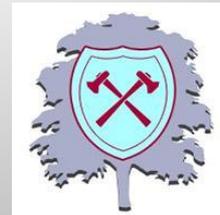
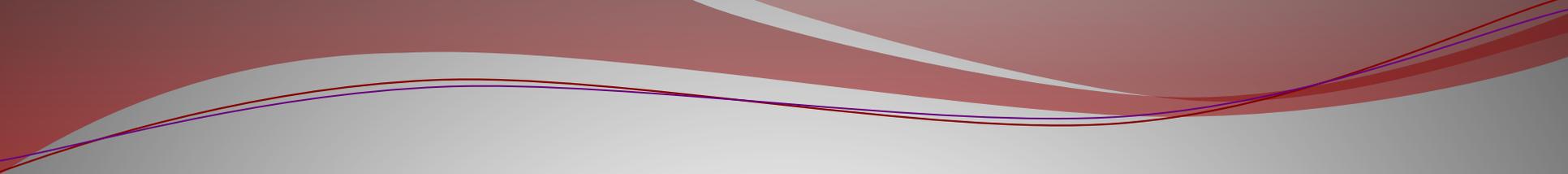


# Year 3 Induction Evening

*‘Do the right thing to be the best you can be’...*



2021

- 
- **This meeting will be recorded**
  - **Please stay on mute throughout the presentation.**
  - **Ask any questions at the end of the presentation either in the chat or by raising your hand**

# Meet the Team



Mr Flynn

Mr Flynn  
3F



Mrs Smith

Mrs Smith  
3S



Miss Shaw

Miss Shaw



Mrs Griffiths

Mrs Griffiths



Mr Kinnair

Mr Kinnair

# Who to see

1. Class teacher



2. Team leader



3. Deputy Headteacher



4. Headteacher



# School Day

- Main gate opens: 8:30am
- Internal doors open: 8:45am (all classes)
- Registration: 8:55am
- End of day: Nursery 3:45pm

Reception 3:20pm

Yr1-Yr6 3:30pm

- Breakfast Club: 7:30am - 8:45am
- ASC: 3:30pm - 5:45pm
- Extra- Curricular Activities (Premier): Two year groups together per night  
3:30pm - 4:30pm

# Year 3 Entrance and Exit points

## Side Gate





# Learning at Ryders Hayes...

Learning begins with the first steps onto the playground in a morning and is a seamless, stimulating, deep and challenging experience for everyone, driven through continuous provision; thirst for knowledge, and children's curiosity throughout the day, continuing long after.

home@rydershayes.co.uk

# Ryders Hayes Vision and Values 2021

## 1. Mission Statement:

*'Do the right thing to be the best you can be'...* 

**2. Vision:** *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

**Character:** *qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.*

**Citizenship:** *upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability*

**Collaboration:** *the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.*

**Communication:** *entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.*

**Creativity:** *having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.*

**Critical Thinking:** *critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.*



# Our curriculum is evolving !



We have designed a bespoke curriculum specifically for our children.



In order to store information in long term memory children need to revisit the same key skills, concepts and vocabulary through a range of key experiences.



We have grouped our subjects into three categories – Sciences, Arts and Life skills





# Our curriculum is evolving !



## Our curriculum drivers are



### explore / build / create



### possibilities, resilience and independence



# Learning Characters

Hello!  
I am Ricky Reflection.  
I learn from my mistakes  
and think carefully about  
the decisions that I make.



Hello!  
I am Robbie Resourcefulness.  
I believe that I can do it  
and work effectively, especially  
in difficult situations.



Hello!  
I am Rachel Reciprocity.  
I work collaboratively and  
appreciate others' ideas.



even when ( is difficult



### 3. A Good Learner at Ryders Hayes will be able to use:

#### The 4 Rs - characteristics of learning:

|   |  |
|---|--|
| <b>Reciprocity:</b><br>Listening; empathy; collaboration;<br>inter/intra-dependence; thinking and<br>communicating; imitation   | <b>Resilience:</b><br>Perseverance; taking risks; managing<br>distractions; finding humour; responding with<br>wonderment and awe; absorption; noticing  |
| <b>Resourcefulness:</b><br>Creating; imagining; innovating; making links;<br>reasoning; questioning; applying past;<br>capitalising; knowledge; gather data through all<br>senses | <b>Reflectiveness:</b><br>Planning; meta-learning; distilling; revising;<br>thinking about thinking; applying past<br>knowledge to new situations; striving for<br>accuracy – check, measure and exactness |

## 4. Extended vision - Continuous provision:

'Every day is a learning day...'

