



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
- ★ Islamic Studies Teacher - Ms Razina
- ★ SENCO - Ms Choudhury

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



YEAR 3

Curriculum- Summer 3.1 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for Our World	Non-Fiction/Fiction	Fractions/Money/Time
We believe our children need to develop an understanding about where they live and the wider world. Through learning about their community and the wider world, we want them to understand their role in society and develop respect towards the environment, communities and different religions. It is important to us that all pupils of our school community view themselves as global citizens and also embrace the vibrant and diverse local community of East London in which the school is situated. We want them to be passionate about celebrating diversity and most importantly, as young Muslims to be aspirational in the act of enhancing the lives of others through charitable work and actions. 	❖ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ❖ Ask questions to improve their understanding of a text ❖ Identify main ideas drawn from more than one paragraph ❖ Identify how language, structure, and presentation contribute to meaning ❖ Retrieve and record information from non-fiction ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ❖ Compose and rehearse sentences orally (including dialogue) ❖ progressively building a varied and rich vocabulary and an increasing range of sentence ❖ Organise paragraphs around a theme ❖ Use non-narrative material, using simple organisational devices [for example, headings and subheadings] ❖ Assess the effectiveness of their own and others' writing and suggesting improvements ❖ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ❖ Use conjunctions, adverbs and prepositions to express time and cause	❖ Write decimals (0.72, 0.5) ❖ Compare and round decimals (< >). ❖ Understand halves and quarters ($\frac{1}{2}$, $\frac{1}{4}$) ❖ Understand pounds and pence (£, P). ❖ Order and estimate money. ❖ Understand hours, minutes and seconds. ❖ Understand years, months, weeks and days. ❖ The difference between analogue to digital (12 hours and 24 hours). 

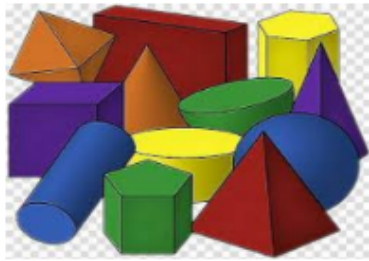
Curriculum- Summer 3.1 MTP

Arabic 	Art/DT 	Computing 
Days of the week	Seurat and Pointillism	Data and information
❖ Name 4 days of the week including spelling Name the rest of the days of the week including spelling ❖ Spell all days of the week correctly ❖ Complete the activity table for the days of the week	❖ Find out who Georges Seurat was and explore his style of art ❖ Explore how to create art in the style of pointillism ❖ Explore how Seurat used colours in his artwork ❖ Explore Seurat's paintings and how he created effects and shading ❖ Explore the work of other Pointillist artists ❖ Create a piece of pointillism artwork	❖ Collect data using a tally sheet ❖ Organise collected data in an effective way ❖ Analyse simple 'dirty' data to check for errors ❖ Explain why errors occur when collecting data ❖ explain reasons for correcting errors in simple data ❖ Analyse simple block graphs to check for errors ❖ explain reasons for correcting errors in simple block graphs ❖ Collect data using software ❖ Create simple graphs using software
 Geography/History	Islamic Studies 	PE 
Ancient Egypt	Akhlaaq/Aqa'id/Fiqh/Islamic History	Athletics
❖ Identify where in the world Egypt is ❖ Explore the landscape of Egypt and identifying the uses of the River Nile in ancient Egypt ❖ Understand about Howard Carter's discovery of Tutankhamen, and considering what we can learn from the objects found in his tomb ❖ Investigate the importance of artefacts in learning about ancient Egypt, including the Rosetta Stone ❖ Research and present information about daily life in ancient Egypt ❖ Explore ancient Egyptian tombs, pyramids and burial sites, as well as the process of mummification	❖ Dishonesty ❖ Praying Salah: Boy's Salah/Girls Salah ❖ Messengers: Belief in the messengers ❖ The miraculous Birth of Prophet Isa (AS) ❖ Prophet-hood: The Cave of Hira ❖ Waraqah Ibn Nawfal ❖ Second revelation ❖ Leaders and Abu Talib/Bilal Ibn rabah (RA)/Abyssinia	❖ Run at a pace that I can maintain ❖ Use different take off and landings when jumping ❖ Develop jumping for distance and height ❖ Take part in a relay activity, remembering when to run and what to do ❖ Throw a variety of objects, changing my action for accuracy and distance ❖ Support and can work collaboratively with others ❖ Show determination to achieve my personal best ❖ Understand why it is important to warm up ❖ Identify what I was successful
Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Being Safe/Online Relationships	What can we learn about special Symbols and signs used in religions?	Forces and Magnets
❖ understand the importance of being persistent in asking for help ❖ Understand that as well as seeking help for ourselves, we should also try to help others ❖ Apply the same principles to online relationships as face-to-face relationships ❖ Recognise the benefits of using the internet to communicate	❖ Recognise some Muslim artefacts and explain why and how they are used in everyday life by Muslim people ❖ Talk about how different Muslim people use symbolic objects differently ❖ Explain why Muslim people use symbols at the mosque and how this helps them in everyday life to remember God ❖ Explain what symbols you would find at a mosque and why, showing that not all mosques are exactly the same	❖ explore what forces are and notice that some forces need contact between two objects ❖ Compare how things move on different surfaces ❖ Explore how magnetic forces work ❖ Identify magnetic materials ❖ Investigate uses for magnets

