

# Welcome to our school.



Everyone at Hursthead Junior School demonstrates our REAL wheel values every day. We are all determined to be **RESPONSIBLE ENTHUSIASTIC ASPIRATIONAL LEADERS** in our work, our play and our interactions with each other. Look out for our Star Award badge winners and Role Models who consistently show these values in school.

## Our School is a Gold Rights Respecting School

All of our children and staff follow the United Nations Convention of the Rights of the Child.

The Articles are referenced in our policies and procedures, our curriculum and our assemblies.

See if you can spot what the Right of the Month is as you move around school.



How many times will you see someone modelling our learning super powers during your visit?

adaptability

kindness, empathy and gratitude

determination

self-control

independence

communication

HELLO!

# Welcome to Year 3

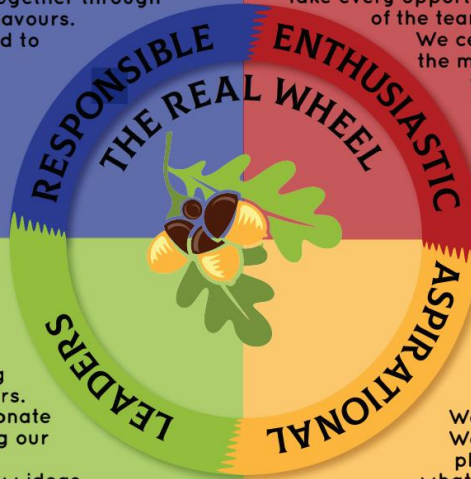
Mrs Foulkes, Mrs Pownall,  
Mrs Seymour and Mr Graham

PPA teachers- Mrs Hammond, Miss  
Walker, Miss Potter and Mr Wynne



# Underlying principles of our school

We are all learners.  
We achieve together through  
our own endeavours.  
Be empowered to  
become  
independent.



We embrace life.  
Take every opportunity to be part  
of the team and have fun.  
We celebrate getting  
the most out of what  
we put in to our  
learning.

We are strong  
communicators.  
We are passionate  
about shaping our  
community.  
Be open to new ideas.  
Make a difference!

We are ambitious.  
We persevere and  
place no limits on  
what we accomplish.  
Rise to the challenge!

The United Nations  
Convention on the  
Rights of the  
Child (UNCRC)



## Hursthead Learning Superpowers

**Adaptability**

**Kindness, empathy and gratitude**

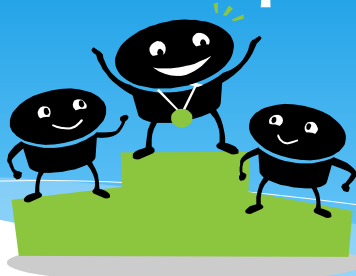
**Determination**

**Self-control**

**Independence**

**Communication**

# Behaviour expectations



**Focus**

**Engage**

**Learn**



**Silent**



**Sensible**



**Single File**



**Sense of Pride**



# Rewards



**ClassDojo**

Dojo points are awarded every day when we show positive learning behavior- "Focus, Engage, Learn".



Silver Superstar sticker is awarded to the person in our class with the most dojo points each week.



Star Award certificate is awarded once a week for a great piece of work, demonstrating REAL wheel values or using our learning superpowers.



A praise postcard can be awarded to anyone in school in recognition of a positive choice they make.



A Rights Respecting card is awarded when we do something that positively demonstrates upholding children's rights. The cards are added up each week and count towards the Family Trophy which is awarded at the end of each term.

## Special Rewards



**Headteacher award** for exceptional work, behaviour, attitude or effort.



**Star Award Badges** once per term per family per year group for demonstrating our REAL wheel values and learning super




**Role Model Badge** in Year 6 for those children who exemplify our Hursthead ethos and values consistently.

# Consequences

We will always listen to children to help them to improve their behaviour


## What happens if we make a poor choice?

### CHOICE

 We will be reminded to make positive choices that respect children's rights, demonstrate the REAL wheel values and use our learning superpowers.



### CHANCE

 If we do not start to make better choices, we will be given a verbal warning that we need to change our behaviour immediately. We will be reminded again of the behaviour that is expected.



### CONSEQUENCE

If we have not changed our behaviour, then we will miss ten minutes of our next lunchtime and stay inside the classroom with a teacher to discuss our actions and choices.



If we are in the playground, we will miss ten minutes of playing and instead stay with a teaching assistant to discuss our actions.

