



Dragonboats



Balloons



Welcome To Year 3/4

Carnival



Harbour



Kites



Support Staff



Liz Aves
Carnival & Kites



Kara Bernard
Harbour & Carnival



Sue Nichols
Balloons & Dragonboats



Erika Fleming
Harbour, Kites
& Cover Teacher



Amy Copeland
SEND LSA Harbour

Specialist Teachers



Mr Samaras
P.E Teacher



Miss Earnshaw
P.E Teacher



Mrs Churchill
Music Teacher



Madame Allenby
French Teacher



Mrs Barnard
Computing Teacher

Arrival and departure

- Arrival time is 8:45am
- Departure time is 3:15pm
- Gates open at 8.30am for children to meet with friends and you to chat to parents/carers. Please ensure you or a known adult stays with your child until they come into school building.
- All classes (apart from Carnival) will go into their classrooms via the canopy. Carnival go into their classroom via the steps by the sports pitches.
- The children will line up in the playground in their classes when the bell goes in the morning (for the first week only) and at the end of the day will be dismissed from the playground to ensure they have found you.
- After the first week, they can come straight in on the bell but will continue to be dismissed by their teacher at the end of the day.

Transition and settling in

This year, at St John's, we are focusing even more on building on the children's sense of belonging and identity, both in their class and in the year group.

- We will be spending the first few weeks, building on our relationships with the children.
- There will be lots of orientation with the children around the school, especially Y3.
- Building parent-teacher relationships - we know how important it is getting to know our parents/carers.

Transition and settling in

- We have already talked to the children's previous teachers and spent some time with the children in July.
- We will happily discuss any concerns, once the settling in process has taken place.

Curriculum



'Together, fly high like an Eagle'

YEAR A TOPIC OVERVIEW Year 3&4					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Circus is Coming to Town <i>Lead Topic: Science</i>	Volcanoes & Earthquakes <i>Lead Topic: Geography</i>	Ancient Egypt: More than just mummies? <i>Lead Topic: History</i>	North America <i>Lead Topic: Geography</i>	Stone Age, Bronze Age & Iron Age: Did the Stone Age rock? Did the Bronze/Iron Age shine? <i>Lead Topic: History</i>	Romans: Rotten or Remarkable? <i>Lead Topic: History</i>
<p><u>English</u> Leon and the place between Narrative Description</p> <p><u>Maths</u> Place Value Addition and subtraction</p> <p><u>Science</u> How can we change how things move? NC: Y3 Forces & Magnets</p> <p><u>Art</u> Artists' Week: Sculpture Drawing & Painting: Hilma Afklint and Ferdinand Leger</p> <p><u>PSHE</u> Relationships: Respecting ourselves and others / Safe Relationships</p> <p><u>RE and World Views</u> What is important to me? Christianity & Islam</p> <p><u>PE</u> Hockey skills Football skills</p> <p><u>French</u></p>	<p><u>English</u> Escape from Pompeii Newspaper reports Narrative poetry – The night before Christmas</p> <p><u>Maths</u> Addition and subtraction Multiplication and division Area, Length</p> <p><u>Science</u> What can light do? NC: Y3 Light</p> <p><u>Geography</u> Understanding and explaining the processes that cause volcanic eruptions and earthquakes.</p> <p><u>DT</u> Textiles: blanket stitch and stuffing (festive decoration)</p> <p><u>PSHE</u> Living in the Wider World: Money and work</p> <p><u>PE</u> Dance Gymnastics</p> <p><u>RE and World Views</u></p>	<p><u>English</u> Marcy and the riddle of the Sphinx Narrative writing</p> <p><u>Maths</u> Length and Perimeter Fractions Multiplication and division</p> <p><u>Science</u> Are all rocks the same? NC: Y3 Rocks & soils</p> <p><u>History</u> Ancient Egyptians Golden Threads: Culture & Equality</p> <p><u>DT</u> Mechanisms: pneumatic system</p> <p><u>PSHE</u> Living in the Wider World: Belonging to a community</p> <p>Belonging to a community Media literacy and digital resilience</p> <p><u>RE and World Views</u> How do people express their beliefs, identity and experience?</p>	<p><u>English</u> The Miraculous Journey of Edward Tulane</p> <p><u>Maths</u> Multiplication and division Decimals Mass and Capacity</p> <p><u>Science</u> What can we do with electricity? NC: Y4 Electricity</p> <p><u>Art</u> Printing - Hokusai</p> <p><u>PSHE</u> Relationships: Family and Friendships</p> <p><u>RE and World Views</u> What do Christians learn from the Creation story? CREATION (UC)</p> <p><u>PE</u> Tennis Tag Rugby</p> <p><u>French</u> Counting items in a pencil case</p>	<p><u>English</u> Adventure story TBC Explanation text</p> <p><u>Maths</u> Mass and Capacity Money Time</p> <p><u>Science</u> Why are there different parts of a flowering plant? NC: Y3 Plants</p> <p><u>History</u> Changes in Britain from Stone age to Iron age Golden Thread: Culture</p> <p><u>DT</u> Food & Nutrition: Baking Bread</p> <p><u>PSHE</u> Physical health and mental wellbeing</p> <p><u>RE and World Views</u> Why do Christians call the day Jesus died 'Good Friday'? SALVATION (UC)</p> <p><u>PE</u> Rounders</p>	<p><u>English</u> Roman Non-fiction texts Non-chronological reports</p> <p><u>Maths</u> Shape Position and Direction</p> <p><u>Science</u> Why are there different parts of a flowering plant? NC: Y3 Plants</p> <p><u>History</u> The Roman empire and impact on Britain Golden Threads: Culture, Invasion/Exploration & Equality</p> <p><u>PSHE</u> Growing and Changing RSE</p> <p><u>Art</u> Collage: Sea Creatures mosaic, Pompeii</p> <p><u>RE and World Views</u> What does it mean to belong to a religion? (Islam)</p> <p><u>PE</u> Athletics Cricket</p> <p><u>French</u></p>

