



# Meet the teacher

**Welcome**

**Bem-vindo**

**Ek'abo**

مرحبا

**Bienvenido**

**Akwaaba**

**Bienvenue**





Stockwell Primary School and Children's Centre  
Achieving excellence together

# BJS Federation of Schools



Stockwell Primary School and Children's Centre  
Achieving excellence together

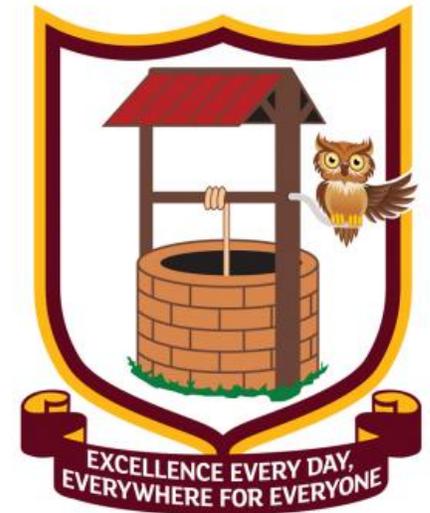
**BONNEVILLE**  
PRIMARY SCHOOL  
*Success for today, prepared for tomorrow*



Jessop  
Primary  
School

& Children's Centre

**Three schools working closely together, sharing planning, resources and teaching expertise.**



**BJS Federation of Schools**



# Our Vision

**Stockwell Primary School is a centre of excellence where every child is:**

- **Healthy, Happy and Safe**
- **Working in a creative and stimulating environment**
- **Achieving high standards and develop a love of learning**
- **Building strong partnerships with all staff, home and community**

**In order to achieve our vision, in the next 5 years we will aspire for Stockwell Primary School to be a centre of excellence.**



# Our Vision

## **Our staff:**

- **are highly motivated and dedicated**
- **exemplify best practise, as a result of outstanding and on-going professional development**
- **aspire to be outstanding practitioners**
- **are encouraged to innovate and develop their potential as school leaders**



# Our Vision

## Federation Working Together Vision

**Working together to secure the best possible outcomes for children, in line with the culture and diversity that exists within each school.**

**Leaders will support and empower each other to ensure no school is left behind. We will be relentless in our mission to enable each school to set high expectations for all.**

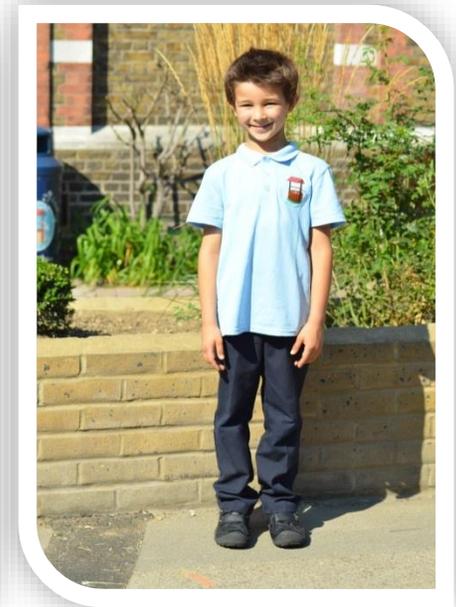
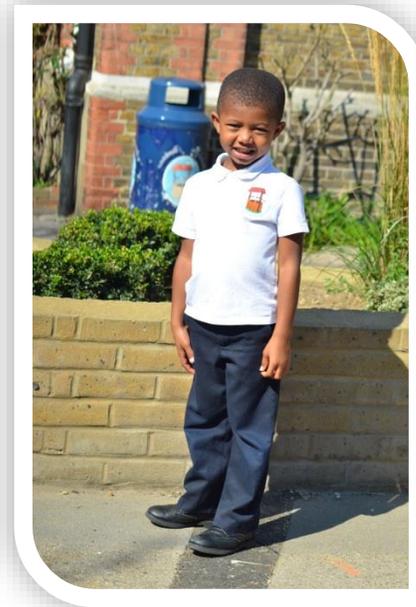
**Excellence, Everywhere for Everyone.**



# School Uniform

## Boys

- Sky-blue or white polo shirt (with or without logo).
- Navy Trousers.
- Navy Sweatshirt (with or without logo).
- Navy Fleece.
- Black Shoes.
- In summer, navy shorts may be worn.
- **No hoodies or baseball caps.**





# School Uniform

## Girls

- Sky-blue or white polo shirt (with or without the logo)
- Navy skirt or trousers
- Sky-blue gingham pinafore dress
- Navy jumper or cardigan (with or without the logo)
- Navy Fleece with the school logo
- Black, white or navy hijab
- Navy or white tights or socks



- Navy or black shoes



# School Uniform

## Jewellery

Because we have so many children running around during play, as well as active P.E. lessons, some items are not allowed in school.