## What happens if we continue to make poor choices?

We will be sent to the one of the Assistant Heads and our class teacher will speak to our parents or carers about our behaviour choices.



We might be put onto a "Report Card" where we will have to report after every lesson to one of the Assistant Heads to demonstrate that we are making an effort to improve our behaviour.

# What the children need each week:



## Daily:

- \* Reading book and diary
- \* Spelling book

## Weekly:

- \* Indoor PE – Tuesday (family colour or plain white t-shirt, shorts ... joggers on top of shorts on cold days)
- \* Outdoor PE - Thursday (black joggers/shorts, Hursthead hoodie or red/black jumper, socks and trainers). Please come to school in this. All items named please.
- \* Earrings removed and hair tied back.
- \* No branded/ labels please.

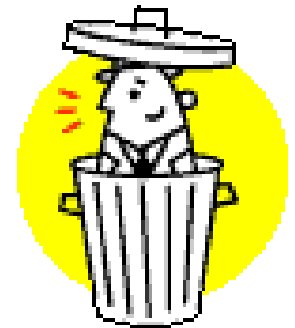
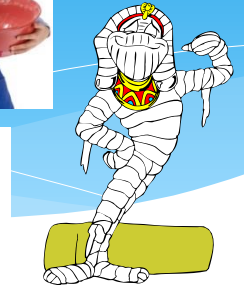
# Long Term Overview

| CREATIVE CURRICULUM | AUTUMN 1-WERE WE RIGHT TO DIG UP THE PAST?   | SPRING 1- GO GREEN!<br>HOW CAN WE REDUCE THE HUMAN IMPACT ON OUR PLANET?  | SUMMER 1- CAN WE THANK THE GREEKS FOR MORE THAN THE OLYMPICS?   |
|---------------------|--|---|---|
|                     | <p><b>LAUNCH PAD – Howard Carter</b><br/> <b>Science</b> – The Human Body<br/> <b>Humanities</b> – Ancient Egyptians<br/>           Egypt map skills including land use<br/> <b>Arts</b> – Clay work, amulets and canopic jars<br/> <b>D&amp;T</b>- stories using levers<br/>           Egyptian headdresses, Music - glockenspiels<br/> <b>LANDING PAD – Vlogging as an archaeologist</b><br/> <b>Enrichment Opportunity – Museum visit</b></p> | <p><b>LAUNCH PAD – Rubbish in classroom, fast fashion, Tie dye carousel</b><br/> <b>Science</b> – Materials, Magnets<br/> <b>Humanities</b> – Map skills – developing countries<br/>           Environmental and waste management studies<br/> <b>Arts</b> – Creating notebooks out of scrap paper, trash fashion, origami<br/> <b>LANDING PAD – Make a toy to show their parents/ Reception buddy?</b><br/> <b>Enrichment Opportunity – Local Eco shop visitors</b></p>  | <p><b>LAUNCH PAD – Ancient Greek dress up / Opening Ceremony / Mini Olympics</b><br/> <b>Science</b> – Balanced diet and Exercise<br/> <b>Humanities</b> – Map work, Greece, physical and human features<br/>           Ancient Greeks including legacy<br/> <b>Arts</b> – Design and make Greek vases<br/>           Design an Olympic Mascot<br/> <b>LANDING PAD – Papier Mache vases</b><br/> <b>Enrichment Opportunity – Fieldwork and Greek theatre workshop</b></p> |
|                     | AUTUMN 2- NORTH AMERICA<br>WHAT MAKES A MOUNTAIN?  | SPRING 2- WHERE DOES OUR FOOD COME FROM?  | SUMMER 2- DID STONE AGE PEOPLE JUST WANT TO SURVIVE?  |
|                     | <p><b>LAUNCH PAD – Mayflower re-enactment</b><br/> <b>Science</b> – Light and Shadows<br/> <b>Humanities</b> – Atlas skills<br/> <b>Arts</b> – Britto, puppet designing and making.<br/>           African American contributions to music, the four families of the orchestra<br/> <b>LANDING PAD – Mod Rock mountains</b><br/> <b>Enrichment Opportunity – VR workshop?</b></p>  | <p><b>LAUNCH PAD – Plant broad beans, observe over time to create a diary</b><br/> <b>Science</b> – Plants including life cycles<br/> <b>Humanities</b> – Map skills linked to import and export of food and farming<br/> <b>Arts</b> – Ukulele, Archimboldo-inspired food art<br/> <b>Food technology</b> - chopping, grating and peeling for different foods<br/> <b>LANDING PAD – Comparison of where our food comes from in our country and around the world.</b><br/> <b>Enrichment Opportunity – Outdoor learning</b></p> | <p><b>LAUNCH PAD – Poole’s Cavern</b><br/> <b>Science</b> – Rocks and Soils<br/> <b>Humanities</b> – Physical geography, cave formation<br/>           Prehistoric Britain including The Stone Age<br/> <b>Arts</b> – Cave paintings, mock fossils<br/>           Animal jack in the box, composing in binary form.<br/> <b>LANDING PAD – Orienteering</b><br/> <b>Enrichment Opportunity – Stone Age artefacts £100 for 4 weeks of £60 for one week</b></p>              |



