

# Welcome to LKS2

**Y3 Ash: Ms Davies (Year Group Leader)**

**Y3 Oak: Miss Holmes**

**Y3 Elm: Miss Doble**

**Y4 Lime: Mr Buckingham (Year Group Leader)**

**Y4 Walnut: Miss Kim**

**Y4 Maple: Mr Shaw and Mrs Nutley**

Teaching Assistants:

*Year 3: Mrs Gibbett and Mrs Purewal*

*Year 4: Mrs Price, Mrs Buttle, Mrs Paul and Mrs Banks*



# Other Adults

**Mrs Cutts-Munro – Art**

**Ms Wallis – PE**

**Mrs Genco – RE**

**Madame Wilson - French**

**Mr Brooker– Wider Ops**

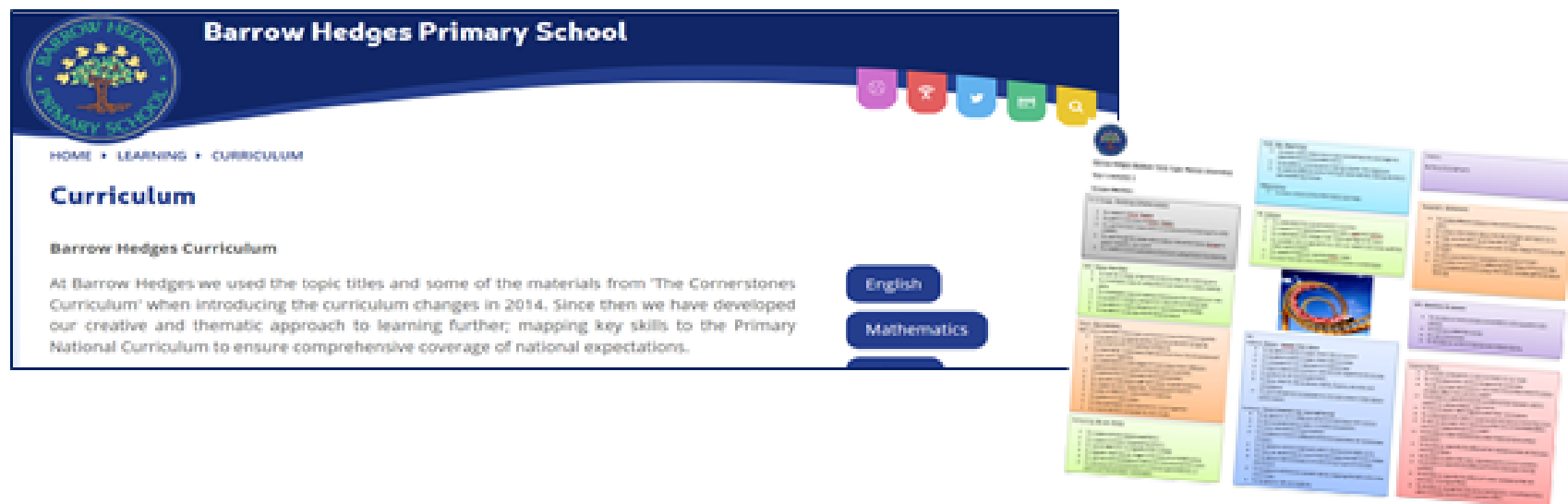


# The Curriculum at Barrow Hedges

We aim to deliver a diverse and creative curriculum with exciting topics that the children will be fully engaged with. We will be adding curriculum overviews to the school website where you can see a break down of everything that your child will learn each half term.

For further information please visit the school website:

<http://www.barrowhedges.com/>



The image shows a screenshot of the Barrow Hedges Primary School website. The header features the school's logo on the left and the name 'Barrow Hedges Primary School' in the center. To the right of the name are social media icons for Facebook, Twitter, YouTube, and Instagram. Below the header, the navigation menu includes 'HOME', 'LEARNING', and 'CURRICULUM'. The 'Curriculum' page is displayed, with a sub-heading 'Barrow Hedges Curriculum'. The main text states: 'At Barrow Hedges we used the topic titles and some of the materials from 'The Cornerstones Curriculum' when introducing the curriculum changes in 2014. Since then we have developed our creative and thematic approach to learning further; mapping key skills to the Primary National Curriculum to ensure comprehensive coverage of national expectations.' Below this text are buttons for 'English' and 'Mathematics'. To the right of the main content area, there is a collage of colorful curriculum overview cards for various subjects, including English, Mathematics, Science, and History, each with a small image and text.

