

# TORRANNO

## PRIMARY SCHOOL



Welcome to Year 3's Meet the Team



# Here to Help – Senior Leadership



## Executive Headteacher

Helen Bruckdorfer

## Head of School

Holly Churchill



Matthew Western  
Leader of Learning



Hannah Blausten  
Leader of Learning



Laura Lien  
Director of Inclusion



Hannah Long  
SENCO



Rose O'Brien



Justin Bioletti



Sorrel  
Evangelou

# Here to Help – Admin Team



Maria Lewis: School Business Manager

Rina Kastrati: Pupil Data Officer

Ioanna Chrysafis: Finance Officer and Head of School Support

Ashleigh Jones: Child and Family Support Worker



# Inclusion/SEN Team



Laura Lien is our Director of Inclusion across the federation and Hannah Long is the SENCo at Torriano. Natalie Reilly supports as Deputy SENCo.

We welcome Finn Keatinge as our inclusion support assistant, Ryan Carroll as our SEN assistant and Rachel Clancy from Brecknock as our LRB assistant.

You will know Catriona Hale as our Pastoral Care Lead and Bernadette Biggs is our Community Liaison Officer

# Inclusion



## SEND Information Report

1 What school leaders and governors do to make sure that all children feel welcome, included and achieve their potential?

2 How do we develop the skills, knowledge and expertise of Torriano staff?

# Medical Needs



## Medical Needs Policy

Torriano Primary School

### [SEND Information Report - Torriano Primary School](#)

Information about the support we offer children with additional needs can be found in our school Local Offer on the school website.

Our medical needs policy is available on the school website. If your child requires any medicines in school, you can find further information there.

# Safeguarding

Please see the school website for our full safeguarding policy

## Designated Safeguarding Leads



**Designated Safeguarding Lead**

Laura Lien - Director of Inclusion  
Contact: 02074240202



**Deputy Safeguarding Lead**

Helen Bruckdorfer – Executive Head Teacher  
Contact: 02074240202



**Deputy Safeguarding Lead**

Catriona Hale - Pastoral Care Leader  
Contact: 02074240202



**Deputy Safeguarding Lead**

Natalie Reilly – Deputy SENCO  
Contact: 02074240202

**Nominated governor for safeguarding:**

Name: Alex Gardiner and Paul Smith  
Contact details: 02074240202

**Local Authority Designated Officer (LADO):**

Name: Sonia Forbes  
Contact details: 020 7974 4556

**Camden MASH**

Contact details: 020 7974 3317 (9am to 5pm)  
Out of Hours Contact Details: 02079744444

**Islington MASH**

Contact details: 02075277400 (9am to 5pm)  
Out of Hours Contact Details: 02072260992



# Together, our Future Starts Here



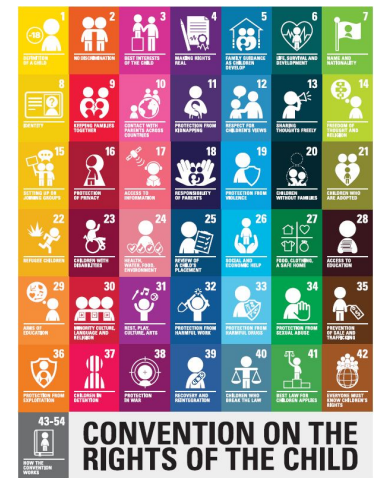
We will further develop our oracy and STEAM curriculum in our ambition to offer a horizon broadening, inclusive and creative curriculum.

We are going to continue with our whole school theme 'Together, Our Future Starts Here' which highlights how we will be working collaboratively across the Brecknock and Torriano partnership.

Our ambition is to increase our capacity to achieve SDG 17, Partnership for the Goals.



KS2



Torriano Primary is proud to be a Gold Rights Respecting school.







# HORRIANO

## Attendance



8:50am: School gates open

8:55am: School bell and school starts

9am: Lessons start in class



Ted and Earl will be on the lookout for excellent attendance and prompt school arrival this term. Look out golden attendance tokens on the gate!

All children are expected to attend school every day unless they are unwell. Please notify school if your child is absent for any reason. Last year, our attendance was significantly below our 95% attendance target. We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.

Whenever possible, medical appointments should be made outside of the school day.

# Behaviour Policy

|   |   |  |   |   |   |   |  |
|---|---|--|---|---|---|---|--|
|                | <p>Who do I want to be? <b>CORRIANO</b></p>   |  |   |   |   |   |  |
| <p>Caring</p>  | <p>Respectful</p>  | <p>Curious</p>  | <p>Honest</p>  | <p>Informed</p>  | <p>Active</p>  | <p>Empathetic</p>  | <p>Resilient</p>  |

1 2 3 Magic



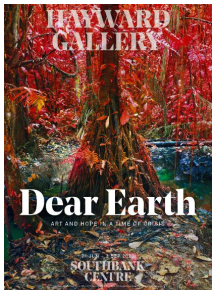
# CAMDEN DARWIN200



# STEAM

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

*Dear ...*

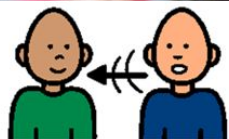


Inspired by the recent Dear Earth exhibition at the Hayward Gallery, each year group's STEAM this year will be entitled with the salutation, 'Dear...' followed by their STEAM focus.

