



Year 3 Parent Workshop

Respect- Aspiration-Responsibility



Welcome



Asalaamu Alaikum

Welcome to Year 3 at Quwwat-ul-Islam Girls School. We hope you and your child will enjoy the time you spend with us and find the information we are going to share with you today useful Insha'Allah.

Insha'Allah our aim is to commit to working together with you to ensure that your child has a happy and successful experience during their time in Year 3. We know that children learn best when parents, carers and staff work together to encourage and support children's learning.

We very much look forward to getting to know you and your child. The staff at Quwwat-ul-Islam are always available to answer any questions you may have.

Staff

- ★ Headteacher - Mrs. Member
- ★ Primary phase Lead - Ms Mahfuza
- ★ Year 3 Teacher - Ms Zahra

The school day



The school day starts at **8.15am** and ends at **3.15pm**.

Parents are expected to walk their child to the main entrance, where they will be greeted by a member of staff.

Parents are expected to collect their child from the main entrance at the end of the school day, where the children will be dismissed by the class teacher.

Safeguarding: We will only dismiss your child to you, unless you have authorised a named adult with permission to collect your child. You must inform the main office.

Uniform

- ★ Grey dress
- ★ White blouse/shirt
- ★ Grey shalwar kameez
- ★ Grey trousers/tights/leggings
- ★ White shirt/polo shirt
- ★ Black flat school shoes
- ★ Black socks
- ★ Burgundy cardigan

P.E Kit -

- ★ Burgundy bottoms
- ★ white T-shirt
- ★ Black Plimsolls



Year 3 timetable

Year 3

	8:15 - 9:15	Break - 9:15 - 9:30	9:30-10:15	10:15-10:30	P1 10:30-11:30	Lunch - 11:30 - 12:20	P2 12:20-1:20	P3 1:20- 2:20	P4 2:20- 3:15	3:15
Monday	Qur'anic Studies		Islamic Studies	Love for Reading	Literacy		Numeracy	Religious Education (RS)	History/ Geography	Dismissal
Tuesday	Qur'anic Studies		Islamic Studies	Love for Reading	PE		Literacy	Numeracy	Science	Dismissal
Wednesday	Qur'anic Studies		Islamic Studies	Love for Reading	PPA Computing		Literacy	Numeracy	Art	Dismissal
Thursday	Qur'anic Studies		Islamic Studies	Love for Reading	PPA Arabic		Literacy	Numeracy	Handwriting	Dismissal
Friday	Qur'anic Studies		Islamic Studies	Love for Reading	Literacy		Numeracy	Relationship Education/PSHE	Celebration Assembly	Dismissal



YEAR 3

Curriculum- Autumn 1.1 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	Non-Fiction/Fiction	Place Value/Addition/Subtraction
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. As a 'Rights Respecting School' our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of universally held rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.	❖ Listen to the story and predict what may happen at various points ❖ Focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions ❖ Understand why descriptive sentences are important and how setting affects mood ❖ Revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases ❖ Involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation ❖ Explore the Big Question: Who killed Tutankhamen? ❖ Read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories ❖ Investigate main and subordinate clauses and are introduced to the perfect tense ❖ Write letters, paragraphs, and finally compose an explanation text in response to the Big Question	❖ Represent numbers to 100 ❖ Partition numbers to 100 ❖ Represent numbers to 1000 ❖ Partition numbers to 1000 ❖ Use the number line to 1000 ❖ Order numbers to 1000 ❖ Count in 50s ❖ Add and subtract 10s ❖ Add and subtract 100s ❖ Add 2 and 3 digit numbers ❖ Use inverse operations