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# Year 3 Curriculum

Term	Topic	Trip/Visitors
Autumn 1	Gods and Mortals	Greek Workshop
Autumn 2	Mighty Metals	Science Day
Spring 1	Predator	Predatory bird visit
Spring 2	Scrumdiddlyumptiou	Year 3 does 'Bake Off' Pizza Express Trip
Summer 1	Tremors	Natural History
Summer 2	Tribal Tales	Butser Ancient Farm

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# Year 4 Curriculum

Term	Topic	Trip/Visitors
Autumn 1	I Am Warrior	Roman Workshop
Autumn 2	Potions	Fun Scientist Day
Spring 1	Road Trip USA	Discovering USA
Spring 2	Traders & Raiders	Hooke Court
Summer 1	Burps, Bottoms	Science Museum and
Summer 2	Blue Abyss/	London Aquarium

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# English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's topic book forms a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teachers assessments. In addition to this teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year.

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# Calculation Policy

Last year, we reviewed our calculation policy to be in line with our Teaching for Mastery approach to Maths.

This policy can be found on our website and we would advise you take a look so you can see and support which methods your children are being taught.



## Year 3:



### Key Instant Recall Facts

Year 3 – Autumn 1

**I know number bonds for all numbers to 20.**

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

2 + 9 = 11	5 + 9 = 14	<i>Examples of a fact family</i>
3 + 8 = 11	6 + 8 = 14	6 + 9 = 15
4 + 7 = 11	7 + 7 = 14	9 + 6 = 15
5 + 6 = 11	6 + 9 = 15	15 - 9 = 6
3 + 9 = 12	7 + 8 = 15	15 - 9 = 6
4 + 8 = 12	7 + 9 = 16	
5 + 7 = 12	8 + 8 = 16	<i>Examples of other facts</i>
6 + 6 = 12	8 + 9 = 17	4 + 5 = 9
4 + 9 = 13	9 + 9 = 18	13 + 5 = 18
5 + 8 = 13		19 - 7 = 12
6 + 7 = 13		10 - 6 = 4

**Key Vocabulary**

What do I **add** to 5 to make 19?  
What is 17 **take away** 6?  
What is 13 **less than** 15?  
**How many more** than 8 is 11?  
What is the **difference** between 9 and 13?

This list includes the most challenging facts but children will need to learn **all** number bonds for each number to 20 (e.g.  $15 + 2 = 17$ ). This includes related subtraction facts (e.g.  $17 - 2 = 15$ ).

**Top Tips**

The secret to success is practising **little and often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

**Buy one get three free** - If your child knows one fact (e.g.  $8 + 5 = 13$ ), can they tell you the other three facts in the same fact family?

Use **doubles and near doubles** - If you know that  $6 + 6 = 12$ , how can you work out  $6 + 7$ ? What about  $5 + 7$ ?

**Play games** - There are missing number questions at [www.conkermaths.com](http://www.conkermaths.com). See how many questions you can answer in just one minute.

Throughout the half term children will learn their KIRFs within the classroom and will be tested half way through the half term (roughly 3 weeks) and these results will be sent home to you. Please practise these at home with your children.

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# Mathletics

We are continuing with Mathletics this year as it has proven to be very successful.

At the beginning of the year, the children will need to complete the finals of each level (Bronze, Silver, Gold, Platinum and Diamond).

This will enable them to recap the tables at speed to ensure they haven't forgotten any.

