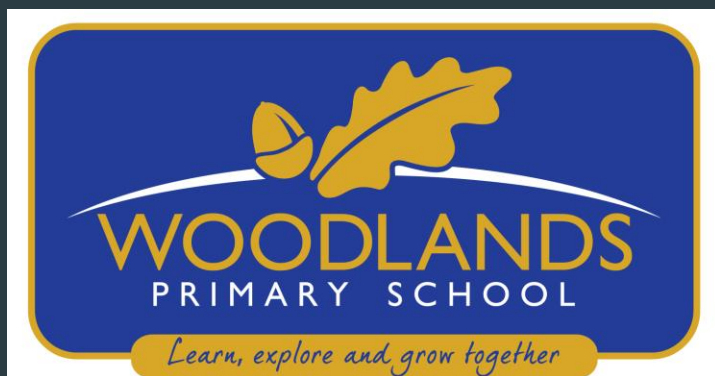




to Year 3



Meet the Team

► Elder

Mrs Nair

Mrs Baker

Mrs Ratcliffe

Mrs Brooks

► Birch

Miss Cheeseman (YGL)

Miss Brewer

Miss Hill

• Whitebeam

Miss Morey

Mrs Brooks

Miss Dickinson

Mrs Baker

Amy Adams-
Assistant
Headteacher

Communications -

Good home-school communication is vital

- ▶ Homework diary
- ▶ Classroom windows
- ▶ Website
- ▶ Weekly Newsletter
- ▶ ParentMail - letters
- ▶ SMS
- ▶ Email (8am-5pm), phone or preferably speak direct to your class teacher / make an appointment for a longer meeting if required

1. Your child

2. You

3. School

Working together

AA

Who do I go to?

- The Class Teacher should be your first person to discuss any concerns, queries or matters pertaining to your child
- The Year Group Lead can be brought in alongside the class teacher if further support is needed
- After these have been explored, members of the Senior Leadership Team can be contacted for support:
Mrs Tarrant-Blick: Inclusion/SEND/Safeguarding
Mrs Adams: Behaviour incidents/Attendance
- After these have been explored, or if it is related to academic progress, Mr Burns, deputy headteacher, can be contacted.
- If there still remains concerns, issues or matters to discuss, Mrs Lonie, headteacher, can be contacted.

Working together

Children flourish when the adults around them work together.

AA

Please consider:

- Comments made in front of children about staff or 'the school'
- Over-sharing of conversations had between adults
- Derogatory comments made on social media - Whatsapp and open pages such as Tonbridge Mums

Please come and speak to us in private.

Working together

AA

SEND

We are living in a time of great changes in society. One is an increase of children being identified as having SEND nationally and specifically in Kent.

- Most children with SENDs can have their needs met in a mainstream school, without an EHCP.
- EHCPs do not provide a miracle key to specialist provision.
- The professionals in school have a huge amount of experience, knowledge and ability to compare needs to those of others.

Please come and speak to us in private.

Writing

- ▶ Cursive
- ▶ Using pen
- ▶ Spelling is critical and we will be sending out homework each week.
- ▶ Please support your child's spelling practice at home.
- ▶ The children will be tested weekly.

Spelling homework

Your child will be given login details to take home

How to use Spelling Shed at home:

- ▶ Access Spelling Shed by clicking [EdShed](#) or by scanning the QR code on your child's login details.
- ▶ Click 'School username' and enter the login details.
- ▶ Click 'Assignments' and follow the on-screen instructions.
- ▶ Once completed, your child's class teacher will automatically receive feedback.
- ▶ Assignments will be set on a Friday based on the spellings or rule your child is learning in school. They need to be completed by the following Friday when your child will be tested.
- ▶ In addition to assignments set by the teacher, your child can practise their spellings with a range of activities and games, as well as grammar, punctuation and maths. Please encourage practice for at least 10 minutes a day, 5 times a week.

