your progress in learning your Wizard Words.

Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date 17.10.25	Test Date 24.10.25
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Suffix - 'ly'	Suffix - 'ful and less'	Suffix - 'ment'	Suffix - 'ness'	The short vowel /i/ sound spelt y	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
swift <u>ly</u>	beautif <u>ul</u>	arrangem <u>ent</u>	black <u>ness</u>	pyramid	This week is a 'Review week'. Children will be tested on a variety of spellings from the previous weeks for this half term.	actual
hard <u>ly</u>	forgetf <u>ul</u>	appointm <u>ent</u>	hot <u>ness</u>	crypt		actually
quick <u>ly</u>	painf <u>ul</u>	assessm <u>ent</u>	ill <u>ness</u>	calypso		centre
kind <u>ly</u>	hopef <u>ul</u>	attachm <u>ent</u>	fresh <u>ness</u>	oxygen		difficult
angr <u>ily</u>	powerf <u>ul</u>	excitem <u>ent</u>	happi <u>ness</u>	physics		experience
happi <u>ly</u>	heartl <u>ess</u>	amazem <u>ent</u>	tidin <u>ess</u>	lyrics		group
gentl <u>ly</u>	home <u>less</u>	apartm <u>ent</u>	good <u>ness</u>	symmetry		material
sadl <u>ly</u>	use <u>less</u>	agreem <u>ent</u>	kind <u>ness</u>	system		possess
importantl <u>ly</u>	care <u>less</u>	achievem <u>ent</u>	happi <u>ness</u>	Egyptian		possession
differently	help <u>less</u>	experim <u>ent</u>	cheekin <u>ess</u>	gymnastics		recent
WIZARD WORDS THIS HALF TERM:		Where, once, friend, said, school, there, kind, most, only, children				



Year 3 Spellings

Autumn 1

Group B

Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps your child develop their vocabulary skills, accuracy and confidence.

The expectation is that the children will learn their weekly spelling rule, practising both reading and spelling it, alongside practising their Wizard Words which are the focus common exception words for this term. In school teachers will focus on these spelling rules for that particular week. On a Friday we will allow the children the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess the children's progress in learning their Wizard Words.

Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date: 17.10.25	Test Date: 24.10.25
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Words containing the <u>ou</u> sound	Words containing the <u>oy</u> sound	Words containing the <u>ir</u> sound	Long 'oo' and short 'oo'	words containing the a-e sound	Review week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
sh <u>ou</u> t	en <u>joy</u>	f <u>ir</u>	m <u>oo</u> n	c <u>a</u> me	This week is a 'Review week'. Children will focus on a variety of previous spelling rules.	wh <u>ere</u>
f <u>ou</u> nd	t <u>oy</u>	f <u>ir</u> st	r <u>oo</u> ftop	s <u>a</u> nake		o <u>nce</u>
r <u>ou</u> nd	ann <u>oy</u>	th <u>ir</u> st	z <u>oo</u> m	s <u>a</u> me		f <u>ri</u> end
p <u>ou</u> nd	j <u>oy</u>	b <u>ir</u> d	p <u>oo</u> l	n <u>a</u> me		s <u>a</u> id
s <u>ou</u> nd	b <u>oy</u>	d <u>ir</u> ty	t <u>oo</u>	m <u>a</u> ke		s <u>ch</u> ool
l <u>ou</u> t	pl <u>oy</u>	sk <u>ir</u> t	h <u>oo</u> k	t <u>a</u> ke		th <u>ere</u>
sp <u>ou</u> t	de <u>co</u> y	d <u>ir</u> t	l <u>oo</u> king	fl <u>a</u> me		k <u>in</u> d
p <u>ou</u> nd	s <u>oy</u>	tw <u>ir</u> l	b <u>oo</u> k	l <u>a</u> te		m <u>ost</u>
sp <u>rou</u> t	c <u>oy</u>	th <u>ir</u> d	c <u>oo</u> k	g <u>a</u> me		o <u>n</u> ly
m <u>ou</u> nd	cowb <u>oy</u>	s <u>ir</u>	sh <u>oo</u> k	t <u>a</u> ste		ch <u>il</u> dren

WIZARD WORDS THIS HALF TERM:



Where, once, friend, said, school, there, kind, most, only, children

Maths

We follow the White Rose Maths scheme and use this to teach the main areas:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Decimals
- Measure - perimeter, area, money and time
- Geometry – shape, position and direction

Maths

Key Skills

- All Maths lessons start with opportunities for retrieval practice.
- These sessions focus on the areas of place value, addition and subtraction, multiplication and division and shape. Maths skills sessions are also planned into the day. These include:
 - Counting and recognising numbers
 - Mental addition and subtraction
 - Formal written addition and subtraction skills
 - Multiplication facts for all times tables
 - Multiplication and division formal written methods
 - Recognising shapes and angles
- They are designed to enable children to practise skills from the previous and current year and to build children's confidence in applying the skills taught in lessons.
- Each week they have a KIRF session, which supplements the practice they are doing at home and enables them to develop the skill further.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Materials	Living Things	Animals including humans		Plants	Habitats

Children will be learning:

Living things and their habitats, including dependence within habitats and microhabitats

Plants, observing how seeds and bulbs grow into plants and what plants need to stay healthy

Animals including humans, focusing on reproduction, nutrition and exercise

Everyday materials, comparing their uses and looking at how they can be changed by exerting force

Children will take part in practical investigations to gain a deeper understanding of concepts.