## Bronze 5

Name: \_\_\_\_\_

Number of Questions: 40  
Timing: 5x (with reverse)

15 ÷ 5 = _____	5 × 10 = _____	4 × 5 = _____
5 × 11 = _____	30 ÷ 5 = _____	5 × 9 = _____
5 ÷ 5 = _____	5 × 4 = _____	5 × 5 = _____
2 × 5 = _____	55 ÷ 5 = _____	10 ÷ 5 = _____
60 ÷ 5 = _____	5 × 12 = _____	40 ÷ 5 = _____
5 × 2 = _____	20 ÷ 5 = _____	3 × 5 = _____
5 × 3 = _____	1 × 5 = _____	5 × 7 = _____
10 × 5 = _____	25 ÷ 5 = _____	11 × 5 = _____
8 × 5 = _____	5 × 8 = _____	12 × 5 = _____
5 × 1 = _____	5 × 6 = _____	9 × 5 = _____
45 ÷ 5 = _____	7 × 5 = _____	50 ÷ 5 = _____
6 × 5 = _____	35 ÷ 5 = _____	3 × 5 = _____
5 × 7 = _____	55 ÷ 5 = _____	5 × 5 = _____
25 ÷ 5 = _____		

40

Marked by: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

Key Stage 2 Mathletics Tracker			All combined	DONE!
Bronze	10	5	5 and 10	
Silver	2	4	2, 4, 8, 5 and 10	
Gold	3	6	3, 6, 9, 2, 4, 8, 5 and 10	
Platinum	7		7, 3, 6, 9, 2, 4, 8, 5 and 10	
Diamond	11	12	All 1 to 12	Has completed all 12 tables

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# Mathletics

Once the children have made their way through the levels, they then complete a range of 'Ultimate Challenges'. Each challenge involves 144 mixed tables questions using both multiplication and division.

There are four separate challenges:

- 1) Mixed multiplication and division
- 2) Mixed multiplication and division with powers and square roots
- 3) Mixed multiplication using multiples of 10
- 4) Mixed multiplication of the 13-24 times tables

Each child will need to complete each challenge three times (and better their time score) before moving on to the next challenge.

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# Homework

**Home School Books:** Children should be reading every night and this should be recorded by an adult or themselves in their Home School Book.

**English/ Maths/ Spelling:**

Children will receive their homework on a Thursday and it will be expected to be returned by the following Thursday. Spellings will continue to be tested on a Friday.

English and Maths homework will be set weekly and will directly link to the learning that is happening within the classroom. Maths homework will consist of a variety of fluency, reasoning or problem solving activities and English homework will vary from grammar skills to comprehension questions, dependent on the current learning.

The homework will usually work on a chilli system where children can self select the differentiation they feel most confident with.

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# Homework

**Topic homework** : We will no longer be giving children topic homework to present each half term however a list of **optional** activities and helpful websites linked to the current topic will be sent home every half term. These will not be expected to come back to school and are purely for those children and families that enjoy these kind of learning activities at home.

*Homework will commence the week beginning 16<sup>th</sup> September 2019*

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Our 4 Core Values

Care

Honesty

Respect

Responsibility

Our School Motto

Believe to Achieve!

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# Behaviour

Barrow Hedges Primary School  
Class Behaviour Record Sheet – to be kept on a clipboard

Class \_\_\_\_\_



Date	First name warning	Behaviour Code	Miss 5 mins play	Miss 10 mins play	Exclude for 15 mins	Put on 369 sheet
<p>Please ensure:</p> <ol style="list-style-type: none"> <li>1. The child knows why they are on sheet</li> <li>2. Detention is given</li> <li>3. Missed 15 mins work is made up</li> <li>4. Sheet is highlighted to show time spent</li> </ol>					369 sheet box to be ticked if 15 mins is ticked	If this is the first time for a child – inform parents

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# Behaviour - 3,6,9 explained

## BARROW HEDGES PRIMARY SCHOOL - BEHAVIOUR MANAGEMENT – 3,6,9 SHEET

Name \_\_\_\_\_

Class \_\_\_\_\_



	Date	Behaviour	Consequences/Action
1			
Parents informed on		(date)	(initial)
2			
Parents informed on		(date)	(initial)
3			
Year Group Leader informed Parents informed and meeting arranged with parents and Year Group Leader; Notes written up			