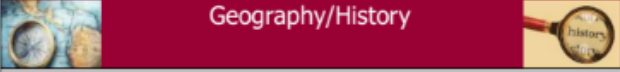
Curriculum- Summer 3.2 MTP



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for Our Education	Live Unit/Poetry	Shape/Statistics
It is fundamental that our pupils understand the importance of education within society and be aspirational for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom. For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and responsible for their learning will play a key factor in achieving this. Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond. We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with respect in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.	❖ Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Use dictionaries to check the meaning of words that they have read ❖ Identify themes and conventions in a wide range of books ❖ Discuss words and phrases that capture the reader's interest and imagination ❖ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ❖ Ask questions to improve their understanding of a text ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ Predict what might happen from details stated and implied ❖ Identify main ideas drawn from more than one paragraph and summarising these ❖ Identify how language, structure, and presentation contribute to meaning ❖ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ❖ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	❖ Understand what is area, Perimeter and volume ❖ Make shapes (Triangle, Rectangle). Understand triangles, quadrilaterals, and lines of symmetry ❖ Describe movement and draw on a grid. ❖ Interpret charts and line graphs ❖ Identify, compare and order angles ❖ Understand triangles, quadrilaterals, and lines of symmetry ❖ Describe movement and draw on a grid 

Curriculum- Summer 3.2 MTP

Arabic 	Art/DT 	Computing 
At the Market - Use vocabularies related to the market - Describe the market - Listen to the dialogue in the market - Answer the comprehension questions - Use vocabularies learnt in own sentences - Do group work to make a dialogue in the market then perform it to the class 	Light up Signs - Investigate and analyse illuminated signs - Understand how LEDs may be used instead of traditional incandescent bulbs in series circuits - Develop ideas for a decorative illuminated sign - Select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign - Construct a working circuit with one or more lights, and fit it in a decorative illuminated sign - Investigate ways in which computers can be used to program and control lights in a product	Communication and E-Safety - Use technology safely, respectfully, and responsibly - Select, use and combine a variety of software - Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.
Geography/History 	Islamic Studies 	PE 
In the Desert - Find out what deserts are and where in the world they are located - Investigate the weather and climate of deserts - Find out about desert formations - Find out how deserts are used by humans - Find out about people who live in deserts - Find out about the causes and effects of desertification	Akhlaaq/Aqa'id/Fiqh/Islamic History - Greed - Duas in Salaah - Messengers: Prophet Isa (AS) growing up - Prophet Isa (AS) lifted to the skies alive - The main Beliefs regarding Prophet Isa (AS) - The year of sorrow: Banu Hashim and Bani Muttalib - Boycott - Years of Agony - Mutim Ibn Adi - Journey to Taif	Football - Dribble, pass, receive and shoot the ball with some control - Learn the rules of the game and begin to use them to play honestly and fairly - Move with a ball towards goal with increasing control - Understand my role as an attacker and as a defender - Move into space to help my team - Persevere when learning a new skill - Understand why it is important to warm up - Work cooperatively with my group to self-manage games
Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Aiming High - Identify star qualities in others - Give examples of positive learning attitude statements - Identify attributes they have that would suit them to a desired job - Challenge stereotypes - Discuss their ambitions - Identify ways next year will be different and explain why they think this 	What do Sikh sayings tell us about beliefs? - Investigate Sikh symbols and sayings - Apply how Sikh and English sayings impact people's lives today - Link similar teachings from different religions	Tombs, Torches and Timekeepers - Recognise that we need light in order to see - Explore how light is reflected from surfaces - Explore the Sun as a light source and identify the difference between night and day - Investigate what shadows are and why they are formed - Investigate how the size of shadows changes throughout the day



Quranic Curriculum

Quranic Studies - Primary						
	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Reception (Islamiyyah series- Alif to yaa)	ا to ح (Alif to Jeem) Pages 1-10	ح to ر (Haa to Raa) Pages 11-20	ز to ض (Zaa to Daad) Pages 21-30	ط to ف (Taa to Faa) Pages 31-40	ق to ن (Qaaf to Noon) Pages 41-50	ي to م (Meem to Yaa) Pages 51-58
Lower Qaidah (Islamiyyah series-Ahsanul Qawaidh)	Letters Pg4- Dhamma Pg14	Mixed Signs Pg15- Alif Maddah Pg26	Long Fatha Pg27- Shadda Into Pg35	Shaddah Pg36- Silent Letters Pg43	Qalb + Noon Qutni Pg44- End Mixed Examples	Practice Qiadah Fluency + Revision Of Qaidah
Higher Qaidah (Islamiyyah series-Ahsanul Qawaidh)	Long Fatha Pg27- Shadda Into Pg35	Shaddah Pg36- Silent Letters Pg43	Qalb + Noon Qutni Pg44- End Mixed Examples	Practice Qiadah Fluency + Revision Of Qaidah	Qaidah Recap	Qaidah Recap
Juz Amma	Qaidah Recap	Surah Naas- Surah Bayyinah	Surah Qadr- Surah Layl	Surah Shams- Surah Tariq	Surah Burooj- Surah Takweer	Surah <u>Abas</u> - Surah Naba
Lower Quran	Para 1	Para 2	Para 3	Para 4	Para 5	Para 6
Higher Quran	Para 7	Para 8	Para 9	Para 10	Para 11	Para 12

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.



Class code

7wazdjj 

Key days for diary

Monday- Mental maths test



Wednesday- Return homework



Friday- Spelling tests



Tuesday- 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?

