



# Welcome to West Hampstead!

## Year 3 Information Evening



# Year 3 Staff

There are 2 classes in Year 3:

Thames and Mersey



Mersey Class teacher  
Hannah Vinter



Thames Class teacher  
Jenny Turner



Phase Leader  
Sophie Keating



Learning Support  
Pauline Bell

# Our day:

- Each class is taught by their class teacher in groups of up to 30.
- Class teachers teach every subject, except PE, art and music, which are taught by specialists.
- A range of other professionals may also work with the children.



# Year 3 Timetable

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Year 3					
	Monday	Tuesday 	Wednesday	Thursday	Friday
8:50 – 9:05	Soft Start Activities	Soft Start Activities	Soft Start Activities	Soft Start Activities	Assembly
9:05 – 9:45	Whole class reading	Whole class reading	Whole class reading	Whole class reading	Whole class reading
9:45-10:45	Maths	Maths	Maths	Maths	Maths/English
10:45-11:00	B	R	E	A	K
11:00 -11:15	Fruit + Story	Fruit + Story	Fruit + Story	Fruit + Story	Fruit + Story
11:15 – 12:15	English	English	English	English	Spellings/Handwriting Golden Time
12:15-12:30	Assembly	Assembly	Assembly	Circle Time	
12:30 – 13:30	LUNCHTIME				
13:30 – 14:30	Science (Mersey) History (Thames)	History (Mersey) Science (Thames)	Art/DT/RE/PSHE French/music/Computing	Art/DT/RE/PSHE French/music/Computing	P.E./Swimming
14:30 – 15:20					

During Key Stage Two children work towards the **National Curriculum Standards** for each year group.

The National Curriculum has set out standards for the children to achieve by the end of Year 6.

- **Emerging** – working towards the statement. Developing understanding in this area.
- **Expected** – achieving at the expected level for their age.

**Your child is exactly where they should be!**

- **At Greater Depth** – has obtained a greater level of understanding and is able to apply their learning in different contexts.

# Inclusion

- If your child has additional special educational (SEND) needs, they will be supported by the Inclusion Team.
- They may have needs in the following areas:
  - Speech and Language
  - Cognition and Learning
  - Social, Emotional and Mental Health needs
  - Physical



Karen Filiz  
Inclusion  
Lead

# Inclusion

- Children who have difficulties in the following areas may need targeted support such as:
  - Group interventions
  - External professionals
  - One to one intervention
  - Additional support in the classroom
  - Referral to outside agencies

The Inclusion team have regular meetings with Teachers and Learning Support Assistants to ensure all children are supported appropriately.



# Challenge for All

- This year, a particular school priority is “**Challenge for All**” – making sure that every child is pushed to take their learning as far as possible.
- This applies to **all** our children – however high or low their starting points.
- We want to remove any limits that children (or others) might place on their aspirations.

**Aim for the sky and  
you'll reach the ceiling.  
Aim for the ceiling and  
you'll stay on the floor.**





# Challenge for All in practice

- Teaching children the school values – **Aspiration, Responsibility** and **Resilience** in lessons, assemblies and in daily school life
- Handover from last year – teachers keep English and maths books from summer term to see the standard set
- Planning lessons with opportunities to go further (stretch and challenge)
- Teachers asking probing questions that make children think
- Regular meetings to look at the progress children are making
- Home learning (see next slides), including a range of challenging reading (core books)
- Personalised provision (when appropriate)
- Special activities and events e.g. **Times Tables Slam** in spring

Aim for the sky and  
you'll reach the ceiling.  
Aim for the ceiling and  
you'll stay on the floor.



# Reading

- Comprehension sessions take place in the morning in whole class groups. Extra support for those who need it is available.
- Children change their reading books as they finish them, choosing from a wide range in the class book corners.
- Children should be reading **every day for 15-20 minutes** and commenting in their reading records. Reading records are checked daily by a member of the team.
- We also reward home reading using the reading challenge certificates.