### Learning at Ryders Hayes...

Learning begins with the first steps onto the playground in a morning and is a seamless, stimulating, deep and challenging experience for everyone, driven through: continuous provision; thirst for knowledge, and children's curiosity throughout the day, continuing long after the home-time bell.

*"Do the right thing to be the best you can be..."* 

## HOME-SCHOOL PROMISE

### The Family promises to:

- Ensure children come to school ready to learn; providing uniform, PE KIT
- Ensure children attend regularly and on time and inform school of absence on the first day.
- Fully support the School's Policies, and any sanctions required as part of the Behaviour Policy.
- Read the Safeguarding Policy on the school website.
- Support the child with readings, spellings and tables, as well as ensuring that set home-learning is completed and returned on time.
- Read and respond to school communications, and attend meetings to discuss pupil progress.
- Support their child's learning and progress through attendance at every Parents' Evening and specific year group workshops.
- Treat staff with respect and refrain from any abusive, threatening or violent behaviour.
- Refrain from making any reference to school or school staff on social media sites.

Signed ..... (Parent/Carer)

# Curriculum Topics

## Autumn

Stone Age to Iron Age  
Design and make Christmas Stockings  
Paris Basin



## Spring

Ancient Egyptians  
South Wales  
Forces and Magnets



## Summer

Impact of the Romans in Britain  
Investigating rivers  
Design and make a healthy sandwich



# Curriculum Knowledge Mats

## History



### How did Britain change from the Stone Age to Iron Age?





**I am an historian.**

I have

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods.
- The ability to think critically.
- The ability to critically assess, analyse and challenge using historical sources.
- The ability to work within ethical values and standards for good.
- A respect for historical evidence.
- A desire to undertake high quality research.
- A passion for history.

BC - Before Christ  
AD - After Christ  
(C.E. - used by those of Christian faith)

BCE - Before Common Era  
CE - Common Era  
(B.C.E. - sometimes used by people of non-Christian faith)

|  |   |  |
|--|---|--|
|  <p><b>Historian:</b><br/>a historian is a person who studies and writes about the past.</p>  |  <p><b>Archaeologist:</b><br/>person who learns about the past by digging up artefacts and studying them.</p>  |  <p>The Stone Age is divided into 3 periods but the exact dates for each period is unknown.</p> <p>The Old Stone Age – <b>Palaeolithic</b>.<br/>The Middle Stone Age – Mesolithic.<br/>The New Stone Age – Neolithic.<br/>The Bronze Age followed the Neolithic Period.<br/>Iron Age followed the Bronze Age.</p> |
|  <p>Early humans developed religious beliefs to explain the world around them. To keep the gods happy, they offered gifts and performed ceremonies. Dramatic stone circles, surrounded by a huge ditch, form the monumental megalith of Stonehenge in England.</p>  |  <p><b>Palaeontologist:</b> someone who studies dinosaurs.</p>   |  <p><b>lithic:</b> comes from the Ancient Greek word for 'stone' or 'rock' megalith comes from two Greek words: mega meaning 'big' and lithos meaning 'rock' or 'stone'.</p>  |
|  <p>Around 12,000 years ago, <b>hunter-gathers</b> learned how to farm which meant they could control their sources of food by growing plants and rearing animals.</p>  |  <p><b>Hunter-gatherer:</b> Early people who hunted for their foods before farming.</p>  |  <p><b>Farmers:</b> settled in one place and grew their own crops.</p>  |
|  <p>Around 5000BCE, the plough was invented.</p> <p>Bronze Age began around 2000BCE in Europe when humans discovered how to make a metal called bronze.</p> <p>Around 800BC Britain entered the Iron Age.</p>  |  <p><b>Hunter-gatherers</b> did not stay in one place for long as they moved around to follow sources of food. They sheltered in caves or temporary camps, using branches and animal skins and would change these seasonally – a winter and summer camp.</p> |  <p>During The Iron Age, Celtic people made objects with a decorative art style.</p>  |
|  <p>The Stone Age was a time when early humans used tools and weapons made out of stone.</p>  |   |  |














Supports retrieval

Key Vocabulary

Supports links and schema building

# TRIPS

- Local river trip
- Trip to a farm
- Forest School Day
- Camp



Dates to follow in  
Autumn Term

# Learning to speak Spanish

In Key Stage 2, the children will be expected to learn Spanish.