Found on the school website: 'School > Year 3&4 > Curriculum'

French	RE and World Views	Beliefs, identity and experience?	Counting items in a pencil case	PE Rounders	French
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'Together, fly high like an Eagle'

Introduction to sounds of language Greetings Colour adjectives	What does it mean to belong to a religion? (Islam) <u>French</u> Christmas masculine nouns and classroom command verbs Simple sentence with a connective	Christianity & Islam (Islamic and Christian Art) <u>PE</u> Basketball skills Netball skills <u>French</u> Introduction to letter and sound correspondences Gender of nouns and plurals	Asking and saying name	Athletics <u>French</u> Developing understanding of letter and sound correspondences Simple sentences in the positive and negative using it is and it is not	Animal nouns and colour adjectives Asking questions Using a bi-lingual dictionary
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Computing:

Computing is taught across the academic year, in blocks.

Block 1:

Creating Media: Audio Production

Programming: Scratch, Mazes and Toys using inputs and outputs.

Block 2:

Programming: Lego We Do, Moving Robot.

Computer Systems and Networks: Connecting Computers and Emails.

Creating Media: Desktop Publishing

Data and Information: Graphs

Music

Music is taught across the academic year in blocks:

Block 1:

Pitch

Performance Skills & Christmas / Winter Repertoire

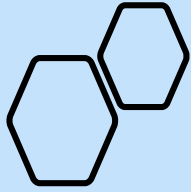
Block 2:

Water

Block 3:

Ukulele

Found on the school website: 'School > Year 3&4 > Curriculum'



Topic Homework

- Writing
- Practical

Romans Topic Homework Year 3/4: Task Sheet



Please do not hand any homework in earlier, due to storage and the need for the homework book to be at home so you know what to do next.

The Topic Homework for Term relates to our Roman
There are two exciting tasks for you to complete.



1. **Research** to be handed in on Friday 30th June
2. **Practical** to be handed in on Monday 10th July

1.RESEARCH– Choose **ONE** of the following tasks:

Create a fact file poster or booklet. These will go on display in the classroom. You could also create a PowerPoint.

<p>Create a tourist brochure to visit Pompeii</p> <p>Why would someone want to go there?</p> <p>Can you share a little of its history?</p> <p>What might a tourist see?</p>	<p>What were popular Roman sports or leisure activities?</p> <p>Do we still do any of these today?</p>	<p>Who were the Roman Gods and why were they important?</p> <p>Choose ones that interest you the most.</p>
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2.PRACTICAL

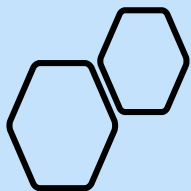
<p>Roman Cooking</p> <p>Cook a Roman recipe and record it in pictures and words <i>(How about Roman bread, a fruit platter, soup?)</i></p>	<p>Make a model of something that a Roman soldier would have.</p> <p>For example you could make armour, a shield or a gladius (sword)!</p>	<p>Roman Artefact</p> <p>Find out about an interesting artefact and then make it using a media of your choice.</p>	<p>Roman Mosaics</p> <p>Draw (or make) a small mosaic clay tile, including a typically Roman pattern or picture. <i>(You can see this at Kings Weston House in Bristol)</i></p>
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WEBSITES that may help:

www.primaryhomeworkhelp.co.uk/romans/

www.bbc.co.uk/schools/primaryhistory/romans/

https://www.natgeokids.com/uk/?s=romans&post_type=



Maths and English Homework

- Reading – reading records
- Spellings – Spelling shed
- Times tables
- Times Table Rockstars (TTRS)
- Make it Stick activities

$$\begin{array}{c} \div \\ 1 \end{array} \begin{array}{c} + \\ 2 \end{array} \begin{array}{c} + \\ 3 \\ \times \end{array}$$

Spelling is
~~diffecolt~~
~~challageng~~
hard.