The form is titled 'My Reading Record' in a circular arrangement around a cartoon bee character. The bee is wearing glasses and holding a book, standing on a small pedestal. There are four stars around the bee. Below the title, there are three lines for personal information: 'Name .....', 'Class .....', and 'Group .....'.

Name .....

Class .....

Group .....

# Reading Record Guidance



At West Hampstead, we expect all children to read at home for at least 15 – 20 minutes each day. The Reading Record is used to show the class teacher what books are being read at home and how often. Your child's book and reading record should come into school every day to be shown to an adult in school.

## Year 3 – Year 6

Children from Years 3 – 6 will bring home either **colour banded books** or **chapter books** matched to their reading level. Although these are longer reads, the reading record should still be completed daily.

Your child may be a fluent, independent reader but still ensure that some of their reading time includes reading aloud to an adult.

Your child is expected to **complete the reading record daily** with the date, book name & a comment if necessary.



## Questions

- Why did you choose this book? What made you think that it would be interesting?
- Catch me up on the story. What has happened so far?
- What do you think is about to happen? Why? Have you been given any clues?
- If you were that character, what would you have done in that situation?
- Do you think you would choose to be friends with the main character if they went to your school?
- Did the book end the way you expected? Would you have ended the book differently?
- Was there a problem in the book? Did it get solved?

# Diversifying the books at West Hampstead

This year we are focusing on 'Reading for Pleasure' and the diversity in the texts that are shared with and read by children at West Hampstead.

We have a large amount of amazing new books that the children will be exploring in class.

Please spend time talking to your child about the books that are **read aloud** to them in school.





Date for your diary...Wednesday 28<sup>th</sup> 3:45 – 5pm



- Author visit & book signing by Banji Alexander...see your email for how to order a copy of his book ahead of time!

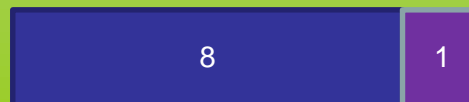
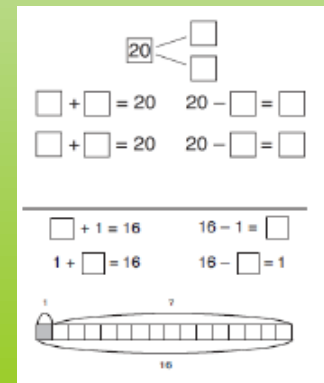
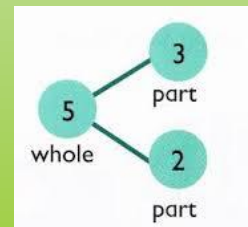


- Dress up day
- Book readings
- Art sale
- Design a bookmark
- Food & drink
- Wristbands

Please see your email for lots of information about this event.

# Maths

- We focus on:
  - Allowing children to experience maths rather than just see it.
  - Inviting children to explore maths and assisting with problem solving.
  - Encouraging children to talk about maths and develop their understanding independently.
  - Using concrete (objects e.g. counters, cubes) then pictorial (drawing pictures to support) then abstract (numerical) methods to calculate



# Writing



- We inspire writing through quality literature.

## Writing at West Hampstead:

- We encourage children to understand the **purpose** of their writing.
- We use **oracy** to allow children to articulate their ideas verbally before they write them down.
- We use **modelling** to show children the writing process.
- **Grammar** is built into our lessons.
- **Improvement** is a major part of our writing process – you will see your child's improvements in blue pen.



# West Hampstead Values:



**WHPS Values  
2022-23**

## Aspiration



- Creativity
- Curiosity
- Communication

## Responsibility



- Citizenship
- Staying Healthy
- Organisation

## Resilience



- Confidence
- Independence
- Adaptable

## Consideration



- Kindness
- Empathy
- Respect

## Community



- Belonging
- Collaboration
- Relationships

# Year 3 Units

We provide a variety of exciting experiences in the children's learning beyond Reading, Writing and Maths. This may or may not involve writing, as we think the learning is best when the children are actively involved.