They will have a weekly Spanish lesson with our specialist language teacher Senora Holmes



**Señora Holmes**

# Music at Ryders

All children from Reception to Year 6 have a weekly lesson where they learn about music through listening, composing and performing whilst developing skills in singing and playing instruments. All year 5 pupils learn trumpet, trombone or clarinet as part of their music lesson.

There is a whole school Singing Assembly each week and two school choirs that are open to everyone.

Pupils in Y3-Y6 also have the option to learn a wind or string instrument in addition to their curriculum music lesson. We currently offer flute, clarinet, saxophone, trumpet, trombone and violin lessons.

We have the following Music Clubs at Ryders Hayes, all of which are free of charge.

KS2 Choir

School Band

KS1 Choir



# PE

- PE will be on ...

Thursday



Pupils **MUST** have PE kit with them, must not be wearing earrings.

Please ensure PE kits are left in school as some weeks we do extra PE

Autumn Term - Please come to school in PE kits



## MIMW 21/22 - Year 3- Relationships Autumn 1



| <b>What your child will be taught in school</b>   | <b>Statutory RSHE Objectives<br/>By the end of Year 6<br/>Pupils should know:</b>   | <b>How you can help at home</b>  |
|---|---|--|
| <ul style="list-style-type: none"><li>• identify their own strengths;</li><li>• explain that how they are feeling on the inside can affect their facial expressions and body language;</li><li>• identify and begin to implement strategies to help them cope with uncomfortable feelings;</li><li>• begin to demonstrate appropriately assertive behaviour;</li><li>• analyse messages given by the media about how they should look, think and behave;</li><li>• demonstrate how they are going to make things right after mistakes have been made;</li><li>• explain what they have learnt and how they have grown from mistakes they have made.</li></ul> | <p>that families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships</li><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,</li></ul> | <p><b>Achievements:</b></p> <ul style="list-style-type: none"><li>• Get your child to reflect on their achievements outside of school.</li><li>• Get your child to talk to you and draw a picture of something they have achieved which they are proud of.</li></ul> <p><b>Making It Right:</b></p> <ul style="list-style-type: none"><li>• With your child <u>discuss</u> mistakes they have made at home or school. Discuss how they have or could make them right.</li><li>• Encourage them to see mistakes as an important part of their learning journey.</li></ul> |

# E Safety

The children will all be taught about E-Safety throughout the year. This is part of our computing curriculum as well as Me in My World studies.

At school we always take part in Safer Internet Day, held during February each year.

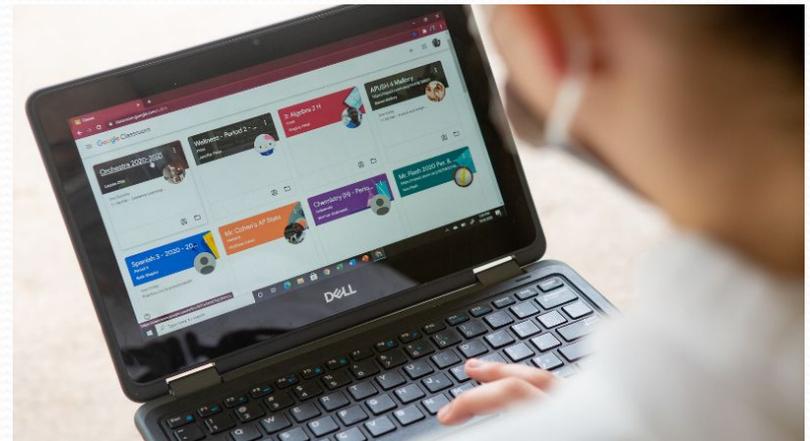


## Parental Concerns:

If you have any concerns about E-Safety and your child, particularly cyberbullying or accessing content they shouldn't; then please contact school and we can help you.