Your child will also bring home a login for 'Sir Linkalot' to access further games and resources. This is particularly good for tricky red words and National Curriculum orange words. You can download the app for free or click here: <https://www.sirlinkalot.org/>



Spelling



The National Curriculum states that “pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.” We know that spelling can be tricky for many of our children!

At Woodlands this year, we will be using **Spelling Shed** to support us in delivering engaging, progressive and effective spelling lessons that meet the aim stated above.

Spelling Shed is also accessible from home and is designed for your child to practise spellings independently.

Reading

- ▶ **Read aloud books - changed when an adult has heard the whole book read aloud.**
- ▶ Focus on fluency and developing vocabulary.
- ▶ Fluency: Children must be able to read 90-95% of the words.
 - Expression
 - Automatic word recognition
 - Rhythm and phrasing
 - Smoothness
- ▶ Star Books - 10 high quality books recommended by us. Challenge to read at least 6 (one per term).
- ▶ You can read Star Books and library books to your children.



Reading - Lexia

- ▶ The children will complete Lexia reading sessions 4x a week.
 - ▶ Helps with:
 - ▶ Spelling Comprehension Grammar
 - ▶ Children work through at their own pace
 - ▶ Levelled up to work suitable for Year 6
 - ▶ Activities specifically tailored to your child's needs
- The log in details will be available for you to use at home as the children will have them in their planner. *UK version

Homework

- ▶ Reading our read aloud books daily.
- ▶ Maths - every week linked to current learning.
- ▶ Spelling - every week linked to current learning.
- ▶ Times Tables
- ▶ TTRock Stars - Sound check.

Curriculum

- ▶ **History:** Stone Age- Iron Age, Romans and Anglo-Saxons.
- ▶ **Geography:** Europe, rivers, deserts.
- ▶ **Science:** Rocks & soils, forces, animals including humans, plants and light & shadow.
- ▶ **Art:** cave paintings, portraits and river projects.
- ▶ **DT:** textiles (cross stitch), structures (castles), cooking (eating seasonally), digital world (electronic charm) and mechanical systems (pneumatic toys).

P.E

- ▶ PE is on Thursday for everyone.
- ▶ PE is on a Monday for: Elder and a Friday for: Birch and Whitebeam.
- ▶ It is an important curriculum subject
- ▶ In winter, please provide track-suit and a hat - unless the rain is torrential or the playground too icy we WILL be outside!
- ▶ Earrings - not allowed. Take out before they come to school please. Plan ahead and pierce in the summer holiday.

P.E - swimming

- ▶ Year 3 will be swimming in Terms 3, 4, 5 and 6.
- ▶ Swimming is on a rota. We will inform you nearer the time which class is going at what time.
- ▶ The last class will be back on site as close to 3:15 as possible. We may be a little late.
- ▶ Children need a swimming costume/trunks, a towel and a swimming hat. Children need to wear goggles. No earrings - *please!*
- ▶ Cost is yet to be confirmed but you will receive information about this in due course.

Trips

HC

We have Mr Berry visiting us for Rock day this week!

A visit to Horton Kirby in Term 5 to supplement our Rivers topic.

Residential

- ▶ In Year 6 your children will go on a 5 day residential trip.
- ▶ You will shortly be receiving information on this.
- ▶ We offer the opportunity to pay this in instalments from Year 3 onwards.

Pupil Premium

- ▶ If your child has ever had Free School Meals the school qualifies for a £1300 Pupil Premium grant to assist their learning and development.
- ▶ If, as a parent, you are in the armed forces there is also a grant to the school in support of your child.
- ▶ If your child qualifies as being in the care of the local authority - the school will also be entitled to a amount to enrich your child's education.
- ▶ Please speak to the office or Inclusion Team if you feel your child should qualify for any of these grants - they are an enormous help in ensuring the school can best help your child.

