



English Martyrs' Catholic Primary School

Loving Jesus, Loving Learning, Loving Life

Welcome to Year 3 Curriculum Information Evening 2024





What we will cover...

- *Meet the staff*
- *School - BBCET*
- *Core Values/Ethos*
- *Curriculum / timetables*
- *Expectations - home/school*
- *Lunches*
- *Website/Communication*
- *Parent Survey*
- *'Online support drop-in'*





Meet the staff

Mrs Cook - Class teacher
Miss McKeown- Class teacher

Miss Johnson - HLTA
Mrs Wahie- Teaching assistant

Mrs Clarke (Music)
Miss Johnson - PPA cover
Mrs Cook - Phase Leader

SCHOOL STAFF





BISHOP BEWICK **CATHOLIC EDUCATION TRUST**

Catholic Education in the North of the Diocese of Hexham & Newcastle

<http://www.bishopbewickcet.org/>





Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to comply with best practice and provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures and government guidance to ensure that children receive effective support, protection and justice.



Mental health and Well-being

At English Martyrs' we are passionate about building strong mental wellbeing and resilience in all our pupils. This is why as a school we have embraced Zumos as a major part of our school's pastoral care. Zumos is a leading online wellbeing system that is CAMHS kitemarked and was developed as part of the HeadStart project.



Our Core Values

Our Core values underpin our expectations for Behaviour & Conduct. They strive to enable everyone to 'BE' happy here at English Martyrs' and 'BE' the best version of themselves.



'BE-attitudes' - our Core Values

Our most important Be-attitude is:-

"Do to others what you would have them do to you."

Matthew 7:12

This is supported and underpinned by the gospel values outlined in the Beatitudes.

Be Gentle - we don't hurt others

Be Just - we are honest and don't tell lies

Be Compassionate - we are supportive and comfort each other

Be Merciful - we don't hurt anyone's feelings

Be Humble - we celebrate everyone's gifts and talents

Be Peacemakers - we listen to each other.

Be Pure - we are kind

Be Courageous - we stand up for what is right



The Beatitudes are a roadmap for our life: they invite us to keep our hearts pure, to practice meekness and justice, to be merciful to all, to live affliction in union with God.

As a Catholic School we have the Catholic mission at our very core.

Everyone in school is expected to actively follow and live out our mission statement:

"Loving Jesus, Loving Learning, Loving Life."

We achieve our Mission Statement by following the Beatitudes as the foundation blocks of all we do. The Beatitudes give us the ATTITUDES that we want to BE.

We have Be-attitudes for Behaviour and Conduct (Our Core Values), Beatitudes for Learning and Beatitudes for Teaching.





Values Curriculum

Living the Beatitudes

At English Martyrs' Catholic Primary School, it is our aim to raise standards by promoting a school ethos which is underpinned by core values (BE attitudes). These values support the development of the whole child to enable them to be the best version of themselves.

Our curriculum is designed around the Beatitudes from Matthew's Gospel, which have been shaped into 8 core values. We aim to support all children's social, moral, spiritual and cultural development as well as their understanding and use of British Values.

- ✚ As adults, we (all staff) try to live the values: we teach best by being role models.
- ✚ Our BE-attitudes curriculum is delivered during monthly House Group session. Each House group has pupils from Reception to Year 6.
- ✚ The session will follow a clear structure, giving opportunity for discussion, information sharing, reflection and prayer.
- ✚ Sources of evidence are used to construct arguments and aid discussion which helps us to understand that we are all part of a diverse community, that we have a role to play and that we are enough.
- ✚ We all have unique talents, to work as a team, and we are greater working together than acting in isolation.





Curriculum

At English Martyrs' we recognise that we are building the foundations for life-long learning with Christ at the centre. We want to capture and nurture a love of learning that our pupils will carry with them as they grow. We therefore strongly believe that learning should be memorable, hands on, active and challenging. Our curriculum is carefully designed to focus on the 'whole child', and harness all their unique gifts, talents and interests.