Yes	No
Stud earrings	Bracelets
Wrist watches (with alarms turned off)	Necklaces
	Rings



# School Uniform

## Uniform

**Please make sure that your child's uniform is clearly labelled.**

**Children are encouraged to be responsible for their own belongings. When they take off a coat or jumper they need to keep it with them.**

**All uniform items left in class are taken to the lost property on a Friday, by the main hall.**



## P.E. Kits

**For hygiene and health and safety reasons, it is important that your child brings in a change of clothes to participate in P.E. lessons. Our P.E. kit has been kept simple to avoid unnecessary costs:**

- **Plain t-shirt (not football shirts or other logos).**
- **Shorts or tracksuit bottoms.**
- **Trainers or plimsolls.**
- **Please note football boots are not required on the astro-turf surface.**
- **Shin-pads are advised for football and hockey games.**



# P.E. Kits

**We encourage children to bring their P.E. kits in on a Monday regardless of their P.E. day to minimise the number of instances that lessons are missed due to forgotten kits.**

**P.E. for year 3 will be on a Wednesday morning.**



**P.E. is an important part of the National Curriculum and the school takes missed lessons very seriously.**

**We have a strict procedure for forgotten kits:**

**1<sup>st</sup> occasion: Teacher discusses with the child.**

**2<sup>nd</sup> occasion: Letter is dispatched to parents.**

**3<sup>rd</sup> occasion: Meeting with parents.**



# Swimming (Years 3 and 4 only)

**Swimming takes place weekly in Years 3 and 4**

**Children will swim throughout the year.**

**Children will need**

- **Swimming costume/ trunks**
- **Towel**
- **Swimming Hat**

**Swimming for year 3 will be on a Thursday afternoon.**



## Start of the Day

**8:50am**

**The school gates are opened and the playground is supervised by staff.**

**Children may enter the school building and go up to class to begin their reading lessons, (known as “soft start”)**

**For year 3 please drop you children off at the ‘Green Staircase’.**

**9:00am**

**School begins. Children arriving after this time are regarded as late and must report to the office to collect a late card and be registered.**



# KS2 Breaks and Lunchtimes

To minimise disruption to learning time we encourage the children during playtime. Children do have two breaks during the day:

- Break 10.45 - 11.00am
- Lunch 12.30 – 1.30pm

**If your child has a medical condition that requires frequent toilet breaks, please inform the office in writing (as you would with any medical condition).**



## End of the Day

**3.30pm** Children in Year **3** can be collected from the **Red Zone (pitch)**. Please do not call your child from a distance, as teachers are instructed not to let children go until a parent has come to the line.

**3:40pm** Children who are not collected by 3.40pm are taken to the Blue Hall and registered as uncollected.

Parents will be contacted and a charge of £10 is made for late collection.



## End of the Day

**Children in Nursery, Reception and Years 1-4 cannot go home unaccompanied.**

**Children in Years 5-6 can go home unaccompanied however permission to leave school unaccompanied needs to be received in writing from the child's parent/carer.**



# After-school Activities

**As part of our after school provision we offer After School Activities including: Ballet, Football, Guitar, Yoga, Tae Kwondo, Gardening, Portuguese, Spanish, Arabic and French.**

**These run from 3.30pm - 4.30pm.**

**Parents register their child with the office and pay in advance for the term. Some of these are oversubscribed so please contact the office before you register your child.**



# After-school Clubs

**There are also two After-School Clubs which run for those parents who require additional child care beyond 3:30pm. There are two after-school child care clubs:**

- 3.30pm – 4.30pm**
- 3:30pm – 5:45pm**

**During after school club, children are provided with equipment to play a variety of games or help with their school work. For those students who attend after-school club until 5:45pm, snacks are also provided.**