Curriculum- Autumn 1.1 MTP

Arabic 	Art/DT 	Computing 
Demonstrative Pronouns ❖ Distinguish between feminine and masculine ❖ Learn the use of هَذَا / hatha ❖ Use هَذِهِ / hathihi ❖ Make sentences using demonstrative pronouns ❖ Ask the question what is this? مَا هَذَا؟ / مَا هَذِهِ؟ ❖ Go around the classroom stating what certain items are using هَذَا	William Morris ❖ Explore the artwork of William Morris ❖ Explore and understand the Arts and Crafts movement ❖ Observe and sketch natural objects ❖ Design a printing block inspired by William Morris ❖ Create and print using a printing block inspired by William Morris	How computers Work ❖ Start to understand what a basic computer network is ❖ Discuss simply how computers communicate with each other ❖ Describe how computers are networked in the room/school ❖ Create a simple diagram of the computer network ❖ Discuss how other devices can be connected to the network ❖ Know that networks can be wired or wireless ❖ Understand how computers offer opportunities for communication and collaboration
 Geography/History 	Islamic Studies 	PE 
Stone age to Iron age ❖ Define 'prehistory' and learning how archaeologists find out about the past when there is no written history ❖ Explore cave men of the early Palaeolithic period of the Stone Age ❖ Explore the lives of people in the Mesolithic period of the Stone Age ❖ Investigate technological advances in the Neolithic period of the Stone Age and investigating Stonehenge ❖ Find out about life in the Bronze Age, and how bronze was made and used ❖ Investigate the lives of people in the Iron Age and how life had developed from the Bronze Age	Akhlaaq/Aqa'id/Fiqh/Islamic History ❖ Eating and drinking rulings ❖ Eating Halal ❖ The essential of faith ❖ Life in Arabia: ❖ Amr ibn Luhai ❖ People of Arabia ❖ Quraysh: ❖ Tribe of Quraysh ❖ Family Lineage/Hashim/Abdul Muttalib/Abdullah /Aaminah	Fitness ❖ Understand why it is important to warm up ❖ Understand that there are different areas of fitness ❖ Be determined to work at my personal best ❖ Work safely within my capabilities ❖ Persevere when I find a challenge hard ❖ Collect and record personal fitness data ❖ Recognise my strengths

Curriculum- Autumn 1.1 MTP

Relationship Education/PSHE 	Religious Studies (RE) 	Science 
Families Caring Friendships	How did Jesus and Buddha make people stop and think?	How plants grow
❖ Explore how I can give and receive love from my family members ❖ Consider the importance of security and stability in being happy in my family life ❖ Create a love pledge to highlight how I can give and receive love from my family members ❖ Discuss that Allah is Al-Wadood (the Most Loving), and how I love Him and He Loves me ❖ Explore how to develop my character and akhlaq	❖ Analyse 2 different stories that challenge people and how this live from 2 different religions ❖ Write a thoughtful story that asks an important question about life and challenges people to think about it ❖ Connecting ideas between religious stories and practices in religion	❖ Identify and describe the functions of the roots of flowering plants ❖ Investigate the way in which water is transported within plants ❖ Identify and describe the functions of leaves in flowering plants ❖ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Curriculum- Autumn 1.2 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	Live Unit/Poetry	Addition/Subtraction/Multiplication/Division
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. As a 'Rights Respecting School' our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of universally held rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.	❖ Read and understand a text ❖ Understand what makes an autobiography ❖ Understand literal and inferential comprehension ❖ Ask questions to clarify meaning ❖ Look at differences between a blog post and a PowerPoint ❖ Understand the idea of chunking up text into different sections ❖ Focus on a character's thoughts and feelings ❖ Infer characters' motivations and feelings ❖ Ask questions to clarify meaning ❖ Infer characters' motivations and feelings ❖ Revise the past and present tense ❖ Make notes for a piece of writing ❖ Turn notes into a storyboard ❖ Turn a storyboard into a presentation ❖ Evaluate and edit own and others' work ❖ Perform own writing to a small group ❖ Evaluate and give feedback ❖ Perform own writing to a wider audience ❖ Discuss first impressions of the poem ❖ Give reasons for likes and dislikes ❖ Make inferences and predictions ❖ Identify poetic features ❖ Discuss use of language ❖ Discuss poem structure ❖ Discuss onomatopoeia ❖ Look at personification	❖ Apply number bonds within 10 ❖ Add and subtract 1s ❖ Add and subtract 10s ❖ Add and subtract 100s ❖ Spot the pattern ❖ Add 1s across a 10 ❖ Add 10s across a 100 ❖ Subtract 1s across a 10 ❖ Subtract 10s across a 100 ❖ Make connections ❖ Add two numbers (no exchange) ❖ Subtract two numbers (no exchange) ❖ Add two numbers (across a 10) ❖ Add two numbers (across a 100) ❖ Subtract two numbers (across a 10) ❖ Subtract two numbers (across a 100) ❖ Add 2-digit and 3-digit numbers ❖ Subtract a 2-digit number from a 3-digit number ❖ Complements to 100 ❖ Estimate answers ❖ Inverse operations

Curriculum- Autumn 1.2 MTP

Arabic		Art/DT		Computing	
					
Shapes and Colour		Story Books		Algorithms and Programming	
❖ Name of shapes ❖ Name colours ❖ Describe shapes using colours ❖ Ask friends about the shape of certain fruits. ❖ Put the letters in the correct order to form the names of the shapes then join them with the correct description ❖ Choose a picture randomly then describing to the class orally		❖ Investigate and evaluate products with lever and linkage systems ❖ Experiment with a range of techniques to create moving mechanisms ❖ Explore and experiment with a range of different fonts and graphic techniques ❖ Plan and design a storybook ❖ Make a storybook with moving mechanisms using a design ❖ Evaluate a finished product		❖ Check if simple algorithms work and to detect and correct errors in algorithms and programs ❖ Sequencing and repetition in programs ❖ To plan and create their own flowcharts using sequencing, repetition and selection	
					