Our curriculum will maximise opportunities for children to:

- develop inquisitive minds, a spirit of curiosity and a passion for learning*
- be equipped with the skills to fully participate in an ever-changing world*
- be respectful and productive members of the community*
- have high expectations and self-belief to enable them to reach their full potential*
- reflect on their learning and seek to extend themselves mentally, physically and spiritually and be aspirational*
- uphold the Catholic ethos of the school whilst respecting their own cultures and beliefs and those of other people*
- persevere and see any mistake making as a positive opportunity for new learning*
- develop an understanding and respect for the environment and God's creation and their role of responsibility for its stewardship*
- have the courage and confidence to take calculated risks and to apply their skills, knowledge and understanding to any problem-solving task.*





Composition:

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Sentence structure:

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure:

- I am starting to use paragraphs.
- I can use headings and sub-headings.
- I can use the present perfect form of verbs instead of the simple past.





End of Year - Expectations

English - Writing

Spelling:

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting:

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Punctuation:

- I can use inverted commas to punctuate direct speech.





End of Year - Expectations Mathematics

Number:

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the value of each digit in a 3-digit number.
- I understand and can count in tenths, and find the fractional value of a given set.
- I can add and subtract fractions with a common denominator.
- I can derive and recall multiplication facts for 3, 4 and 8x tables.
- I can add and subtract mentally combinations of 1-digit and 2-digit numbers.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit.
- I can solve number problems using one and two step problems.





End of Year - Expectations Mathematics

Measurement and Geometry:

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I can measure, compare, add and subtract using common metric measures.
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.





End of Year - Expectations

Religious Education

Skill areas		7-9
AT1: Knowledge and Understanding ("learning about")	Developing Knowledge and Understanding	<ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs - the life and work of key figures in the history of the People of God - different roles of people in the local, national and universal Church - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
	Making Links and Connections	<ul style="list-style-type: none"> • Make links between: <ul style="list-style-type: none"> - beliefs and sources, giving reasons for beliefs - beliefs and worship, giving reasons for actions and symbols - beliefs and life, giving reasons for actions and choices
	Historical Development	
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> • Use a range of religious vocabulary





End of Year - Expectations

Religious Education

AT2: Engagement and Response ("learning from")	Meaning and Purpose	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others
AT3: Analysis and Evaluation	Use of Sources as Evidence	<ul style="list-style-type: none"> Use a given source to support a point of view
	Construct Arguments	<ul style="list-style-type: none"> Express a point of view
	Make Judgements	<ul style="list-style-type: none"> Express a preference
	Recognise Diversity	
	Analyse and Deconstruct	





End of Year - Expectations

Science

Topic	Learning Journey	Working Towards	Meeting the Standard	Exceeding the standard
Plants	Parts of a plant.	Give examples of different plants.	Identify the 4 main parts of a plant.	Describe the jobs of each part of a plant.
	Plant growth and water transport.	Identify the 5 things that all plants need to grow.	Describe why plants require these 5 things.	Describe how water moves through a plant.
	Flowers.	Identify the job of flowers.	Describe the structure of a flower.	Explain the job of each part of a flower.
	Plant life cycle.	Identify the life stages of a flowering plant.	Describe the stages of the life cycle of a flowering plant.	Describe the process of pollination.
	Seeds and dispersal.	Describe how seeds form.	Describe how seeds are dispersed.	Compare the structure of different seeds.
	Summative Assessment			
Animals including humans	Carbohydrates and fibre.	Identify examples of foods that contain carbohydrates and fibre.	Explain why carbohydrates and fibre are an important part of our diet.	Explain the importance of eating the correct amount of carbohydrates and fibre.
	Fats and protein.	Identify examples foods that contain fats and protein.	Explain why fats and protein are an important part of our diet.	Explain the importance of eating the correct amount of fats and protein.
	Vitamins, minerals and water.	Identify different vitamins and minerals.	Identify different foods that contain vitamins, minerals and water.	Explain the importance of eating the correct amount of vitamins, minerals and water.
	Vertebrates and Invertebrates.	State the difference between vertebrates and invertebrates.	Identify examples of vertebrates and invertebrates.	Describe the groups within vertebrates and invertebrates.
	Skeleton.	Identify the 3 major functions of a skeleton.	Identify the bones of the skeleton.	Describe the 3 different types of joints.
	Muscles and joints.	Describe how bones are attached to one another.	Describe how muscles are attached to bones.	Explain how muscles allow hinge joints to bend.
	Summative Assessment			