# Home Learning and Google Classroom

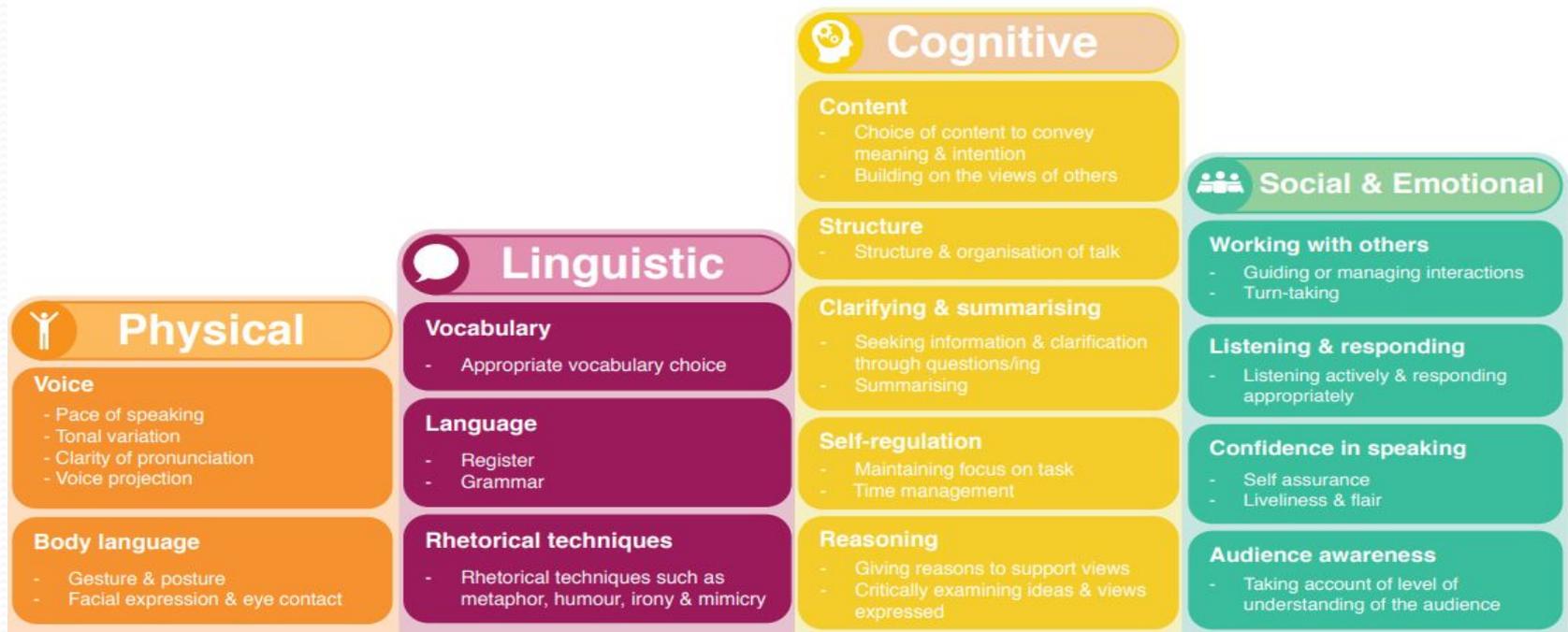
- Reading together – 3 times per week
- Maths skills – numbers bonds, times tables, telling the time
- Topic based challenges
- Practise spellings
- Home Learning diary



# Oracy

## The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



# Family Learning

As part of Family Learning at Ryders Hayes, during the next school year you will be invited in to work alongside your child in the classroom.

We look forward to this new partnership with parents.  
Look out for dates in September.

