WELCOME TO

Bumblebee Class – Year 3

Meet the team • Discover the year ahead • Work together

2026–27

Grow • Learn • Persevere • Succeed

Meet the people supporting your child

Class teacher

Miss E Plumb

Support team

Mrs C Heaney
Mrs D Stevens
Miss S Skinner
Miss L Bergin 1:1
Mrs F Morley 1:1

Key contacts

Class email:
bumblebeeclass@greatleighs.essex.sch.uk
School office: 01245 361254
SENDCo: Mrs S Chamberlaine

Our shared purpose this evening

By the end, you will know

- what your child will learn
- the routines that help the class thrive
- how learning is supported at home
- how to contact us appropriately

Please ask or note

Questions about your own child are usually best discussed privately after the meeting or through an agreed appointment.

A typical week in Bumblebee Class

Learning rhythm

Daily: Spellings, WCR, English, Maths.
Foundation subjects: Art and design, DT, Geography, History, Science, RE, PSHE, French, Music, Computing, PE.

PE days

Wednesday and Friday

Children should wear school PE kit with suitable trainers.
Long hair tied; jewellery removed.

What to bring

Named water bottle – this can be refilled during the day.
Reading record
Healthy snack (Monday – Thursday, small treat Friday)
Homework book in Wednesday
Weather-appropriate clothing

The curriculum is ambitious, broad and connected

English & Reading

English – Writing is typically topic related
Class texts (Autumn term) – Sheep Pig, Stone Age Boy, The Snowman.
Reading – Aim to hear all children once a week, whole class reading daily. Parent readers?
Spelling and handwriting daily.
Spelling test Friday.

Mathematics

Place Value to 1,000
Addition and Subtraction
Multiplication and Division
Fluency, reasoning and problem solving
Length and Perimeter.
Fractions
Mass and Capacity
Money
Time
Shape
Statistics
Times tables

Mymaths – Online homework

The year's wider curriculum

Autumn

History – Stone, Bronze and Iron Age
Geography - Volcanoes
Science – Rocks and Soils, Food waste
RE – Rights of passage, Trinity
Art – Cave Painting
DT – Sewing
French – Greetings, Classroom objects
Music – Stone Age, Theory

Spring

History – Romans
Geography - Antarctica
Science – Skeletons, Magnets
RE – Moral decisions, Muslim beliefs
Art – Mosaics, Quentin Blake
DT – Pavillions
French – Numbers, Animals
Music – Theory

Summer

History – Egyptians
Geography - Settlements
Science – Plants, Light
RE – Muslim every day life, Migration
DT – Royal Opera House, Food
French – Months, Snacks
Music – Theory, End of year Production

Building Learning Power develops confident learners

1. **Resilience** — Stay absorbed, manage distractions, notice detail and persevere.
2. **Resourcefulness** — Ask questions, make links, imagine, reason and use resources well.
3. **Reflectiveness** — Plan, revise, distil learning and understand how you learn best.
4. **Reciprocity** — Learn independently and with others through collaboration and listening.

A shared language for the habits children use when they learn.

Reading at home makes a lasting difference

Our class approach

We aim to hear every child at least once a week.
Reading records will show when heard.
We also do Whole Class Reading with a focus on comprehension skills.
Children to change books.

How families can help

- build a regular routine
- enjoy books and talk about meaning
- ask: “What makes you think that?”
- record reading as agreed
- contact us if reading becomes difficult

Home learning: purposeful and manageable

What

Weekly: Spelling, Maths, English or Topic
Daily: Reading

When

Set: Friday
Due: Wednesday

If support is needed

Let us know early.
We want home learning to reinforce learning—not create conflict or anxiety.

Trips, visitors and memorable experiences

Key dates

Snowman Performance (TBC)
LOCATION – Charter Hall, Colchester
CURRICULUM PURPOSE – English and Music

Colchester Castle
LOCATION – Colchester
CURRICULUM PURPOSE – History

Egyptian Workshop
LOCATION- In school
CURRICULUM PURPOSE – History

Practical details

Snowman Performance
Approximate cost: Bus?

Colchester Castle
Approximate cost: Ticket and bus.

Egyptian Workshop
Equipment/clothing: Costume.

Our four school improvement aims

1. **Excellent teaching**
   A shared framework builds strong foundations and independence.

2. **Ambitious curriculum**
   Knowledge, vocabulary and oracy help every child flourish.

3. **Belonging & behaviour**
   Taught routines create calm, safe and inclusive classrooms.

4. **Continuous improvement**
   Staff, leaders and governors use evidence and coaching to improve.

Behaviour is taught, practised and retaught

Our shared approach

- clear routines and high expectations
- calm, positive adult responses
- “1, 2, 3 — Eyes on Me”
- regulation, repair and successful reintegration
- reasonable adjustments where needed

What families can do

- reinforce respectful language
- help children arrive ready and on time
- talk through mistakes calmly
- celebrate effort, kindness and perseverance
- contact us early when something may affect the day

Every child should feel included and able to succeed

Support in class

Teachers adapt teaching while maintaining ambition. Support may include explicit instruction, scaffolds, flexible grouping, targeted practice and purposeful adult help.

Working together

If you have concerns about learning, wellbeing or additional needs, contact the class teacher first. The teacher may involve the SENDCo or another leader when this will help.

Respectful communication helps us solve concerns

Please do

- speak calmly and respectfully
- use the class email or school office
- request an appointment for sensitive or complex matters
- share enough information for us to understand
- allow staff reasonable time to investigate and reply

Please avoid

- confrontational, abusive or threatening language
- discussing another child or family
- challenging staff in front of pupils
- repeated messages before there has been time to respond
- using personal social-media accounts to contact staff

How to raise a question or concern

1. **Start with the class teacher**

   Email bumblebeeclass@greatleighs.essex.sch.uk or ask the office for an appointment.

2. **Allow time to understand**

   We will acknowledge the message and investigate where needed.

3. **Escalate appropriately**

   If unresolved, follow the school's concerns/complaints procedure.

4. **Urgent safeguarding concern**

   Contact the school office immediately. Do not wait for email.

Attendance, punctuality and daily readiness

Every day matters

Children should arrive by 8:45.
Late mark after: 8:50.

Report absence 01245 361254.
Please read the current Attendance Policy on the school website for authorised absence and penalty-notice information.

Daily readiness

- breakfast and sleep routine
- named water bottle
- correct named uniform / PE kit
- medication managed through the office
- school informed of changes affecting wellbeing

KS2 Healthy snacks Monday - Thursday. Small treat snack on Friday. NO NUTS OR SESAME!

Keeping children safe

Safeguarding

All staff share responsibility.
DSL: Mr J Garlick
Deputy DSLs: Mrs H Clarke, Miss E Plumb, Mrs S Waller (Breakfast Club, Stay and Play

Report concerns promptly.

Online safety

Know the apps and games used.
Use parental controls.
Keep devices in shared spaces.
Talk regularly about online experiences.

Medical & collection

Update contact and medical details.
Tell the office about collection changes.
Use the school's agreed medication procedures.

If you can spare some time each week as a parent reader, please speak to the office!

“We want your child to thrive. Please work with us, ask questions early and communicate respectfully.”

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