Geography/History		Islamic Studies		PE	
Countries of the World		Akhlaaq/Aqa'id/Fiqh/Islamic History		Gymnastics	
❖ Identify the continents of the world ❖ Locate countries on a world map ❖ Find out about some of the key geographical features of each continent ❖ Locate major capital cities of the world ❖ Use a variety of sources to identify human and physical features in a particular country ❖ Find similarities and differences between		❖ Sleeping and waking up ❖ Najasah Ghaleeza/Najasah Khafifa ❖ Wudhu:Eight things that break wudhu ❖ Tawheed:What is Tawheed? ❖ Surah Al-Ikhlaas ❖ People of the Elephants: Abraha/Al-Aswad and Hunatah ❖ Custom of Arabs ❖ Haleema Sa'diyah (RA)		❖ Use a greater number of my own ideas for movements in response to a task ❖ Choose and plan sequences of contrasting actions ❖ Complete actions with increasing balance and control ❖ Move in unison with a partner ❖ Choose actions that flow well into one another ❖ Adapt sequences to suit different types of apparatus ❖ Recognise how performances could be improved ❖ Understand why it is important to warm up	

Curriculum- Autumn 1.2 MTP

Relationship Education/PSHE 	Religious Studies (RE) 	Science 
Think Positive	What is the significance of light?	Health and Movement
❖ Identify and discuss feelings and emotions, using simple terms ❖ Describe things that make them feel happy and unhappy ❖ Understand that they have a choice about how to react to things that happen ❖ Talk about personal achievements and goals. ❖ Describe difficult feelings and what might cause these feelings ❖ Discuss things for which they are thankful. ❖ Focus on an activity, remaining calm and still	❖ Explain the meaning of light to me and others ❖ Make connections between what I and others believe and do and between different religious festivals of light - Understand how a festival can help people to deepen their faith	❖ Identify that humans get the nutrition they need from what they eat ❖ Identify that a balanced diet is needed in order to stay healthy ❖ Investigate which foods different animals eat ❖ Carry out an investigation to find out what pets eat ❖ Explore human and animal skeletons ❖ Find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported

Homework

Homework will be posted on google classroom on Fridays and should be completed in the blue homework books by the following Wednesday. I will then give feedback on Wednesday-Friday.



Key days for diary

Monday- Mental maths test



Wednesday- Return homework



Friday- Spelling tests



Monday- P.E



Friday- Receive new homework



Attendance and punctuality



Please ensure your child arrives to school everyday and on time. PY students use a reward system to encourage students to be punctual which contributes to their 'house points'. Overall class winner for the term receives a prize.

It is vital your child does not have absences from school without a valid reason as this impacts on their vital learning time.

**ATTENDANCE
MATTERS**



Healthy snacks and No nut policy

As a Health Promoting School, Quwwat Ul Islam is committed to encouraging and developing positive attitudes towards food and a healthy diet. In accordance with, Every Child Matters agenda 2004, and to support the 5 outcomes for children, promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat. **Please note that we are a NUT FREE school**



Healthy snacks and No nut policy

Packed Lunches

The school's packed lunch policy has been developed in line with guidance taken from, The Children Food Trust. The guidance aims to support pupils to have a balanced healthy lunch.

Packed lunches should aim to include:

- ☐ Some starchy food such as bread, pasta, potatoes, couscous (wholegrain if possible)
- ☐ 1 portion of fruit and 1 portion of vegetables or salad
- ☐ Dairy food such as milk or yoghurt
- ☐ Source of protein such as meat, fish, eggs beans, hummus, falafel

Packed lunches should **NOT** include:

- ☐ Crisps or crispy type snacks
- ☐ Sweets
- ☐ Any items containing chocolate e.g. biscuits, cakes or yoghurt/desserts
- ☐ Nuts

Snacks

Pupils are able to bring healthy snacks to eat at break-times e.g. Fresh fruits and vegetables

Drinks

This is a **WATER ONLY SCHOOL**. Only water and milk (Reception aged pupils) is allowed throughout the school day. This includes drinks in packed lunches. Water is available from the water fountains throughout the school.



School communication



All correspondence will be sent out via class dojo. It is important your email address is registered and updated with admin in order for you to receive any updates, news, events or reminders from the school.

If you wish to speak to the class teacher, you can do so at dismissal time or book an appointment with admin for yourself to receive a face to face meeting or a phone call.



Jazakallah for attending today's workshop

Any questions?