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<b>Year Group Leader informed</b> <b>Parents informed and meeting arranged with parents and Year Group Leader; Notes written up</b>		
<b>4</b>		
Parents informed on		(date) (initial)
<b>5</b>		
Parents informed on		(date) (initial)
<b>6</b>		
<b>Deputy Head <u>and</u> Year Group Leader informed</b> <b>Parents informed and meeting arranged with parents and Deputy Head (and YGL); Notes written up</b>		
<b>7</b>		
Parents informed on		(date) (initial)
<b>8</b>		
Parents informed on		(date) (initial)
<b>9</b>		
<b>Letter to parents from Headteacher – meeting arranged; Notes written up</b>		

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# In the Dining Hall

## In the dining hall we must:

Line up in an ***orderly*** fashion.

Say please and thank you and use ***good manners***.

Stay in our seats for the whole time we are eating.

Talk calmly to others, never shouting.

Be gentle and not hurt others.

Be kind and helpful and not hurt anyone's feelings.

Work together to solve problems, ***using words to express and explain, rather than actions***.

Clear away our own plates, cutlery and ***any waste***, including from our lunchboxes.

Walk sensibly and never run.

Return our lunchboxes to the lunchbox trolley carefully and neatly.

# On the Playground

## In the playground we must:

Learn and know the rules for how to use our playground and follow them.

***Be gentle and not hurt others.***

Be kind and helpful and not hurt anyone's feelings.

Play together and ***look after each other.***

Work together to solve problems, using words to express and explain rather than actions.

Take care of our ***equipment*** and use it properly.

Leave dirt and rocks on the ground.

Ask to use, and behave sensibly in, the toilets (this is not a place to play or chat)

Tidy up after ourselves.

Stop playing when the bell goes, stand still and listen quietly.

Tell an adult if you are feeling sad and/or lonely.

Tell an adult if someone is not following the rules.