Science Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rocks and Soils	Animals including humans (skeletons)	Light	Forces and Magnets		Plants

Children will be learning:

Rocks and soils, understanding how rocks can be grouped by their properties. Discovering what soil is created from. Exploring how rocks change over time, looking at fossils.

Animals including humans (skeletons), grouping animals, sorting according to skeleton. Knowing that the muscular systems and skeleton work to create movement. Gaining a better understanding of what animals and humans need for a balanced diet.

Light, understanding that light travels from a source and how it can be reflected. Discovering how shadows are created by an absence of light.

Forces and magnets, understanding magnets and how the north and south are opposite. Observing that rougher surfaces have more friction than smooth surfaces.

Plants, naming and understanding the relationship between the structure and function of a plant. Knowing that water is transported within a plant from the root. Knowing that plants need light, water and nutrients.

Children will take part in practical investigations to gain a deeper understanding of concepts.

Science Year 3

Gem Groups

Gem Groups Y2/3	Monday	Tuesday	Wednesday
Gem 1: Rubies	Indoor PE 12.35 – 13.35 (1 hr) Topic 13.35 – 14.35 (1 hr) Break 14.35-14.45	Music 12.35 – 13.05 (30 mins) RE 13.05 – 13.35 (30 mins) Computing 13.35 – 14.15 (40 mins) PSHE 14.15 – 14.35 (20 mins) Break 14.35-14.45	Topic 12.35-13.35 (1 hr) Outdoor PE 13.35-14.35 (1 hr) Break 14.35-14.45
Gem 2: Diamonds	Outdoor PE 12.35 – 13.35 (1 hr) Music 13.35 – 14.05 (30 mins) RE 14.05-14.35 (30 mins) Break 14.35-14.45	Computing 12.35 – 13.15 (40 mins) PSHE 13.15 – 13.35 (20 mins) Topic 13.35-14.35 (1 hr) Break 14.35-14.45	Topic 12.35-13.35 (1 hr) Indoor PE 13.35-14.35 (1 hr) Break 14.35-14.45
Gem 3: Emeralds	Topic 12.35-13.35 (1 hr) Indoor PE (dining hall) 13.35-14.35 (1 hr) Break 14.35-14.45	Topic 12.35-13.35 (1 hr) Music 13.35 – 14.05 (30 mins) RE 14.05 – 14.35 (30 mins) Break 14.35-14.45	Outdoor PE 12.35 – 13.35 (1 hr) Computing 13.35 – 14.15 (40 mins) PSHE 14.15 – 14.35 (20 mins) Break 14.35-14.45
Gem 4: Sapphires	Topic 12.35-13.35 (1 hr) Outdoor PE 13.35-14.35 (1 hr) Break 14.35-14.45	Topic 12.35-13.35 (1 hr) Computing 13.35 – 14.15 (40 mins) PSHE 14.15 – 14.35 (20 mins) Break 14.35-14.45	Indoor PE 12.35 – 13.35 (1 hr) Music 13.35 – 14.05 (30 mins) RE 14.05 – 14.35 (30 mins) Break 14.35-14.45
Gem 5: Pearls	Topic 12.35-13.35 (1 hr) Indoor PE 13.35-14.35 (1 hr) Break 14.35-14.45	Topic 12.35-13.35 (1 hr) RE 13.35 – 14.05 (30 mins) Music 14.05 – 14.35 (30 mins) Break 14.35-14.45	Computing 12.35 – 13.15 (40 mins) PSHE 13.15 – 13.35 (20 mins) Outdoor PE 13.35 – 14.35 (1 hr) Break 14.35-14.45

At the beginning of each new unit the children will take part in an ENGAGE event to immerse them in their new learning and excite them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rocks, Relics and Rumbles	Masters of Metal	Are We Nearly There yet?	Terrible Tudors		All Around the World

At the end of each unit the children will take part in an EXPRESS activity where they will be given the opportunity to share their learning in a variety of ways.



Topic

Other Curriculum Opportunities

- PE – in PE children will develop skills in Fundamentals, Dance, Gymnastics, Football, Tennis, Ball Skills, Fitness, Basketball, Rounders, OAA and Athletics.
- The children have 2 PE lessons a week – Monday and Wednesday
- Please ensure that any earrings are covered or removed on PE days.
- Please ensure that your child comes to school in their PE kit – plain black trainers, black bottoms (jogging bottoms or appropriate shorts depending on the weather), purple PE top and purple fleece.
- Pumps will be kept in school in a drawstring bag to change into for indoor sessions. Please name all items.

Other Curriculum Opportunities

- RE: The children will learn about Hinduism and Christianity
- PSHE: We use the jigsaw scheme to help us teach the children about responsibility, hopes and dreams, making healthy choices, getting on and falling out and growing-up.