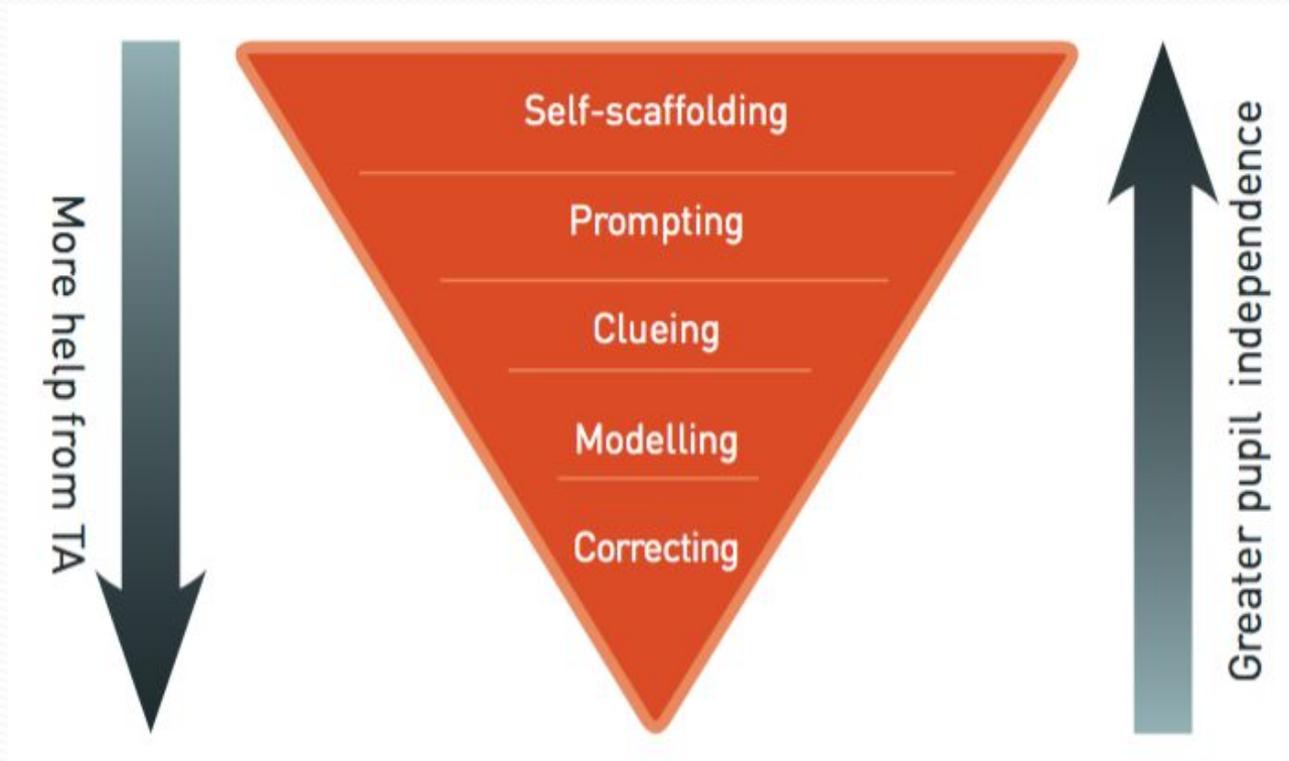


# Parent Meetings

- Parents Evenings will be online again this coming year. **October 2021 and February 2022 dates.**
- We will be inviting parents in to school to work with children during a learning Showcase afternoon.
- These will be at various points through the year.

# MITA

How TAs will be working with your child



# Rewards in School

## Trackit Points

- Rewards-Golden time, stamps, praise assembly
- Starting on white. Green reward points. Yellow – red cards.
- Parents will be informed if red cards have been given and why.

| Class           | Points this year |
|-----------------|------------------|
| Aisha Kattan    | 0                |
| Ajay Robinson   | 0                |
| Alex Phillips   | 0                |
| Amber Jackson   | 0                |
| Asha Williams   | 0                |
| Chang Lee       | 0                |
| Danna Hill      | 0                |
| David Fisher    | 0                |
| Emily Stone     | 0                |
| Ethan Cook      | 0                |
| George Taylor   | 0                |
| Helen Walker    | 0                |
| Ibrahim Assaf   | 0                |
| Isla Lawson     | 0                |
| Jacob Ellis     | 0                |
| James Clark     | 0                |
| Katie Wood      | 0                |
| Kia Davis       | 0                |
| Layla Hasan     | 0                |
| Lilly Tohan     | 0                |
| Lily Hughes     | 0                |
| Mariah Roberts  | 0                |
| Matthew Russell | 0                |
| Milly White     | 0                |
| Mohammad Bazzi  | 0                |
| Rita Collins    | 0                |
| Samira Abadi    | 0                |
| Sara Allen      | 0                |

# Winter Uniform



# Summer Uniform



# Welcome to Lunch!

Introducing Ryders Hayes New Lunch Service provided by Shire Services

- New! Fresh hot meal menu choices
- New! KS2 Deli Bar choices including; pasta, curry pots and baguettes
- Our menus follow the Government food based standards
- Our menus include Organic produce and are 75% freshly made
- All our meat is UK Farm Assured and we use free range eggs
- Special dietary requirements are met using our nutritional system
- We are compliant and ready for Natasha's Law introduction on October 1<sup>st</sup> 2021
- Coming Soon – Back to School promotion and Healthy eating week
- Come and see us soon for tasters!