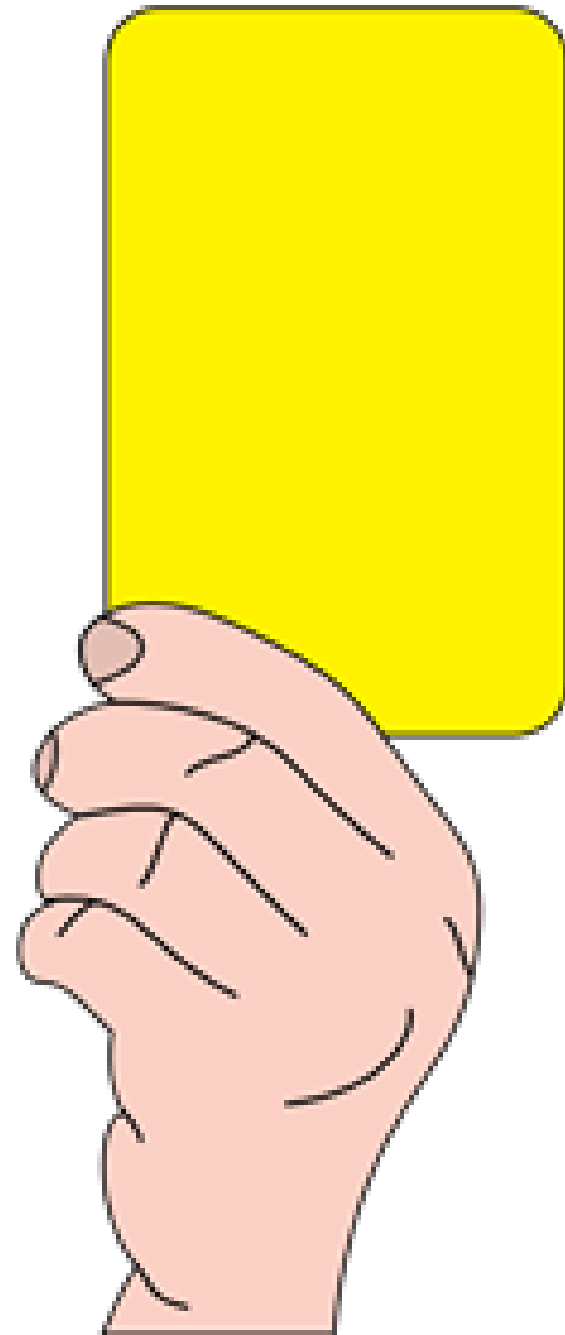
# Consequences: Yellow Card

If you do not follow the lunch time rules, you may get a yellow card. This means you will have a 5 minute (KS1) or 10 minute (KS2) time out.

In this time you need to calm down and think about what you did wrong.

Examples of behaviour that may result in a Yellow Card:

- disrupting other children's play on purpose
- Showing disrespect towards a Midday Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Not doing as you've been asked (e.g. lining up quietly)
- Throwing food on the floor and/or being silly with food
- Shouting and messing around in the dining hall, including being out of your seat
- Pushing in the line
- Entering the school building without asking
- Being silly and/or staying too long in the toilets
- Unkind behaviour
- Rough behaviour



# Consequences:

## Red Card

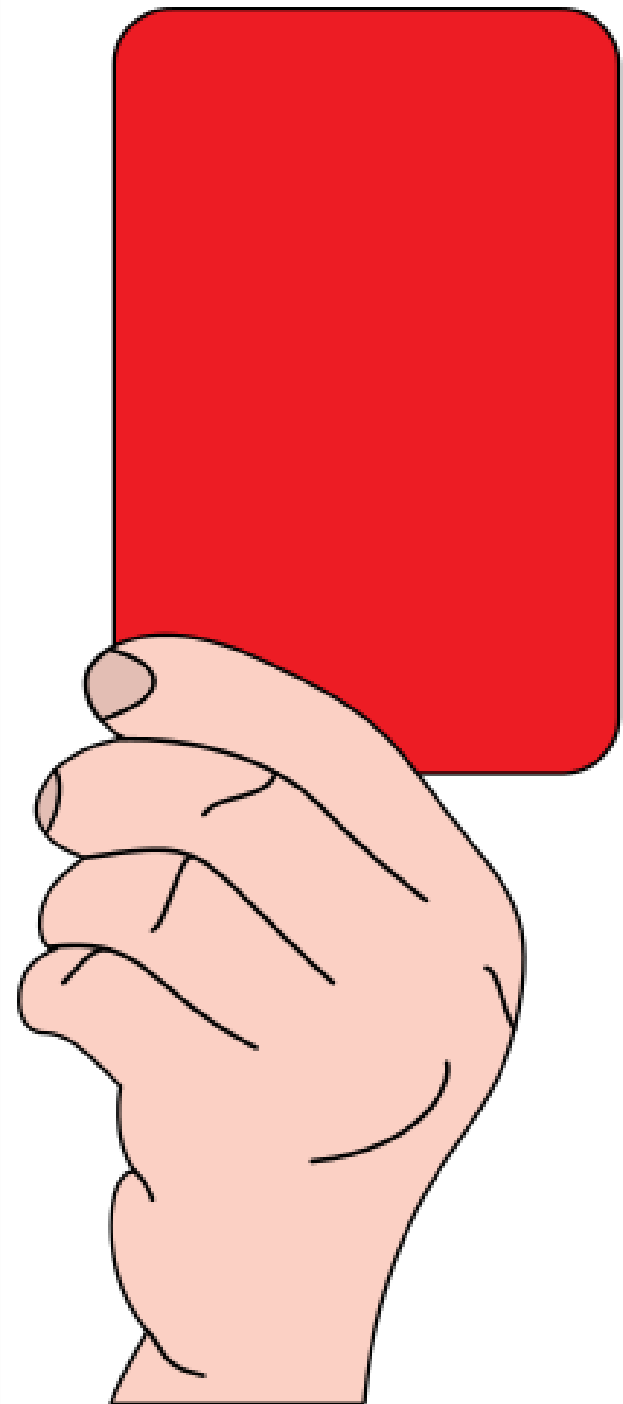
If you do not follow the rules and your behaviour is *more serious*, a Midday Supervisor can issue a Red Card. If you get a red card you will be sent directly to the main office and Mrs Wood, Mr Lowes, Mrs Duncan or Mrs Covey will speak with you before deciding what to do next.