Stockwell Primary School and Children's Centre  
Achieving excellence together

# Communication with Parents

**Website:**

**Updated weekly.**

**All newsletters and letters are posted here.**



[www.stockwell-pri.lambeth.sch.uk](http://www.stockwell-pri.lambeth.sch.uk)



# Communication with Parents

**Newsletter:**

**Published fortnightly**

**Contains information about forthcoming events**

**Read all about the events that have taken place.**

Stockwell Primary School & Children's Centre  
**Taking Stock**  
Achieving Excellence Together

Friday 1st July

### Our Weekly Update

Since our last newsletter, we have had an Enterprise event, Sports Days, Class Assemblies, school trips, celebrated Windrush Day had a rainforest workshop, a safe travel workshop and a fire safety workshop!

We are looking forward to even more. We have our termly Art and DT Exhibition coming up, EYFS and Pre-School Sports Days, the Year 6 production, Meet The Teacher events, more trips and even more class assemblies.

On Wednesday 22nd June, we celebrated Windrush Day, by congregating in the Green Zone. SA shared some of their learning about HMT Windrush and the people who came to England, from the Caribbean, after WW2. At 10:27, we sang 'You Can Get It' by Desmond Decker. This time was chosen to commemorate the 1027 passengers who travelled to England on the ship's first voyage to England.

As we approach the end of term, I will take this opportunity to remind you that term ends on 20th July at 1:30pm. There will be no ASC on Wednesday 20th, so please make arrangements to collect all children at 1:30pm. After School Activities end next week. There will be no After School Activities from Monday 11th July, unless you have been informed otherwise.

Term begins on Thursday 1st September for Years 1-6. Pre-School, Reception and Nursery children will start from Monday 5th September, after Stay and Plays on Thursday 1st, and Friday 2nd September. We will also be hosting Nursery and Reception Induction sessions for parents before the end of term. More information, and Stay and Play slots will be shared with parents of children in EYFS this week.

Please be aware that we do not authorise holidays during term time. It is vital that all children attend school regularly to ensure that they receive a good level of education. Thank you for all of your support and attendance at our events. It is wonderful to have everyone back on site, joining in the fun. The children love having you at school and so do we.

Have a great week everyone.

Zenlia McIntosh, Acting Head of School

### Dates for your Diaries

5th July	SEND Coffee Morning:
5th July	Federation Sports Day
8th July	Summer Fair
15th July	Art and DT Exhibition
13th/ 15th July	EYFS/ Pre-School Sports Days
20th July	End of Term—1:30pm



# Communication with Parents

**Coffee mornings are an opportunity to discuss particular key phases, with a senior leader in a relaxed and less formal setting.**

**All coffee mornings take place in the Main Hall.**



# Communication with Parents

**Parent Drop-In gives parents and carers the opportunity to sit with their child for the first 15 minutes of the school day, in order to look at and discuss with the child the work they are doing.**



# Communication with Parents

**Parents Consultation Evenings are an opportunity for parents and carers to speak with the teacher about the progress of their child.**

**These take place at the end of Autumn 1 and the end of the Spring term.**



## Year 3: Ancient Civilisations

### 1. Key Vocabulary

**English** — contribute, crucial, enormous, identical, obvious, significant, aid, conflict, final, overall, region, ultimate

**Maths** — appraise, accumulation, opposite, reflection, arrangement, minimum, tenth, fortnight, portion, minimal, scope, factors, premise, postulate

**Science** — identified, exposure, erosion, boulder, texture, slate, pole, attract, repel, physics, surface, friction

**Humanities** — Ancient, Civilisation, Archaeology, Egyptologist, Artefacts, Gods / Goddesses, Myths and Legends, Oligarchy, Democracy, Empire, Government, Period, City State, Citizen, Isolated, Harbour, Cultivate, Fertile, Mediterranean Sea, River Nile, Peninsula, Delta, Irrigation.

