

Meet the Teacher

September 2026



Year 3

Atinuke Class

Miss Garcia



Aims of the session

- Key Adults in Year 3
- Class Author
- The Classroom
- School Day Timings
- PE Arrangements
- Homework Expectations
- Daily Home Reading Expectations
- Behaviour Expectations
- Curriculum Overview
- School trips
- Assemblies
- Receiving Information and Updates
- Contacting the teacher



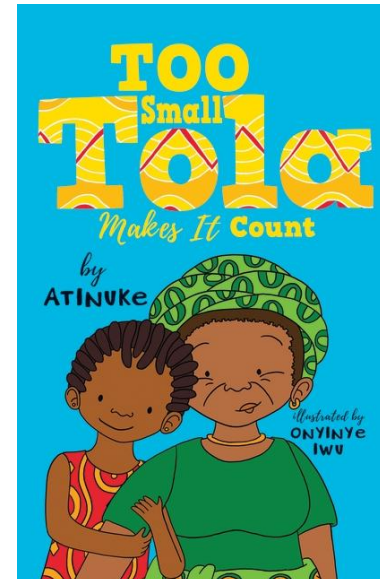
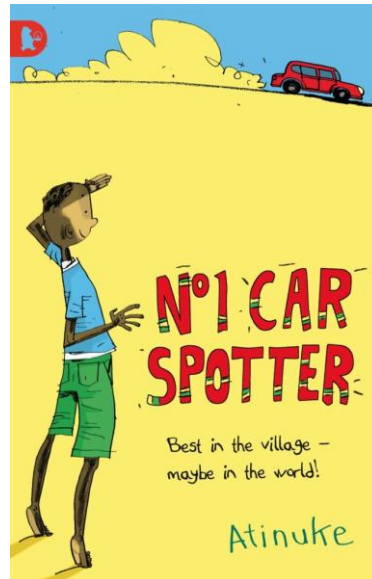
Key Adults in Year 3



Class Author

Our class is named after Atinuke. Their books include No 1 Car Spotter and Too Small Tola.

Within our class author, we celebrate diversity through writers of people from different places, different cultures, languages and experiences.



The Classroom

Include a picture of the classroom



School Day Timings



The gates open at **8:40am**. Children must be in school by **8:50am** at the very latest.

The end of the school day is at **3:15pm**.



At the end of the day, in the playground, we ask that children wait for their teacher to dismiss them even if the child they can see their parent. This ensures the teacher knows the child has safely gone.



PE Arrangements

Year 3 PE is on a **Wednesday** and **Thursday**.

Children will need a full PE kit which is clearly labelled with their name on each item.



Homework

Weekly homework goes home on a **Friday** and must be returned by the following **Wednesday**.

English and Topic homework menu example:

WEEKLY TASK – YOU DECIDE!				
Task 1 Survival kit! You're a child living during the Stone Age and going on a big adventure and need to pack a survival kit to help you. Think about what tools you will need; food that you could eat and how you will stay warm and protected against predators.	Task 2 Make a Poster Find out the name of the author who wrote your favourite book. Research some interesting facts about this author and other books that they have written. Make a poster to encourage other people to read their books.	Task 3 Select and Sketch Research an artist that has the same first letter surname as you (e.g. first letter surname P = Picasso). Find a painting by this artist (use Google). Produce a sketch of one of their paintings.	Task 4 World Tourism Day 27th September is World Tourism Day. Spend this weekend researching and writing down curiosities of a place you have visited or would like to visit. What makes this place so special?	Task 5 Wrong Classroom, Sir! If someone from the Stone Age came to John Burns School for the day, how would they feel? What would they do? What would be different? Write about this in your book.
Task 6 My Favourite Meal Ask your grown up how they make your favourite meal and offer them to help cook it! Write a set of cooking instructions for someone else to make this meal.	Task 7 What's in the news? Find an article or news story about a current news event. Summarise the news story in 120 words and give your opinion.	Task 8 Picture This... Choose 5 words from the science and topic working walls that you didn't know before this year. Write a definition for them and draw a picture to help others understand. Use a dictionary to help you.	Task 9 A Grand Day Out There are so many more Stone Age monuments than Stonehenge. Research another one and tell me all about it. Where is it? How old is it? What does it look like? Draw it if you think it will help.	Task 10 Today I Found a Dinosaur Research all about Mary Anning and her hunt for fossils. Write a letter from her to a friend describing one of her discoveries. How would she feel? Where did she find her fossils? How did she find them?



Homework

Weekly homework goes home on a **Friday** and must be returned by the following **Wednesday**.