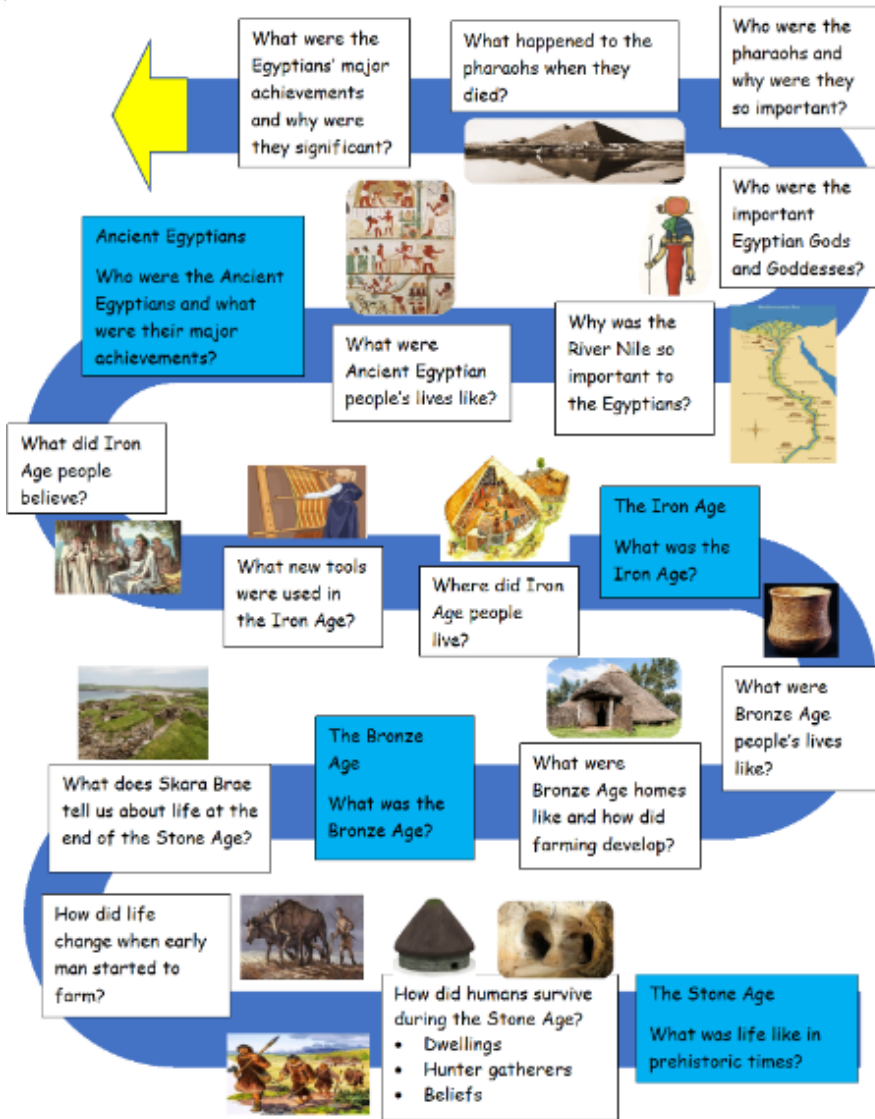
End of Year - Expectations Science

Rocks	Differences between rocks	State the differences between rock types	Identify the differences between rock types	Compare different rock types and explain the differences
	What are fossils and how are they formed?	Identify fossils in rocks	Describe how fossils are formed	Explain how fossils are formed
	What does soil contain?	State physical features of soil	Describe physical features of soil	Explain how physical features in soil are formed
Summative Assessment				
Light	Light Sources	Identify artificial and natural light sources	Explain that light must enter our eyes for us to see	Explain the difference between natural and artificial light sources
	Reflection	Describe how different surfaces reflect light	Give examples of where reflection is important	Explain how using highly reflective surfaces can keep people safe
	Forming Shadows	Define transparent, translucent, and opaque	Describe how a shadow forms	Explain where an objects shadow will form using the idea that light travels in straight lines
	Shadows Investigation	Describe how the size or position of an object will affect the size of its shadow	Identify variables in a shadow investigation and record my results in a table	Describe the pattern in the results of a shadow investigation
	Using Shadows	Explain how shadows form	Make a puppet theatre	Explain how a sun dial works
Summative Assessment				
Forces and Magnets	Getting to Grips with Forces	Identify different effects of forces.	Measure the size of the force required to move an object on different surfaces	Explain why different surfaces result in different forces
	Exploring New Forces	Identify examples of magnets in everyday life	Identify a question about magnets to investigate	Make a conclusion about magnets using data
	Magnetic Attraction	Identify whether a material is magnetic or non-magnetic	Identify whether a force acts at a distance	Explain the difference between forces like friction and forces like magnetism