Autumn	Spring	Summer
<b>History</b> Victorians	<b>Geography</b> Urban and Rural	<b>History/Geography</b> Stone Age/Changing Earth
<b>Science</b> Animals inc. humans/ Magnets and forces	<b>Science</b> Plants	<b>Science</b> Rocks/light
<b>Music</b> Let your spirit fly/glockenspiel/ Christmas songs	<b>Music</b> Three Little Birds/Dragon Song	<b>Music</b> Bring Us Together/Reflect, Rewind, Replay

Other National Curriculum subjects throughout the year:

**Modern Foreign Languages (French), Design and Technology, Computing, Religious Education, Physical Education, Personal, Social and Health Education**

# Autumn 1 History Unit

## 3 Victorians

### What was life like for Victorian children?

Rich children were home schooled. Boys would go to public schools at 10.

Boys and girls were educated differently, separately and different life prospects.

Poor children ate poor food, worked long hours, lived in damp and filthy conditions. Many died from disease. No education.

Rich children were clean, well fed and clothed, didn't need to work, went on holidays, and had expensive toys.

Life for the poor featured in 'A Christmas Carol'

Victorian toys and games included hop scotch, spinning tops, peg dolls and thaumatropes.

### Did life for Victorian children change?

Lord Shaftesbury wanted to improve life for children – Ten hours Act of 1833, Chimney Sweepers Act, President of Ragged School Union.

In 1880, the law changed making all children between 5 and 10 years old go to school, but his was not free until 1891 so some children still went to work.

'Ragged schools' got their name from the poor children going there.

Thomas Barnardo – improved life of poor children offering homes and shelter.

### How do we know about the Victorians?

Documents such as books, diaries, letters and newspapers have survived.

Cameras had just been invented so some photographs were taken. We are in a Victorian School.

Many Victorian buildings and inventions are still in use, like the Underground.

### What were Victorian schools like?

WHPS is a Victorian school, clues can be found on and in the building.

In inner city areas there could be 70 or 80 children in one class.

High up windows to stop children looking out of them.

Walls were bare.

Children had to copy what the teacher was writing on a chalkboard.

Punishments were harsh and cruel.

### Who was Queen Victoria?

The Victorians were the people who lived during the reign of Queen Victoria.

Queen Victoria was the monarch of the British Empire.

Queen Victoria was head of state although she did not make the decisions, just like Queen Elizabeth II today.

Queen Victoria married to Prince Albert and had 9 children, one of whom became King George V.

Queen Victoria lived a very wealthy life and had many homes.

The Victorian age is known for making lots of progress and inventions.

### What is the history of WHPS?

Enlarged in 1891

Was called Broomsleigh Street School.

Name changed in 1929 to Beckford School after William Beckford.

Beryl Gilroy, first black head teacher in London in 1969.

Name changed in 2021 to West Hampstead Primary School.



Queen Victoria



Sarah Forbes Bonetta



William Beckford



Thomas Barnardo



Lord Shaftesbury



Beryl Gilroy



Victoria becomes Queen. 18 years old.

First postage stamps. Victoria marries Albert. Chimney Sweepers Act.

Mines Act stopped children under 10 from working in mines.

A Christmas Carol published.

The Factory Act limits working hours for children between 8-13 years old.

Schools provided for 5-10 year olds. Barnardo opened first home for boys.

Barnardo home for girls.

Education Act made schools compulsory for 5-10 year olds.

Free education for every child aged 5-13.

Queen Victoria died.