Other Curriculum Opportunities

- Computing – In computing, the children will have the opportunity to study coding, internet safety, spreadsheets, binary trees, digital art and creating digital music
- Music – We use the Charanga scheme of work. The children will have the opportunity to study Let Your Spirit Fly, Three Little Birds and Bringing Us Together
- MFL – French: In Year 3 in French, the children will learn basic language skills.
- The topics in Year 3 relate to About Ourselves, School life, and Home and Family.
- We will also provide opportunities to develop eco-awareness and outdoor skills throughout the curriculum.

This Year's Assessments

In Year 2, it is no longer statutory to complete SATs assessments during May.

The school has instead adopted NTS tests to support teacher assessment and identification of any gaps in knowledge to support planning.

- The children in Year 2 who did not pass the Phonics Screening will complete a phonics assessment in June.

English Homework

Reading– it is crucial your child reads most nights. This can just be a small amount but will really help them develop their skills and widen their vocabulary and understanding.

It is very helpful if you can ask them to discuss their reading or ask them specific questions about what they have read.

Stickers are given at the end of every double page completed in their reading diaries alongside a house point. This year, we are continuing to give extra house points for every multiple of 10 books read. E.g 10 books = 10 house points, 20 books = 20 house points, 30 books = 30 house points etc. This should be recorded on the inside covers of the reading diaries.

WE EXPECT EVERY CHILD TO READ AT LEAST 3 TIMES PER WEEK FOR A MINIMUM OF 10 MINUTES EACH TIME AND FOR THIS TO BE NOTED IN THEIR READING DIARIES BY AN ADULT.

English Homework

2) Spellings - it is vital your child practises these to help them develop their vocabulary skills, accuracy and confidence when writing/decoding. Each week, they will focus on a spelling rule and have a list of words which use that rule to help them practise. Children will be given dictated sentences to apply a selection of these on a Friday and will be rewarded for learning the key rule with house points and the chance to move up the zone board if they get them all correct. Alongside this, they will have Wizard Words which are common exception words they should practise throughout the term ready for their Wizard Word Activity to test these at the end of term.

WE EXPECT EVERY CHILD TO PRACTISE
IN DIFFERENT WAYS AT LEAST 3 TIMES PER WEEK
FOR A MINIMUM OF 5 MINUTES EACH TIME.

Maths Homework

3) Times Table Rock Stars– An optional activity will be set for the children to complete in order to practice their times tables. Children will be moved up the zone board for doing this and be celebrated in assembly on a Friday.

4) KIRFs – Key Instant Recall Facts.

Each half term, we choose a different focus and ask you to help us to encourage your child to learn their key instant recall facts. We will be testing the children every Friday through 5 questions to ascertain how the children are progressing with their learning. We use the 6 second rule set by the government for the Times Tables Test to define whether recall is instant, so please do encourage your child to answer quickly.

Again, we will be moving children up the zone board if they get all questions correct.

WE ASK EVERY CHILD TO SPEND 3 x 10 MINUTES EACH WEEK ON THEIR KIRF PLUS COMPLETE ONE OF THE CHALLENGES FROM THE KIRF SHEET.

Wider Curriculum Homework

1. Topic Home Learning – A choice of suggested cross curricular tasks will be sent home at the beginning of each topic. Please encourage your child to complete as many tasks as possible. We encourage all children to bring in their work for their class to celebrate on a *Wednesday*. Each piece of completed work will be rewarded with house points and may be shown in *Phase* assembly.
2. Class teachers will decide if a piece of work is worth a merit or a distinction. For a merit, 5 house points will be awarded and for a distinction 10 house points will be awarded.

Wider Curriculum Homework

2) Life Skills Activities – A focus Life Skill will be set each half term and your child is encouraged to try and show this during the half term.

WE ENCOURAGE ALL CHILDREN TO BRING IN EVIDENCE OF THIS FOR THEIR CLASS TO CELEBRATE ON A FRIDAY. EACH HALF TERM A CHILD WILL BE CHOSEN AS THE LIFE SKILLS CHAMPION FOR THE CLASS. THE WINNER WILL RECEIVE A GOLD STAR PIN BADGE.

3) Curious Challenges and Brain Boosters – As part of our Feel-Good Friday, a suggested Curious Challenge and Brain Booster are set each week for your child to choose to complete at home.

WE ENCOURAGE ALL CHILDREN TO BRING IN EVIDENCE OF THIS FOR THEIR CLASS TO CELEBRATE ON A FRIDAY.

Further Information

- Please ensure that all items from home are named so they can be returned should your child misplace them.
- Reading books should be in school every day. Books will be changed once an adult has signed the reading diary and the child has answered a question about their reading to demonstrate their understanding.
- Please ensure your child has their water bottle in school every day with water in. They may bring in a separate drink for lunchtimes.
- Should you have any queries or need to speak to your child's teacher, please email using the class email address or ring the school office and request for a telephone call home. You can also contact the parent liaison lead should you prefer or have any whole school concerns or feedback.



Thank you for taking the time to come to our Curriculum Evening Presentation.
We hope you found it useful.

Does anyone have any questions?