# Creative Curriculum

- \* Were we right to dig up the past?
- \* What makes a mountain?
- \* How can we reduce our impact on the planet?
- \* Where does our food come from?
- \* Can we thank the Ancient Greeks for more than just the Olympics?
- \* Did Stone Age people just want to survive?
  
- \* Spanish, RE and book study during PPA
- \* Ukulele (3S starts on Thursday)
- \* Outdoor learning project



# Trips/Visitors

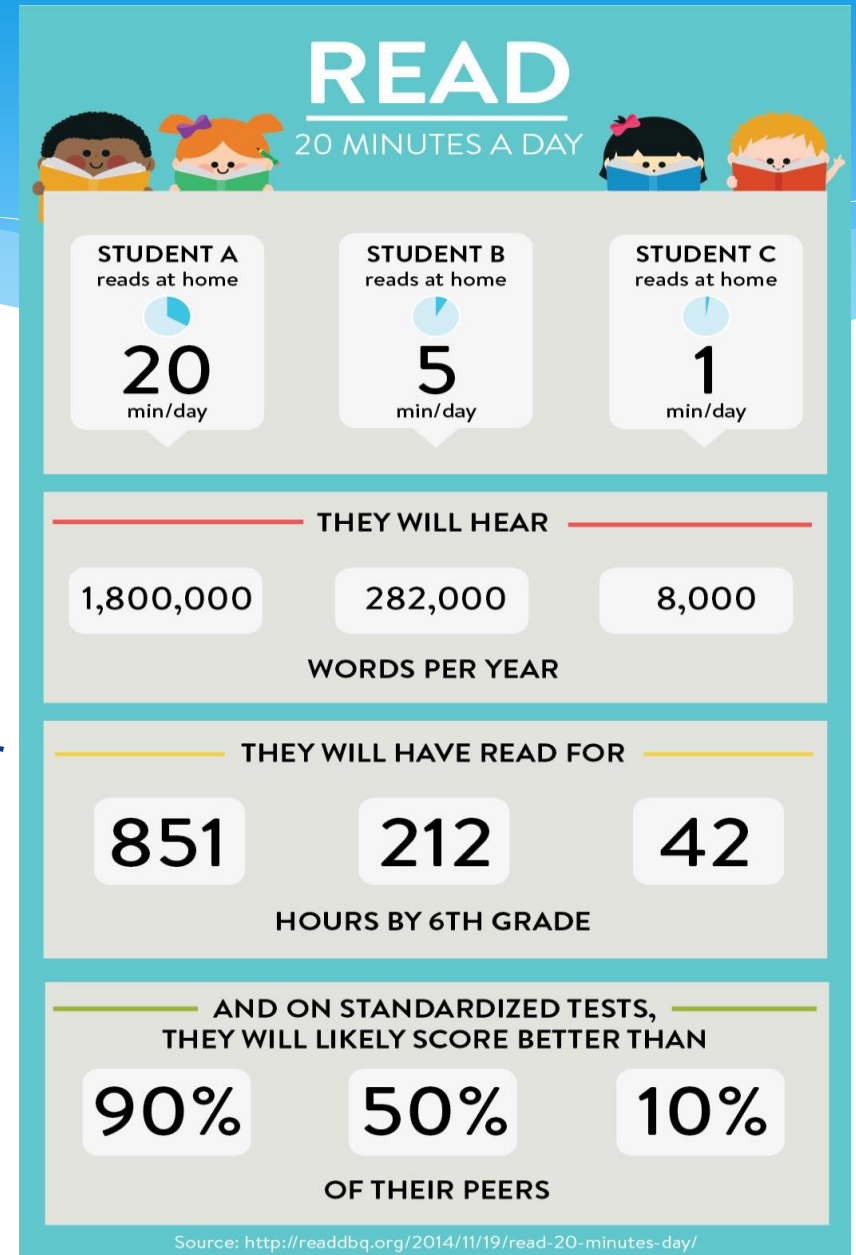
- \* These are the trips that have run previously:
- \* Bolton Museum – Ancient Egyptian exhibition: **October 10<sup>th</sup> and 12<sup>th</sup>**
- \* Poole's Cavern
- \* Christmas theatre trip
- \* Fieldwork
  