Autumn 1 – Week 1 To find numbers in a number line

Read the number line and colour the numbers:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Autumn 1 – Week 4 To add numbers using place value

1. Add by counting in tens.

462	472	482	492	502	512	522	532	542
-----	-----	-----	-----	-----	-----	-----	-----	-----

a) 462 + 30 =			d) 50 + 502 =	
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	Week 2	Week 3	Week 4
Weekly Rule	Suffixes from Year 2: '-s', '-es', '-er', '-ed', '-ing'	Prefix 'dis-' Prefix 'un-'	Apostrophes for contractions and words from Y3 word list
Subject specific	1. happier 2. sings 3. copied 4. copier 5. copying 6. worried 7. worrying 8. busier 9. searches 10. hoped	1. unhappy 2. unusual 3. unfold 4. unzip 5. undress 6. disobey 7. dislike 8. disappear 9. disagree 10. dishonest	1. don't 2. can't 3. there's 4. isn't 5. didn't 6. I've 7. address 8. breath 9. breathe 10. position
Date of spelling test	11/09/26	18/09/26	25/09/26

If your child finds an activity hard or needs additional help, please ask them to speak to me or Miss Buckley.



Daily Home Reading

In KS2 (Year 3-Year 6) the school expects children to be reading at home for at least **15 minutes each day**.

The only way that we can track that children are undertaking reading at home daily is through the use of completing reading records.

Our expectation is that reading records are filled in and returned to school each day with the following information:

- **Date of reading**
- **The name of the book and the number of pages or chapters read.**
- **Comments are included about the reading session, such as: 'My child enjoyed this chapter because...', 'We discussed these words...', 'We talked about the theme of...'**
- **Signed off by the parent and later on in the year by themselves.**



Daily Home Reading

More than words: the real-life impact of reading

[Education, Language and Literacy, National Year of Reading](#)

16 July 2026

🕒 25 min read

Research

[Research home](#)

[News](#)

[Our people](#)

[About research](#) ▾

[Research integrity](#) ▾

[Business and enterprise](#)

[Our impact](#)

Reading for pleasure early in childhood linked to better cognitive performance and mental wellbeing in adolescence

Reading to children is so powerful, so simple and yet so misunderstood

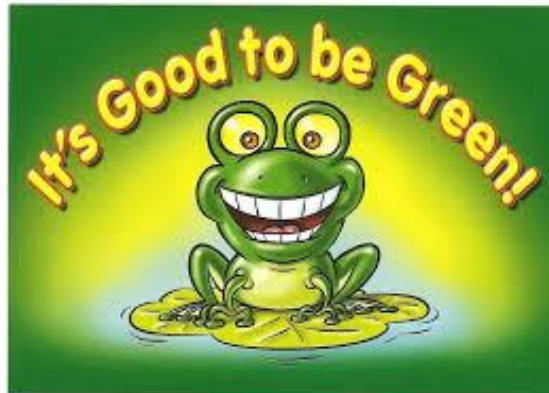
16 Mar 2026

Daily reading doubles children's concentration, new study finds



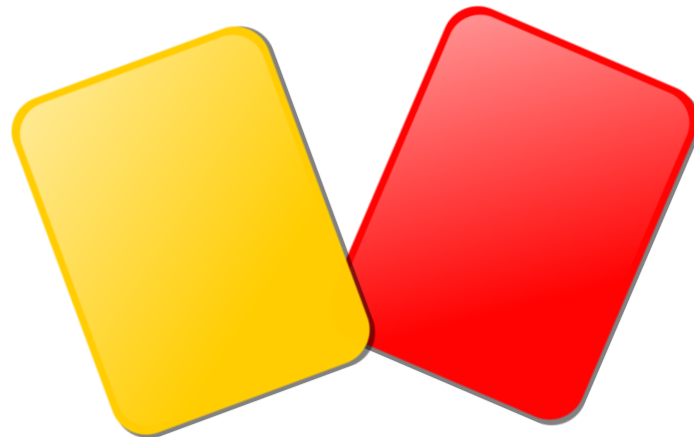
Good to be Green

- We use the behaviour traffic light system in class to recognise positive behaviours for learning.
- All children strive to stay on green for the half term.
- If they do stay on green for the whole of the half term, they get a certificate in assembly to recognise this.
- They get to come to school in non-school uniform on a specified date.



Yellow and Red Card Incidents

- If your child struggles to demonstrate positive behaviours for learning, they may be given a yellow card for low-level disruption.
- In other cases, a red card may be issued for repeated incidents or more serious behaviour incidents.
- You will be contacted if your child receives a red card to discuss sanctions and ways forward to help promote positive behaviours for learning.