If you get a Red Card children will be removed from lunch play for a total of 30 minutes (KS1) or 60 minutes (KS2).

This 'detention' may be spread over two breaks.

There are some types of behaviour that will result in the immediate issuing of a red card. Examples include:

- Physically hurting someone on purpose (punching/kicking)
- Threatening/aggressive behaviour
- Racism
- Being rude to a midday assistant (saying 'No!' If you are asked to do something)
- Swearing
- Breaking or damaging equipment on purpose
- Stealing



The Midday Supervisors will make decisions about giving yellow and red cards in a fair way to make sure all children have happy play times. As with all adults in school, children must treat our Midday Supervisors with respect.

At the end of each lunchtime, an adult will collect in the Yellow and Red Cards and let class teachers know. A record will be kept of this information. Parents will be informed if there is a serious incident.

As cards can be issued by any Midday Assistant, you could be given more than one Yellow Card in one lunchtime. If this happens, you will be kept in for a further 20 minutes the following day.

# Barney Award – Friday’s Celebration Assembly



Led by Mrs Wood, Mr Lowes or Miss Wilson

This assembly is held on a Friday. This is a chance to hear about which children has demonstrated our ‘Building Learning Power’ traits amongst other things.



***Ron Resilience***



***Connie Collaboration***



***Rosie Reflectiveness***



***Ravi Resourcefulness***

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# PE Kits

We will have PE at least twice a week, therefore we ask that PE kits remain in school at all times. Please make sure they have their OWN kit – PE is statutory and all children need to take part and have the correct kit. These should be taken home each half term to be washed.

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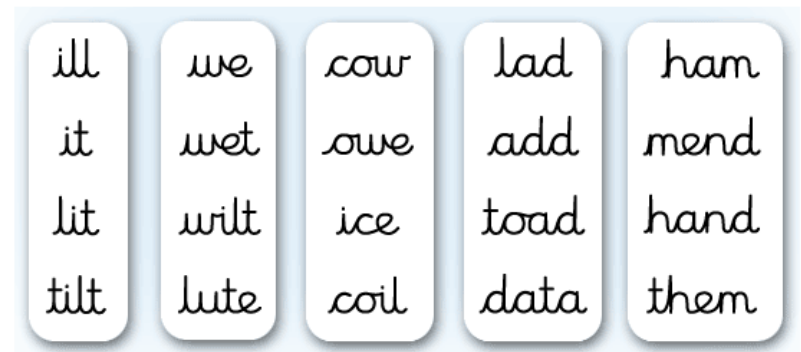
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# Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like please check our website for further information.





# Adult helpers and Class Representatives

- Sign up sheet for each class – please let us know the days and times you are available and we will contact you if your help is required during that time.
- DBS check (please indicate if you have a DBS check when you sign up)
- Class Representatives please make yourselves known to your Class Teacher.
- There are Adult Helper Guidelines that you will be asked to sign when you come in to help.



# Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented and should not wear earrings.
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.



# Pick up arrangements

## **Year 3 and Year 4 (Walnut and Lime):**

Children will be dismissed outside the door of their classroom. Parents should wait down the stairs opposite the classroom.

## **Maple:**

Children will be dismissed from the central stairs outside the hall.

# Communication

If you have any questions or concerns during the year please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: [office@barrowhedges.com](mailto:office@barrowhedges.com) . Please write the Class Teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day. Alternatively, please do send a note in the morning in the Home School Book with your child if it to alert the teacher's attention to something and doesn't require a response.

*Please only contact teachers via the school and not through social media such as Facebook.*

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***We look forward to working with you this  
year.***

***Year 4 will now have a talk about Hooke  
Court.***

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