P.E days

The children will have a P.E lesson with Mr Samaras, each week. This alternates every few weeks but we will update you as and when, via ParentMail.

Block 1:

Mondays: Dragonboats

Tuesdays: Balloons, Kites, Harbour & Carnival

All classes will have P.E with their class teacher on a **Thursday**.

Rewards



House points



Hero of the week



Marble in a Jar



Head/Deputy Teacher's Certificate

Behaviour

St. John's
Catholic Primary School
Clifton & Redland

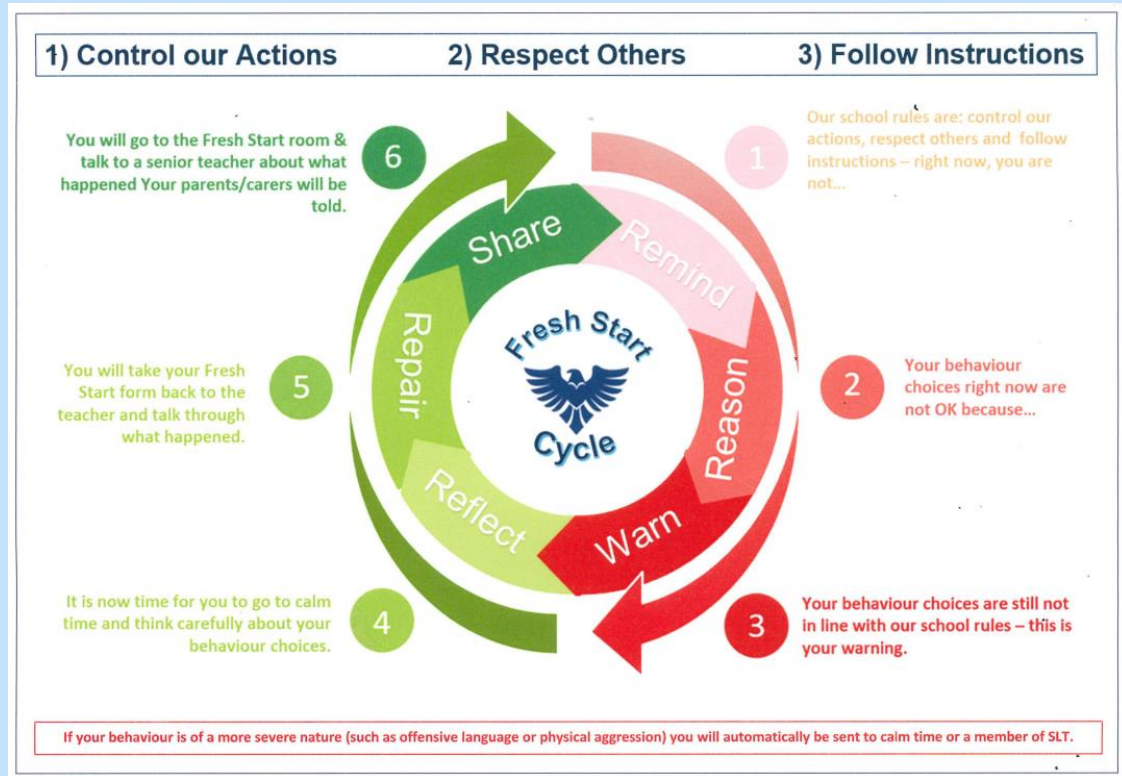
We 'fly high like an eagle' by working together to follow 3 simple rules:

1. Control our actions
We keep our hands and feet to ourselves.

2. Respect Others
We respect the rights of all the children in the school.

3. Follow Instructions
We follow all instructions from adults about the expectations of the school.

Do to others as you would have them do to you.
Luke 6:31



Helping at home

We are always super grateful for children's learning to continue at home. Things you can do to help:

- Hear your child read regularly, read to your child if you can
- Practise Times Tables regularly
- Please encourage (not 'do') homework with children, add comments to show any support



Misc

- Uniform: Please check the policy. PE kits can be worn on PE days. Children to bring kits in if they have a shine sport club. PLEASE LABEL UNIFORM
- News: Bulletin/ Website/emails
- Messages to office if absent or important info via email accounts
- Prepared fruit to celebrate birthdays.
- Your child can bring in a piece of fresh fruit to eat at first break. No fruit bars, processed or canned please.
- Water bottles please provide & label.
- No Nuts!

Communication

Email addresses:

- **Balloons:** balloons@stjohnsprimary.org.uk Harry Hughes
- **Harbour:** harbour@stjohnsprimary.org.uk Pippa Allenby (Mondays) & Sarah-Jo Scarborough (Tuesday-Friday)
- **Kites:** kites@stjohnsprimary.org.uk Reg Amarshi
- **Dragon Boats:** dragonboats@stjohnsprimary.org.uk Sue Morgan
- **Carnival:** carnival@stjohnsprimary.org.uk Ellie Dixey (Year Group Leader)
- **School:** www.stjohnsprimary.org.uk