End of Year - Expectations - History

Units we will cover in year 3 are:

- The Egyptians
- The Bronze age and Iron age
- The Stone Age



Key themes Beliefs Society Settlement Conflict Empire Power



End of Year - Expectations

Geography

Term 1

Where I live?

- The UK's place in the world
- Human and physical features of UK
- Cities in the UK
- Villages in the UK

Term 3

Changing jobs

- Different types of jobs
- How jobs are changing
- Who do we trade with?
- Jobs for the future



Term 2

Water and the water cycle

- The water cycle
- Who uses water
- Problems with water
- Solving the water problem.





RSE Online Parent Portal

Online Parent Portal



As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the 'first educators' of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

Ten Ten have provide an Online Parent Portal which parents & carers can use throughout the year to keep you informed and updated about the work we are doing in school.

Login credentials for our school:

Username: Your Parent Login Username is - **english-martyrs**

Password: Your Parent Login Password is - **heart-5**

https://englishmartyrs.eschools.co.uk/web/rse_parentcarer_information_/560862





Day-to-day Expectations

Classroom

- Follow directions first time
- Listen when others are speaking
- Raise your hand before you speak
- Work quietly and do not disturb others
- Keep hands, feet and objects to yourself
- Show respect for school and personal property

Being prepared

- Arrive on time (8.40 - 8.50)
- Come to school in PE kit on PE day*
- No backpacks or unnecessary items in school
- Use school issued water bottle
- No ear-rings/jewellery
- Correct uniform - black school shoes - **trainers for PE days only**



Beatitudes for learning



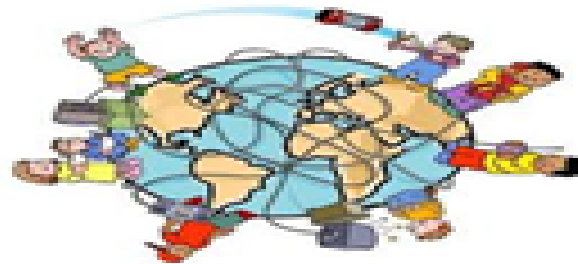
English Martyrs'
Catholic Primary School
Loving Jesus, Loving Learning, Loving Life

'BE-attitudes' for Learning

Our most important Learning Be-attitude is -
'Living a life worthy of God's calling ... with
humility, gentleness, patience and love'
(Ephesians 4.)

This is supported and underpinned by our Curriculum aims - and

- Be Curious
- Be Knowledgeable
- Be Adventurous
- Be Ambitious
- Be Creative
- Be Collaborative
- Be Reflective
- Be Positive




Class Charts /house points / Star & Saint awards



ClassCharts


111 **0**



Graham Abbes

			4
5			

110 **0**



Samantha Acton

			8
9			

OUR SCHOOL HOUSES

St Aidan	St Bede	St Cuthbert	St Oswald	St Benet Biscop	St Bega	St Hilda
 St Aidan <i>St Aidan who was humble, teach us to be gentle.</i>	 St Bede <i>Be clever, be kind, be good to others.</i>	 St Cuthbert <i>Always caring and always sharing.</i>	 St Oswald <i>Spreading generosity with every fistula.</i>	 St Benet Biscop <i>We are the song writers of God.</i>	 St Bega <i>Serve God, help others, be generous.</i>	 St Hilda <i>Fairness, sharing, kindness and caring.</i>
Feed Day - 17th October	Feed Day - 19th May	Feed Day - 22th March	Feed Day - 3rd August	Feed Day - 12th January	Feed Day - 19th October	Feed Day - 17th November
	280	58	144			273