Behaviour and rewards

▶ Endeavour Awards

- ▶ Weekly award based on demonstrating positive learning attitude

▶ Positive Postcards

- ▶ Demonstrating values in one or more of the following values: respect, resilience, responsibility, care, creativity or community

▶ Termly Woodlands Ambassador Awards

- ▶ Awarded for someone that continuously demonstrates the values expected of a Woodlands learner
















Internet Safety

- ▶ We are very aware of the issues surrounding social media and internet safety- children will learn (at an age appropriate level) how to keep themselves safe online.
- ▶ Cyber bullying is insidious and probably more common than any of us imagine.

Social Media and Internet Safety

OpenView Education
TRAINING THROUGH THEATRE

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter	 Sarahah	 MeetMe
 TikTok	 Kik		
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

Relationships, Sex & Health Education (RSHE) From September 2020

Information for parents and carers (Jigsaw 3-11)

Welcome!

V2.2 April 2020 JL

Not for redistribution or publishing online



Term 5 - Relationships

Lesson 1

Exploring male and female stereotypes

Discussions will focus on fairness, tradition and habit. We think about roles in the workplace and at home and reflect briefly on how media and film present these roles.

Lesson 2

Exploring friendships

Children will have to solve a series of friendship puzzles and role-play resolving friendship conflicts.

Term 5 - Relationships

Lesson 3

Online safety

Children will think about gaming apps. They will consider if all reviews are trustworthy and learn to be more discerning when choosing apps. They will also think about in-app messaging and what constitutes cyberbullying.

Lesson 4

Being a global citizen 1

We will explore goods and products from other countries. Children will consider where our goods come from and if there are equal benefits to both countries. We will use images to explore the lives of the people who are growing/making these goods.

Term 5 - Relationships

Lesson 5

Being a global citizen 2

Children will think about their rights. Do they have any? What are they? The UN Convention on the Rights of a Child will be shared with them. Children will be given scenarios that prompt discussion about basic needs. Children will discuss deprivation, fostering and adoption.

Lesson 6

Celebrating relationships

Children will bring together all the learning from previous weeks and think closely about the special people in our lives.

Changing me - 6 lessons



Sex Education is discretionary at Primary... what exactly does the guidance say?

The Department continues to *recommend* that *all* primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science - how a baby is conceived and born'



September 2020 onwards in Primary Schools (England)

After September 2020,

Legally:

1. Schools MUST teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are compulsory

Plus...

a 'recommendation' that all schools have a Sex Education Programme

How schools do this is left up to them.



Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls - how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up - outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up - inside changes and how we feel about them (animations used - shorter version Female and Male Reproductive Systems)

Term 6 - Changing me

Lesson 1

How babies grow

Children will consider how it feels to have a new baby in the family. They will reflect on what a baby needs adult support for and think about the roles of parents. They will draw a sequence to show changes that happen for a baby from birth to being fully grown.

Lesson 2

Babies

Children work collaboratively to decide what babies need to grow and survive. They will discuss the importance of love and affection. They look at images that show how a baby grows inside its mother. Vocabulary used will include womb, uterus, ovum. We do not discuss 'how the baby got there'.

Term 6 - Changing me

Lesson 3

Outside body changes

Children will discuss any changes that have happened in their lives. We will acknowledge that change can be exciting but also, at times, difficult. Children will be sensitively introduced to the concept of puberty and that it refers to a collection of changes that will gradually change their bodies from a child's body into an adult body.

Lesson 4

Inside body changes

We will think about how new life starts and reflect back to lesson 3 to explain that puberty is about getting our bodies ready for making and having babies when we are adults. We will discuss the changes to the male and female reproductive system. Key vocabulary: testicles, sperm, penis, ovaries, egg, ovum, womb, vagina and period. Children have an opportunity to ask a question in confidence using a post-it.

Term 6 - Changing me

Lesson 5

Family stereotypes

We will revisit our discussions about stereotypes and think more on how these ideas are developed. We will explore the idea of having our opinions questioned and how it feels to change our thoughts or ideas about something.

Lesson 6

Looking ahead

The children will reflect on the learning from this unit of work and make a ribbon mobile to show their understanding and have an opportunity to ask questions. Children will think about their transition to Year 4 and what they are looking forward to.

Any Questions ?