Year 3 3Ps Curriculum

- Our Autumn 3Ps topic is Ages Ago
- This is a topic about the Stone Age to the Bronze Age

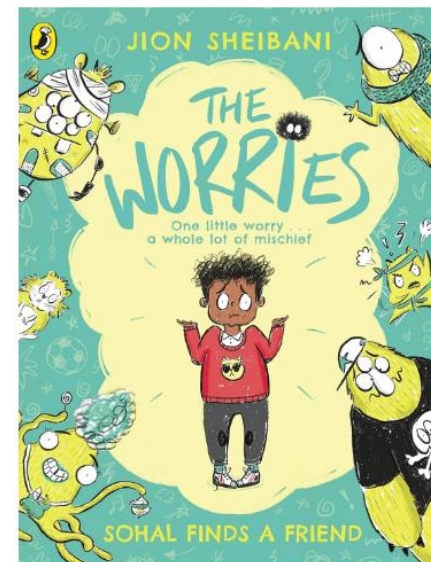
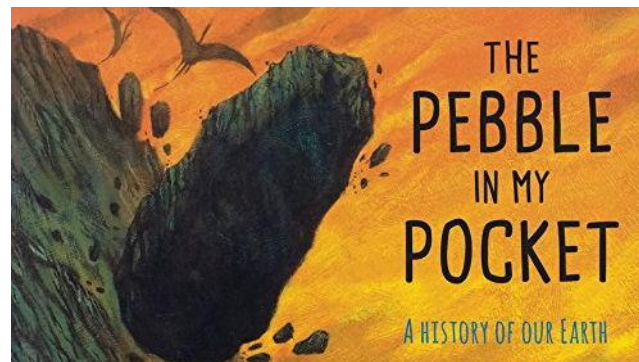
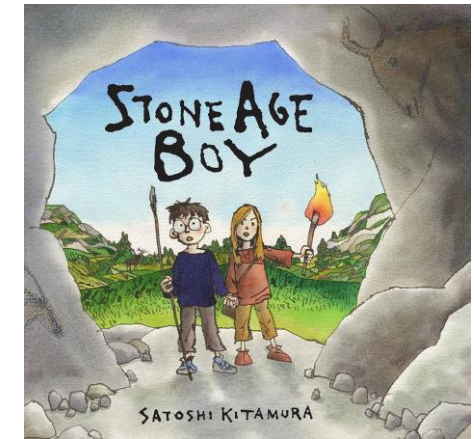
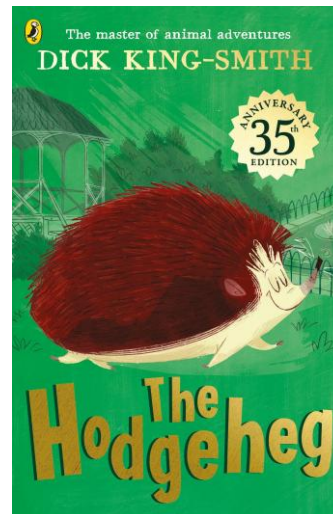
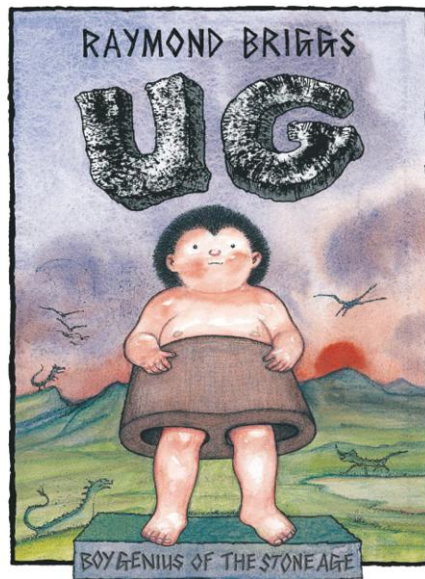
The 3Ps		
Person	Place	Point
Cheddar Man	Stonehenge	3180 BC



English Curriculum

Children will learn English and grammar skills through a range of exciting, relevant texts.

In Autumn Term, we will be reading:



Enrichment activities

During their time in Year 3, children will experience a unique and exciting approach to learning through a range of enriching activities and experiences outside the classroom.



These experiences will help bring learning to life and provide children with memorable opportunities to develop their knowledge and understanding beyond the classroom.

Maths Curriculum

Children will continuously develop their skills across the four operations, with a particular focus on times tables.

Children will be tested every Friday on their knowledge of the times tables.