Curriculum overview - Map

Subject area	Autumn term 1a	Autumn term 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
RE	- Homes - Promises - Judaism	- Promises - Islam - Journeys	- Listening and sharing	- Giving all - Energy	- Choices -	- Special places
Literacy	Model text: Courage Wishing story - description / inference Non-Fiction - Instructions	Model Text: The Manor House Suspense Story - Speech / description Non-Fiction - Letter	Model Text: The Dump – Hogarth meets the Iron man. Characterisation Direct and indirect characterisation Non-Fiction - Information text	Model Text: - Character description Non-Fiction - Newspaper Report	Model Text: Elf Road - Portal Story - Similes Non-Fiction - Persuasive writing	Model Text: The King of the Fishes - Wishing story - Power of three and dialogue Non-Fiction - Non-chronological report -
Quality text Class novel	George's Marvellous Medicine	Hansel and Gretel / suspense	The Iron Man	Sheep-Pig	The Chronicles of Narnia	The Abominables
Maths	- Place Value - Addition and Subtraction	- Multiplication and Division - Money - Statistics	- Multiplication and Division - Length and Perimeter	- Fractions - Money - Statistics	- Fractions - Time	- Properties of shape - Mass and capacity
Science	Plants	Animals including humans	Rocks	Light	Forces and Magnets	
Geography	Where I live		Water and the Water Cycle		Changing Jobs	
History		Stone Age		Bronze Age - Iron Age		Ancient Egyptians
Art	Drawing		Painting			3D
D&T		Design project		CAD design project		Mechanisms
PE	<u>Swimming and Rugby</u>	Basketball	Dance	Hockey	Cricket	Athletics
Computing	<u>Information Technology</u> Spreadsheets	<u>Computer Science Theory</u> Connecting Computers	<u>Information Technology</u> Email	<u>Information Technology</u> Branching Databases	<u>Computer Science – Coding & Computational Thinking</u> Coding	<u>Information Technology</u> Presenting – PowerPoint
Music	Recorder (Mrs Clarke)					
PSHE (RSE)	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me





Weekly Timetable

Day	8.40-8.50	8.50 - 9.45		9.45 - 10.45	10.45-11.00	11.00-12.00		1.00 - 1.15	1.15 - 2.05		2.10 - 3.00	3.00-3.20
Mon. PPA	Registration & prayers Welcome task	W/S Worship	Pre-Teaching	English	Break	Maths	Lunch	Meditation	Music	Brain break	French	Class Focus time
Tues.		Class Worship	Pink Book	English		Maths		Meditation	Science		RE	
Wed.		KS assembly		English		Maths		Meditation	RE		Computing	
Thurs.		PSHE		English		Maths		Meditation	Art		History	
Fri. PE 3C: 9-9.50 3M: 9.50-10.45		PE		English		Maths		Meditation	Spellings Times Tables		Celebration assembly	





Homework

- Reading books, spellings and worksheets to be given out on Friday. All homework will be linked to work we have been doing in the classroom.
- Reading records to be completed and signed by an adult to say the child has read the story.
- Homework to be returned the following Friday please.
- Recorders to be brought into school each Monday for their music lesson.

Log ins:

- Times Tables Rock Stars; Spelling Frame; Oxford Reading Buddy; Purple Mash





Assessment

Maths - PUMA

English - PIRA

Grammar, Punctuation and Spelling - GaPS

Writing - Independent writing





Uniform

General uniform BOYS & GIRLS

Royal blue sweatshirt - at least 1 embroidered with school logo OR Royal blue cardigan embroidered with school logo

Light blue polo shirt - with or without embroidered school logo

Grey trousers, Grey shorts (in summer)
Grey skirt or pinafore for girls

Light blue/white gingham dress (in summer)

Black or dark coloured shoes (no trainers)*

Blue or Black plain Headscarf (for Muslim girls)

Please note that LEGGINGS are NOT part of our school uniform

*** Trainers for PE days only**



https://www.emcps.co.uk/web/school_uniform/42813

You can purchase school uniform from Top Class Uniforms who are a locally based firm.

4 Moulton Place, Blakelaw, Newcastle, NE5 3RL

Telephone No: 0191 271000

Website: www.tcuniforms.co.uk



PE Kit

PE
(children to come dressed in PE kit on PE day)

BOYS & GIRLS

White/blue T shirt (boys and girls)

Royal blue or black shorts

Black or navy track suit or jogging pants

School sweatshirt or dark coloured hoodie.