- \* Eco shop visitors
- \* Greek theatre workshop
- \* Later in the year - any specialists welcome!
  
- \* Parent helpers are greatly appreciated for trips.





# Reading

- \* We want to encourage a love of reading!
- \* Independence
- \* Recommended reads
- \* Book band books / Code books or Rapid Read books v. Free read



# Reading- book band

| Date, book and page number             | Comments<br><small>Colour in or tick the stars to show how much you enjoyed your reading</small> |
|--|--|
| Monday 14 <sup>th</sup><br>November    | Arthur's Fantastic Party<br><br>☆☆☆☆☆  |
| Tuesday 15 <sup>th</sup><br>November   | Catching Flies<br><br>☆☆☆☆☆  |
| Wednesday 16 <sup>th</sup><br>November | Catching Flies<br><br>☆☆☆☆☆  |
| Thursday 17 <sup>th</sup><br>November  | Morris Plays Hide and Seek<br><br>☆☆☆☆☆  |
| Friday 18 <sup>th</sup><br>November    | The Woman who Fooled the Fairies<br><br>☆☆☆☆☆  |
| Saturday 19 <sup>th</sup><br>November  | The Woman who Fooled the Fairies<br><br>☆☆☆☆☆  |

| Teacher Feedback:   |  |
|---|--|
| I should try to read more regularly e.g. 5 times a week.          |  |
| I should try to read for a little longer each time I read.        |  |
| I should try to read a fiction / non-fiction book next.           |  |
| I should try to read the whole book before swapping to a new one. |  |

| Date, book and page number             | Comments<br><small>Colour in or tick the stars to show how much you enjoyed your reading</small> |
|--|--|
| Monday 14 <sup>th</sup><br>November    | Arthur's Fantastic Party<br><br>☆☆☆☆☆  |
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| Thursday 17 <sup>th</sup><br>November  | Morris Plays Hide and Seek<br><br>☆☆☆☆☆  |
| Friday 18 <sup>th</sup><br>November    | The Woman who Fooled the Fairies<br><br>☆☆☆☆☆  |
| Saturday 19 <sup>th</sup><br>November  | Match magazine<br><br>☆☆☆☆☆  |

| Teacher Feedback:   |  |
|---|--|
| I should try to read more regularly e.g. 5 times a week.          |  |
| I should try to read for a little longer each time I read.        |  |
| I should try to read a fiction / non-fiction book next.           |  |
| I should try to read the whole book before swapping to a new one. |  |

# Reading- free reader

| Date, book and page number             | Comments<br><small>Colour in or tick the stars to show how much you enjoyed your reading</small> |
|--|--|
| Monday 14 <sup>th</sup><br>November    | <i>The Boy at the Back of the Class</i><br>Pages 255-270<br>☆                                    |
| Tuesday 15 <sup>th</sup><br>November   | Pages 270-285<br>☆☆☆☆☆   |
| Wednesday 16 <sup>th</sup><br>November | Pages 285 - 300<br>☆☆☆☆☆   |
| Thursday 17 <sup>th</sup><br>November  | Pages 300-end<br>☆☆☆☆☆   |
| Friday 18 <sup>th</sup><br>November    | <i>War Horse</i><br>Pages 1 -15<br>☆☆☆☆☆   |
| Saturday 19 <sup>th</sup><br>November  | Pages 15-30<br>☆☆☆☆☆   |

| Teacher Feedback:        |  |
|--------------------------|--|
| <input type="checkbox"/> | This book is appropriately challenging for me.                             |
| <input type="checkbox"/> | I should try to pick a more challenging book next time.                    |
| <input type="checkbox"/> | I should try a different author or genre (fiction / non-fiction / poetry). |
| <input type="checkbox"/> | I should try to read more pages in a week.                                 |