**RE** — Create, Creation, Living, Beautiful, Mysterious, Unique, Mandir, Shrine, Representation, Aari, Puja, Respect

**PSHE** — initiative, advise, confidence, justice, remind, discretion, symptoms, discrimination, presumption

**Art** — slab, kiln, firing, fragile, moisten, carve, coil, emboss, score, pottery, terracotta (clay), manipulate

**DT** — selection, system, lever, linkage, production, graphic, adhesive, slider, box-fold, mouth-fold, flap, aesthetic

**Spanish** — Soy, estoy, tengo, me gusta, lunes, martes, miércoles, jueves, viernes, sábado, domingo, numbers 1-50.

**Computing** — image, text, search, jpeg, pixel, png, accessibility, audience, blog, comments, vlog, platform

**Music** — dotted notes, sight reading, beats, call, folk instruments, music of the 60s, response, performance, sea shanties

**PE** — flex, point, disciplined, fluidity, patterns, partnership, repetition, mood, movement, harmony, curl, freestyle

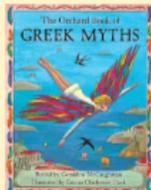
### 3. English

One of our core texts for the term is Cinderella of the Nile by Beverley Naidoo. It is a familiar tale retold with the main character taken to Egypt to be sold as a slave.



The alternative setting will be the basis for a poem and description of The River Nile. Instructional writing will be covered and children will outline, step by step, how to make an Egyptian mummy!

The children will then write a play script for Cinderella on the Nile. A play script is intended to be performed to an audience and includes features like a character list and dialogue.



When studying Ancient Greece, the children will compare myths and legends. Myths are how the Ancient Greeks made sense of the world and often contain heroes who go on quests to slay evil beasts. A non-chronological report will be written about the ancient and modern Olympic games.

## 2. Curriculum Knowledge

- To write instructions for how to make an Egyptian mummy.
- To write a Greek myth using details learned through research.
- To use formal written methods to multiply.
- To investigate physical properties of different types of rocks.
- To use maps, atlases and globes to locate continents and countries.
- To explore how the world began.
- To explore the festival of Diwali.
- To reflect on the way our lives have changed due to the pandemic.
- To contribute to and utilise internet forums as a means of online research.
- To experiment with box / mouth folds, levers and sliders.



Drivers:	Enterprise	Communication	Well-Being	Possibilities	Environment
	History: We will be learning about the ways ancient civilisations made money	Computing: We will be learning to share ideas & questions through the internet	PSHE: We will be learning about what makes us special and unique.	DT: We will be learning how to design and create our own pop-up book.	Geography: We will be learning about why and how water sources impact human settlements.

### 4. Maths

Place value is used to recognise the worth of each digit in a three-digit number. We can use partitioning to make it easier to compute (e.g.  $138 = 100 + 30 + 8$ ). Using this knowledge, numbers will be compared and ordered.



Mental and informal written methods can be used to calculate two-digit addition, subtraction, multiplication and division sums.

$$\begin{array}{r} 38 \\ 93 \\ \hline 131 \\ 1 \end{array}$$

Different strategies can be used and place value knowledge is consolidated when exchanging and recombining. There will be a focus on the commutative law and using the inverse to problem solve.

Children will be confident adding 2 digit numbers using concrete, pictorial, written and mental methods. We will be focusing on learning the 4 and 8 times tables and consolidating 2, 5 and 10.

### 5. Science

Our topic this term is rocks. We begin every new topic by researching a famous scientist in that field; this term our scientist is Friedrich Mohs. Friedrich Mohs is a German mineralogist who invented the Mohs scale of mineral hardness



Rock hardness is just one of many properties of rocks, other properties include colour and texture. We will be sorting and comparing rocks according to their properties.



The rock cycle explains how different types of natural rock are formed. Sedimentary rock, metamorphic rocks and igneous rocks are all formed in different ways and as a result have different properties. Because sedimentary rock is formed by sediments being compressed underground over many years, fossils can be found in these rocks where animals once were.



# Year 3 Curriculum



## 6. History/ Geography

We can use maps, atlases and globes to help us locate continents and countries. Across the term, we will be comparing the physical and human features of Ancient Egypt and Greece.



Greece is located in the continent of Europe. Greece is a Mediterranean country that also consists of little islands.



Greece is surrounded by three seas: Ionian Sea, the Aegean Sea and the Mediterranean Sea. It's no wonder the ancient Greeks were such good sailors!

Egypt is in the continent of Africa. It is located in North Africa. The main physical feature of Egypt is the River Nile. This river is the main source of water in Egypt and it enabled people to grow crops and thrive as most of Egypt is in a hot desert.