Training shoes



PE kit



joggers



Every child in Reception, Year 1 and Year 2 will receive a free hot nutritious school meal as part of the Universal Free School Meals initiative which was introduced in 2014. You may also wish to apply for benefits related free school meals, and if you qualify you will also receive supermarket vouchers during the school holidays.

Once your child enters into Key Stage 2 (Year 3) you have the choice of your child taking a packed lunch or continuing with school meals. **Please note whatever option you choose this needs to be a weekly pattern, i.e. if you want to change from packed lunch to school meals or vice versa you would need to give school at least 1 week's notice of the change.**

Please note if you are not eligible for free school meals and would like your child to have a hot meal you will need to create an online account to pay for your meals weekly in advance. The current cost for school meals is £11.00 per week.

Please contact the school office on 0191 274 7463 or by email to office@emcps.co.uk who will provide further details and account information to create your online account.



Food contained in a packed lunch

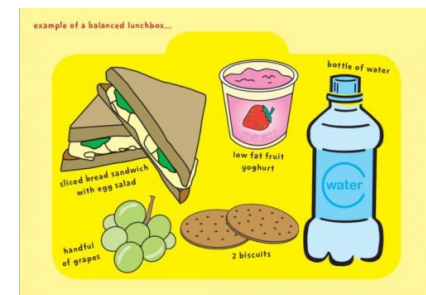
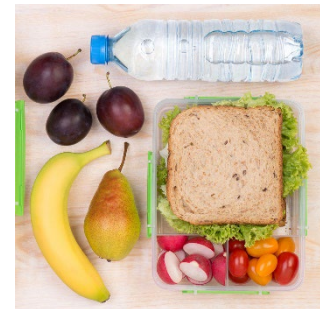
If you choose to provide your child with a packed lunch, in KS2 - it is expected that the food contained in the packed lunch is consistent with the nutritional standards based on the Eat Well plate model and the School Food Trust guidelines.

At English Martyrs' we encourage healthy eating, so if your child is having a packed lunch, in keeping with our healthy eating policy, their packed lunch could include:

- A sandwich or starchy salad (e.g. pasta/potatoes/rice)
- 2 fruit or veg
- Yogurt or cheese
- A drink
- Other items such as seeds, bread sticks, oat flapjacks, banana bread etc.

PLEASE NOTE: Chocolates, cakes and fizzy drinks are NOT allowed in packed lunches and will be sent home.

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>





School Website

<https://www.emcps.co.uk>



Important to check school website regularly as key information will be uploaded here, including; Messages from Miss Elliott and SLT, policy updates, dates/times of events - much more!