*Menus meet the DfE School Food Standards & are free of undesirable additives, artificial trans fats & GM ingredients!*

Fresh DINING

**Price will be £2.25 for paid meals**



# Friends of Ryders Hayes



We are currently a small group of parents who get together to raise funds and have fun activities for our all children at Ryders Hayes school. We would love for more parents/carers/grandparents/friends and family to get involved and help out.

## What we do

We organise the Halloween disco, Christmas Market, Sumner fayre and support the school in events such as parent evening, Christmas plays, end of year plays and more by supplying refreshments and a raffle . We hold meetings to discuss future plans and events.

## Where do the funds go?

Money raised all goes towards children in school and all member of friends of Ryders Hayes are asked their views.

There is no need for commitment to all events or meetings.

If you can spare some time for even just an hour at one of the events, it is all greatly appreciated.

If you would like to know more about how you can help please get in touch via

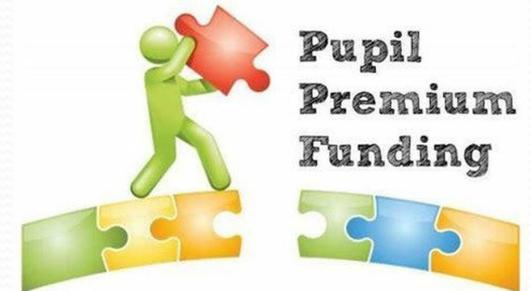
**Facebook @FriendsOfRydersHayes**, email [postbox@ryders-hayes.co.uk](mailto:postbox@ryders-hayes.co.uk) , passing your details to the office or let one of the members know you would like to be involved

# Pupil Premium

A child is entitled to this if they are eligible to free school dinners. Forces and 'children who are looked after' (CLA) once we have been informed. If you think you may be entitled to this please ask Mrs Heaton in the office for advice on applying.

Your child will get

- One free trip a year (or contribution to a residential)
- One after school club or musical tuition free
  
- Other extra support according to their needs within school

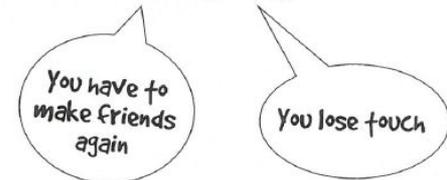


# Attendance

We would like to take this opportunity to introduce to you, Dawn Thompson our Attendance Consultant who will be working very closely with the School and our families, to raise attendance and offer support. As you will be aware the school are working very hard to improve both attendance and punctuality and her role will be to meet with parents and discuss any concerns regarding attendance levels or lateness. She will carry out home visits on behalf of the school to discuss reasons for absence and offer support to assist with any issues that may be preventing your child from attending on a regular basis or on time. Dawn has a wealth of knowledge around attendance and you will see her regularly in school monitoring punctuality.



**Why does going to school everyday matter?**



## **Did you realise?**

- ½ day absent = 3 morning or 2 afternoon lessons missed
- 1 day absent = 5 lessons missed
- 3 days absent = 15 lessons missed
- 1 week absent = 25 lessons missed
- 2 weeks absent = 50 lessons missed
- 17 missed school days a year = a GCSE grade DROP in results
- 1 day missed per week over a school career, will result in 2 years loss of education?

**Being absent from school makes it hard to catch up missed work and affects how well children do.**

# Punctuality

Being 15 minutes late each day is the same as missing 2 weeks of school

- Arriving on time sets your child up for the rest of the day.
- Arriving late interrupts not only your child's learning but those around them.
- Children arriving late after the bell has sounded will have a 'L' Late code applied to their registration document.
- Children arriving 20 minutes or more without a valid reason will have a code 'U' applied which counts as an unauthorised absence even though they are in school so will effect their overall attendance figure over the year.
- Parents are to sign in their child if late using the new signing in machine in reception.



## Leave of Absence

A leave of absence form must be completed at least two weeks prior to any leave taking place and can be obtained online or at the office.

As a school we do not authorise any leave of absence and all leave will be coded as 'G' which means leave taken but not authorised by the school.

The local authority look at leave of absence along with Dawn Thompson our attendance consultant and can issue penalty notices which can be £60 per child, per adult.

We encourage all leave to be taken during holiday periods where possible as this does effect your child's learning

# ParentMail / Parent Pay

## What do we use it for?

- To send letters.
- To set up payments (for trips, clubs or even school dinners.)
- To send reply slips & get responses.
- To send SMS messages (texts.)
- To set up bookings for Parents Evenings.

Please speak to a member of the office team if you have not yet signed up for parent mail



Thank you for attending!