Science and RHE Curriculum

- Our Autumn Term Science units are:

- Rocks



- Animals including humans



- Our Autumn Term PHSE units are:

- Laws, rights and responsibilities

- Safe use of the internet

- Different jobs and skills

Use of devices



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Headteacher: Mr B Grogan BSc QTS NPQSL



Acceptable Use Agreement for Children 2025

The internet offers both educational and social opportunities for our children. Whilst recognising the benefits we must also establish appropriate, effective and safe use of these technologies part of this is identifying a 'trusted adult(s)'. This adult is someone at home or at school who we can talk to if we are worried, or unsure about something relating to our online activities.

I am an online digital learner

I access information through the school's internet and hardware for both formal (within taught lessons) and informal (outside taught lessons) to learn and have fun. I only use sites, games and apps that my trusted adults say I can.

I am a secure online learner

I keep my passwords to myself and reset them if anyone finds them out. I only use the username and password that I have been given.

I am careful online

I think before I click on links and only download when I know it is safe or has been agreed by trusted adults. I understand that some people might not be who they say they are, so I should be very careful when someone wants to be my friend.

I am private online

I do not share personal information on line. This includes my home address, phone number or other personal information that could be used to identify me or my family and friends.

I am considerate online

I do not join in with bullying or sharing inappropriate material

I am respectful online

I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.

I am responsible online

I keep others safe by talking to trusted adults if a friend or person I know is being bullied or harassed or is worried or upset by things they read, watch or hear.

I keep my body to myself online

I never change what I wear in front of a camera and remember that my body is mine and mine only, and I do not send any photos without checking with my trusted adult.

I say 'no' online if I need to

If I get asked something that makes me worried or upset or just confused, I say 'no', stop chatting and tell a trusted adult.

I am a rule-follower online

I know that some websites and social networks have age restrictions and I respect this; I only visit sites, games and apps that my trusted adults, at home or at school, have agreed to. Inappropriate sites are blocked within school.

I am SMART online

I understand that unless I have met people in real life, I cannot be sure who someone is online, so if I want to meet someone for the first time, I must always ask a trusted adult for advice.

I communicate and collaborate online

I only communicate and collaborate with people I know and have met in real life or that a trusted adult knows about.

I am a researcher online

I use safer research tools approved by my trusted adults. I understand that not everything online can be believed and know to 'double check' information I read online.

My trusted adults at home and in school are:

_____ & _____

Acceptable Use Agreement for Children

Parents are asked to explain the importance to their child of these rules for the safe use of the internet and to sign to say that they have read and understood this Acceptable Use Agreement.

Failure to comply with these rules will result in one or more of the following:

- A ban, temporary or permanent, on the use of the internet at school.
- A letter informing parents of the nature and reach of rules.
- Appropriate sanctions and restrictions placed on future access to school facilities to be decided by the school.

The Internet provides information and opportunities for communication and collaboration to support children's learning. Appropriate behaviour is essential to develop and maintain use of communication tools that are beneficial to learning. As a result of the open and unregulated nature of the internet, there is some material that is unsuitable for viewing by children. Therefore, we have introduced procedures that should enable your son/daughter to use the internet facilities safely, responsibly and securely.

Parents must complete and return the Acceptable Use Agreement consent form below and return it to the school office by Tuesday 9th September 2025. Your child will not be able to use the internet in school until the Acceptable Use Agreement consent form has been returned.

✂ _____

ACCEPTABLE USE AGREEMENT – CONSENT FORM

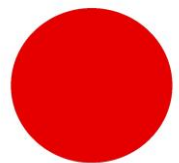
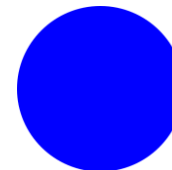
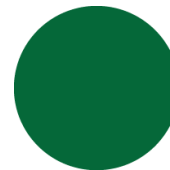
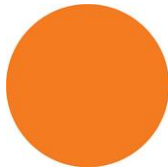
Pupil Name	
Year Group	
Name of Parent	
Signature of Parent	
Date	



Assemblies

Golden Award Assemblies will still take place on a Friday.

The names of the two children from each class will appear in weekly newsletter.



Children can also still earn value badges. These will be awarded in School Value Badge assemblies. Again, names will appear in the weekly newsletter.



Information and Updates



Twitter
@JBprimaryschool

John Burns
Mobile App



- Email
- Letter
- Weekly Newsletter



www.johnburnsprimary.co.uk



[johnburns_primarybattersea](https://www.instagram.com/johnburns_primarybattersea)



Contacting the Teacher



If you need to contact me, please speak to me in the playground at the end of the school day.



Alternatively, please contact the school office, via email, to arrange a suitable time for a meeting.