| Date, book and page number            | Comments<br><small>Colour in or tick the stars to show how much you enjoyed your reading</small> |
|---------------------------------------|--|
| Monday 14 <sup>th</sup><br>November   | <i>The Boy at the Back of the Class</i><br>Pages 255-300<br>☆☆☆☆☆                                |
|                                       | ☆☆☆☆☆  |
|                                       | ☆☆☆☆☆  |
| Thursday 17 <sup>th</sup><br>November | Pages 300 - end<br>☆☆☆☆☆   |
|                                       | ☆☆☆☆☆  |
| Saturday 19 <sup>th</sup><br>November | <i>War Horse</i><br>Pages 1 -15<br>☆☆☆☆☆   |

| Teacher Feedback:        |  |
|--------------------------|--|
| <input type="checkbox"/> | This book is appropriately challenging for me.                             |
| <input type="checkbox"/> | I should try to pick a more challenging book next time.                    |
| <input type="checkbox"/> | I should try a different author or genre (fiction / non-fiction / poetry). |
| <input type="checkbox"/> | I should try to read more pages in a week.                                 |



# Homework



- \* Maths: Over the next few weeks, your children will be set up with a Times Tables Rockstars account where the times table homework will be set.
- \* English: Spelling activity every week in spellings books. This will be set by the child's spelling teacher
- \* Reading ongoing.
- \* Practise spellings 3 times a week (little and often is best!)
- \* SPaG/ project homework once a half term.

## **Non-Completion of Homework:**

- Reading- if a child has failed to record their reading/got their reading record signed more than once, then they will be sent to the AHTs on Monday lunchtime to complete their reading.
- Class teachers will keep record of returned/completed homework.
- If a task is not completed then pupil will attend Lunchtime Catch Up Club for 15 minutes.
- Senior Leaders will be made aware of pupils who persistently fail to return/complete homework or fill in their reading diaries. Parents will be contacted and support will be put in place.

# Spelling

- \* We are beginning our spelling focus with a phonics recap.
- \* In the process of testing each child using the No Nonsense Phonics programme which will inform spelling lists/activities given in their spelling book.
- \* Meanwhile ... Year 3 tricky words in back of books – highlighted pink when they have been tested.
- \* Personal tricky words should also be written in the back of the book by your child as identified in English lessons.
- \* New spelling practice words will be regularly added to support our focus in school.
- \* Please encourage children to engage with their Spelling Books at home, with each entry dated. Ideas for spelling strategies are in the front of their book.

# Writing

- \* Our learning journeys provide opportunities for writing fiction, non-fiction and poetry.
- \* We have a strong focus on the edit and revise process:  
Edit = correcting spellings, punctuation etc.  
Revise = Improving the writing itself e.g. improving word choice.
- \* Writing also has a purpose by publishing – e.g. creating a guide to share with parents or their peers.
- \* Book study every Monday afternoon in PPA.



# Maths

- \* Focus on number, daily counting and vocabulary.
- \* Times tables weekly work.
- \* Number of the week.
- \* Times Tables Rock Stars.
- \* Calculation policy – available on the website.

# PSHE

- \* Spiral curriculum - termly themes and circle time.
- \* Introducing over the year Mental Health Champions

|  |   |   |  |
|--|---|---|--|
| PSHE<br>(PSHE<br>Association)  | Families and Friendships<br>Belonging to a<br>community<br>Respecting Ourselves<br>and Others including<br><b>protected<br/>characteristics: age,<br/>marriage and civil<br/>partnership, pregnancy<br/>and maternity</b> | Media literacy and digital<br>resilience<br>Safe relationships<br>Respecting Ourselves and<br>Others including <b>protected<br/>characteristics: disability,<br/>race, religion or belief</b> | Keeping Safe<br>Growing and changing<br>Respecting Ourselves and<br>Others including <b>protected<br/>characteristics: sex, sexual<br/>orientation and gender<br/>reassignment</b> |
| Ongoing throughout the year: Financial Education plus Physical Health and mental wellbeing |   |   |  |

# Any other business?

- \* Thanks for all your support so far!
- \* If you have any questions or concerns, please speak to us before or after school
- \* Nut free school
- \* Snacks- fruit or vegetable, crackers or breadsticks
- \* Miss Walker, Miss Potter, Mrs Hammond and Mr Wynne will be teaching all three classes for RE, Spanish and Book Study on a Monday afternoon
- \* 3FP- Mrs Foulkes- Monday, Thursday and Friday
- \* - Mrs Pownall- Monday, Tuesday and Wednesday