1837

1840

1842

1843

1844

1870

1873

1880

1891

1901

**Monarch**  
ruler (King or Queen) of a country.

**Reign**  
the time a monarch rules for.

**Empire**  
A group of countries ruled by a common ruler.

**Workhouse**  
a place for the poor where they could be fed and live in return for work.

**Pauper**  
a very poor person.

**Class**  
people divided into groups based on wealth.

**Source**  
something that tells us about History

**Reform**  
to make changes.

**Factory**  
a building where something is made.




**Act**  
a law agreed by parliament and the monarch.

**Parliament**  
group of people who makes laws.


**Primary source**  
a source created at or from the time studied.

**Secondary source**  
a source created after the event, based on primary sources.

# Autumn 1 Science Unit

Key vocabulary	
<b>nutrition</b>	Food necessary for health and growth.
<b>nutrients</b>	Useful substances that help animals and plants grow.
<b>carbohydrates</b>	These are the foods that give us energy. They are found in sugary and starchy foods. 
<b>proteins</b>	These are important so the body can grow, repair and build muscle. 
<b>vitamins and minerals</b>	Substances found in foods which keep us healthy. These are found in fruit and vegetables. 
<b>fibre</b>	This lets food pass quickly through your body. It helps keep your digestive system in good working order.
<b>skeleton</b>	This supports and protects the body, allowing it to move.
<b>bones</b>	The hard parts inside your body which form your skeleton.
<b>muscles</b>	These are attached to bones and help us move.
<b>joints</b>	The place where 2 bones meet.

## Animals including humans – Year 3

Significant scientist	
<b>Wilhelm Conrad Röntgen</b> (1845-1923) 	Wilhelm Röntgen was a German physicist who discovered X-rays in 1895. He was awarded many honours and won the Nobel Prize for physics in 1901.

Animals need to eat food to get the nutrients they need.

What type of foods should we eat to stay healthy?



One piece of food can provide a range of nutrients.



A cat skeleton

# Class Dojo



School prizes  
for every  
50pts earned





# How to help your child at home KS2

- **School readiness** – good night's sleep, breakfast, morning fruit, arriving **on time**, showing an interest in their learning
- **Homework:** It will be set through Google Classroom and will use the login in the back of the reading record.
- [Maths](#) – Mathletics (online)
- [Spelling practice](#) – Our spelling test is on Friday. We will send home a sheet with their spelling test result and their new spellings every Friday.
- [Reading](#) – at least **15 minutes a day** and noted in reading record for teacher to check
- [Times Tables](#) – Practice regularly to keep up their skills.

# Being smart for school - uniform

- Making the school look smart and professional is a priority for us this year
- For children this means keeping to our school uniform policy:
  - No more “Beckford” badged schoolwear
  - Plain black footwear