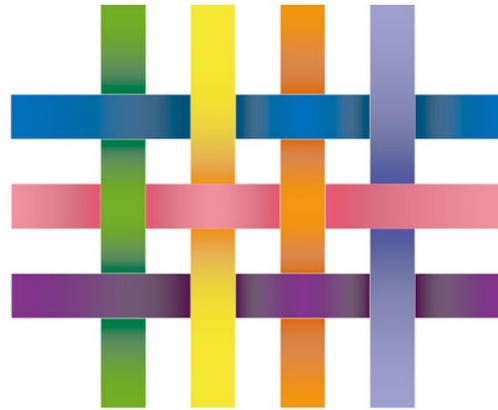
Facebook



English Martyrs' Catholic Primary

499 likes • 556 followers





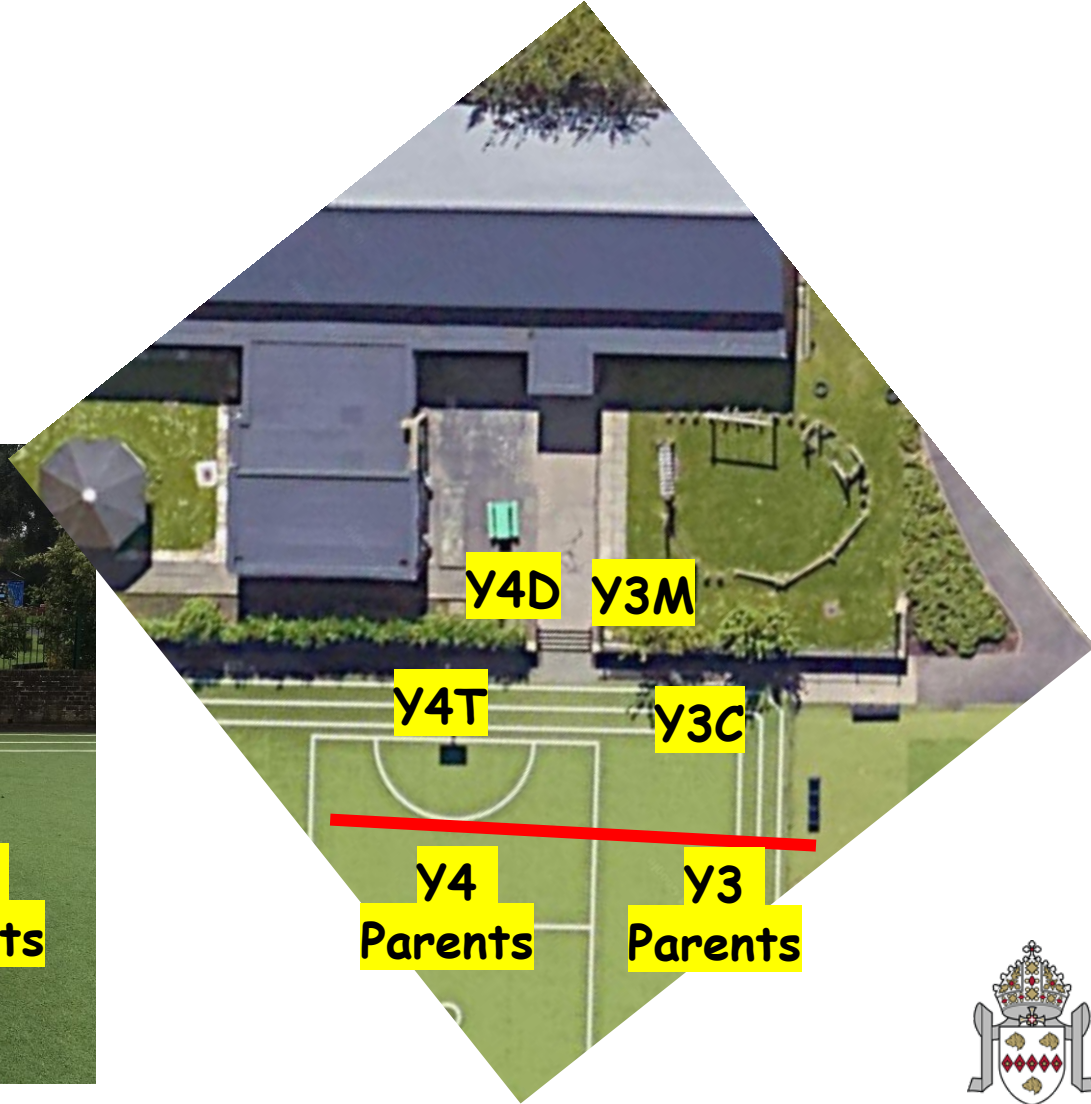
TAPESTRY

- *Tapestry is a secure online Learning Journal to record photos, observations and comments to build up a record of your child's experiences during their time with us at English Martyrs'.*
- *Tapestry is a website which can be accessed on a computer or laptop, and also on any Apple or Android device such as a tablet or smart phone.*
- *Parents and carers are given their own log-in using their email and password (which is pre-set by us but can be changed by you to make it more secure). All our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning*



Home Time

Can parents please stay behind the semi circle as we dismiss the children.





Useful Websites

Can parents please stay behind the semi circle as we dismiss the children.

- Spelling frame - spellings
- Times table rockstar - 2, 3, 4, 5, 8, 10 Times Tables
- Purple Mash - computing
- Oxford Reading Buddies

- BBC Defenders of Mathematica
- SPAG monsters
- Maths Frame - Multiplication Check
- Hit the Button





Thank you for your continued support.

Thank you for
listening



Email contact:

3C@empcs.co.uk

3MC@emcps.co.uk