The fascinating ancient worlds of Egypt and Greece offer much to explore!

The tombs of the Ancient Egyptian Pharaohs still stand today. The Ancient Greeks have had a great influence on our society today, in areas such

## 10. Spanish

Spanish is a global language with nearly 500 million native speakers, mainly in Spain and the Americas. It is the world's second-most spoken native language after Mandarin Chinese, and the world's fourth-most spoken language overall after English, Mandarin Chinese, and Hindi.



Children learn to greet each other, identify classroom objects and begin to use masculine and feminine.

## 7. RE

Pupils will reflect on attitudes to life, living things and the world. The question is raised: 'Where did it all begin?' Pupils will be introduced to the belief that whilst some people believe the world was a wonderful accident, people of many faiths, and specifically Jews, Christians and Muslims, believe a Creator God, designed the world.



Diwali is the five-day Festival of Lights, celebrated by millions of Hindus, across the world. Diwali is a festival of new beginnings and the triumph of good over evil, and light over darkness.

## 8. PSHE

Personal, social and health and economic education, or PSHE, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.



Circle Time provides opportunities for children and young people to learn how to listen, interact, speak, watch and participate.

## 11. Computing

Computer programming is writing a group of instructions for a computer to process.



Providing clear instructions is critical to computer programming.

Scratch Jr is a visual programming language designed to introduce programming skills to children.



By joining together graphical programming blocks, children can make characters move, jump, dance and sing.

## 9. Art/ DT

Pop up books bring a story alive for the reader through use of text, illustrations and folded, glued or pull-tab elements that move within the pages of the story.



There are numerous, legendary Greek monsters that could be brought to life in this way or the children may decide to retell Cinderella on the Nile with added 3D elements.



The ancient Greeks are known for marble sculptures and painted pottery. Inspiration can be taken from ancient artefacts to design a modern clay vase.



Clay is mouldable; it can be embossed using a range of tools or two parts can be joined together. A clay vase has a hollow interior and typically would be fired in a kiln but our children will use air-dry clay.

## 12. Music

People who write music are called composers. Composing is all about experimenting and finding out what works and what doesn't. Notation is just writing music down so players can easily read the pitch and duration of the notes they are supposed to play. It comes in many different forms.



## 13. PE

Gymnastics is exercises designed to develop physical agility and coordination.

Balance is the ability to remain in a position without losing control or falling.

Rolls are a complete rotation of the body and is usually made on the ground. For example, forward roll, teddy bear roll and pencil roll.

Dance is moving rhythmically to music. Perform is to present to an audience.



# Year 3 Curriculum



## Trips and Visits

Theatre Trip, Autumn term,  
date TBC

Greek Day Autumn 2, date  
TBC



# Year 3 Curriculum

## Homework

**Homework is given out on a Friday. It is to be completed and returned on the following Wednesday through Google Classroom.**

**Children will receive English homework via Google Classroom, and this will be linked to the work that the children have been doing in class.**

**Maths homework will all be based on Times Tables Rock Stars.**

**Children are expected to complete their work independently, but please support your child if they do need help.**



# Year 3 Curriculum

## Spellings

**Spellings are also given out on a Friday, with a test the following week.**

**The words the children are asked to learn are taken from the government guidelines for Spelling for each year group.**

**These words are expected to be spelt accurately by the end of Year 3.**



# Year 3 Curriculum

## Times tables

**Each week there will be a time tables test.**

**Please ensure your children are completing their Times Tables Rock Stars homework weekly to support with this.**



# Year 3 Curriculum

## Reading Records

**Please ensure your child has their reading record with them every day in school. We listen to children read daily in our guided reading lesson and also check their reading record to ensure that they are reading at home.**

**Please listen to your child read each day, and ensure they make a small comment about what they read.**

**We expect the children to record in their reading records 3x weekly.**



# Contacting the School

If you have a concern, please use the following chain in order to address your concerns:

**1. Your child's class teacher is the first person to contact:**

**3G - Miss Gager**

**3T - Miss Thomas**

**3H - Miss Holland**

**2. Miss Aina – Phase Leader**

**3. Mrs Fraga and Ms. Mansell – Assistant Headteachers**

**4. Ms. McIntosh – Head of School**



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# Questions