# Communication

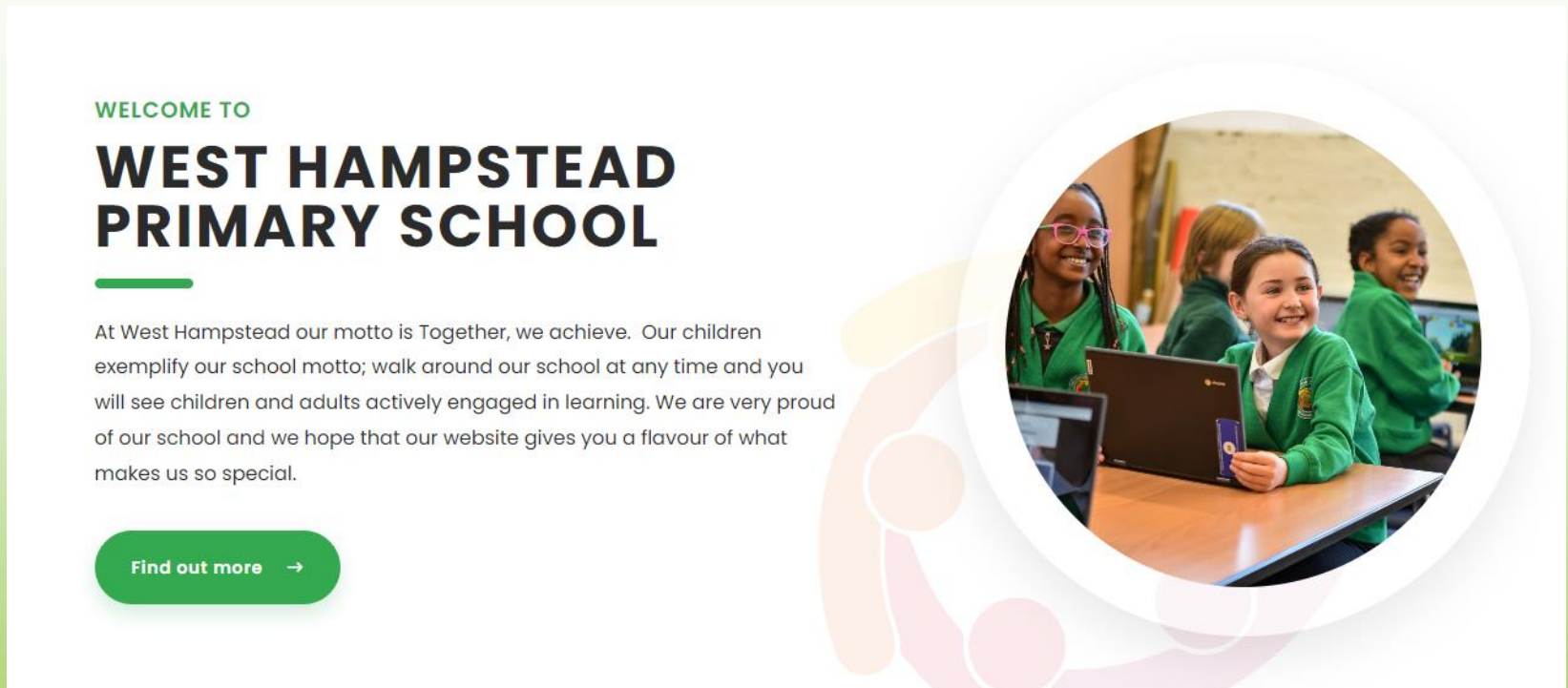
- Communication is important to us:
  - Any questions can be emailed
  - Catch us at the end of the day with any queries
  - Letters will be emailed to you and uploaded to the website
  - Parents evening will be happening on 8<sup>th</sup>/9<sup>th</sup> November
  - Class Assemblies



# Communication

Use:	For:
<b>Email</b> <a href="mailto:admin@westhampstead.camden.sch.uk">admin@westhampstead.camden.sch.uk</a> <b>or</b> <b>Telephone 020 7435 8646</b>	<ul style="list-style-type: none"> <li>• Seeking appointments with HT, DHT, SENDCo, phase leader (e.g. bullying/behaviour concern, special needs enquiry, sharing a complaint or concern)</li> <li>• Enquiries about whole-school/admin issues e.g. uniform, payments, after-school and breakfast club, admissions.</li> <li>• Changing arrangements for collecting your child from school.</li> </ul>
<b>Email year group email e.g.</b> <a href="mailto:Year3@westhampstead.camden.sch.uk">Year3@westhampstead.camden.sch.uk</a>	<ul style="list-style-type: none"> <li>• Seeking appointment with your child's class teacher</li> <li>• Enquiries about homework, spellings, reading, the school curriculum, minor behaviour issues</li> <li>• Informing class teacher about something e.g. change in family circumstances.</li> </ul>
<b>Speak to class teacher on playground at end of day</b>	<ul style="list-style-type: none"> <li>• Brief enquiries about homework, spellings, reading, the school curriculum, missing uniform, minor behaviour issues etc</li> <li>• If the conversation will take more than 2 minutes, please email to make an appointment</li> </ul>
<b>Parent app</b>	<ul style="list-style-type: none"> <li>• Booking a parents evening appointment</li> </ul>

# Website



- Our new website will be going live soon (date tbc)
- Letters can be found under “Parent Information”

# Website



- The new website aims to be more streamlined than our current site, making it easier for you to find the information you need
  - Letters
  - Term dates
  - Uniform
  - School curriculum
  - Parent and Staff Association (PSA)
- It will also act as a prospectus, helping us appeal to families looking for a new school

If you have any questions, please email them to

[year3@westhampstead.camden.sch.uk](mailto:year3@westhampstead.camden.sch.uk)

or

[admin@westhampstead.camden.sch.uk](mailto:admin@westhampstead.camden.sch.uk)