After the success of the transport STEAM units last year, our 23/24 STEAM theme is Dear Earth. We will be forming exciting employer partnerships to make our learning relevant and meaningful.



# Oracy



#GetTalkingInClass

Ask me what this means...



**ORRRIANO**  
PRIMARY SCHOOL



# Vocabulary

Agree



Disagree



## Skills



Physical



Linguistic



Cognitive



Social and  
Emotional

The right to be heard 



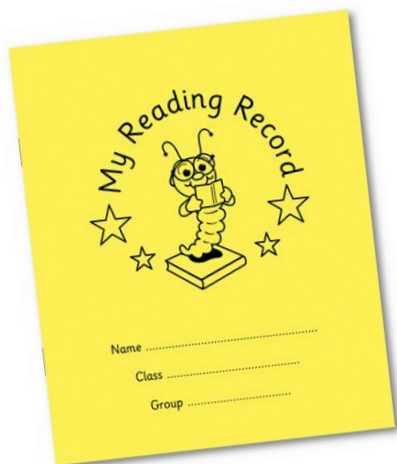





# Every Child A Reader

- Your child can swap their reading for pleasure book as regularly as they like. *We would expect older children to swap less frequently if they are reading chapter books.*
- Access to books in class book corners and central libraries.
- Children read in English, Guided Reading and independent reading time.
- Class readers (story time) are timetabled daily.
- Children should read at home for at least 15 mins
- We encourage parents to read to and with children at home as often as possible.
- We encourage children to read widely and broadly (fiction, non-fiction, poetry etc...)

# Reading Records



|  What comment shall I write?                              |  |
|---|--|
| Lucy Literal Comments   | Inspector Inference Comments   |
| <ul style="list-style-type: none"> <li>Who are the main characters in the book?</li> </ul> <p><i>The main characters in the book are ...</i></p> <ul style="list-style-type: none"> <li>What did the characters say?</li> </ul> | <ul style="list-style-type: none"> <li>How do you think the character is feeling?</li> </ul> <p><i>I think they are feeling ... because ...</i></p> <ul style="list-style-type: none"> <li>What do you think the character is thinking/planning?</li> </ul> <p><i>I think they are planning...</i></p> |

- Children to write a short entry daily after reading
- Reading record prompts available to support
- Parents encouraged to communicate through reading records
- Checked in school on a Monday and Thursday
- Please keep in school bags every day



## OUR ROAD TO READING FOR PLEASURE

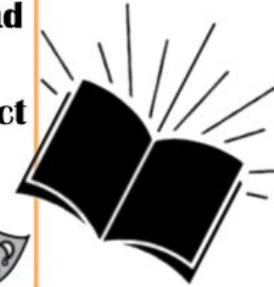
WORLD  
**BOOK  
DAY**

1 MARCH 2023

**How many words  
can you read in  
a minute?**



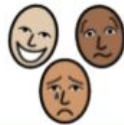
**Charades! Read  
for 5-10  
minutes and act  
out what  
happened.**



**How many pages  
can you read in  
5/10 minutes?**



**Read aloud to  
someone with  
expression.**



**Summarise what  
you've read so  
far in 10 words.**



**Share 2 truths  
and a lie about  
your book. Who  
can find the lie?**



**Book swap!  
Read your  
partner's book  
for 10 minutes  
then give  
feedback.**



**Compare a  
character or  
theme to another  
book you've read.**



Name .....  
Class .....  
Group .....

If children are reluctant to read or complete reading records at home, making a game out of it or switching up the routine can be an effective strategy.

Try these activities at home!

# Maths

- Mastery-style teaching with a continued focus on fluency and reasoning.
- Use of oracy and sentence stems to aid children in framing their reasoning responses.
- Daily opportunities for arithmetic practice.
- Either Doodle Maths or Times Table Rock Stars available to all children for at home fluency practice.
- MOTs (Master of Times Tables) awarded in assemblies to children who have shown dedication to meeting year group x table expectations.



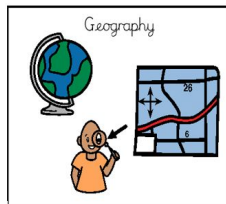
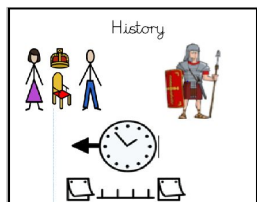
doodlemaths



Mathematicians  
learn together



Mathematicians  
explore



# History and Geography

This term our focus will be 'Prehistoric Britain'

We will be learning about the changes in Britain from the Stone Age to the Iron Age. Study of late Neolithic hunter-gatherers and early farmers in Skara Brae. The significance of the Cheddar Man, Bronze Age religion, technology and travel through Stonehenge. Iron Age hill forts, tribal kingdoms and farming.





# Trips or Events



## Prehistoric Stone Age Hampstead Heath



10th & 13th  
October

# Physical Education and Daily Mile

- P.E. twice a week - Tuesday and Friday
- Daily mile timetabled each day.
- PE kit not required at the moment so please have appropriate footwear on all days.



Carmen (Sports Coach)  
Abdi (Assistant Sports Coach)



# Knowledge Mats



## HISTORY KNOWLEDGE

### PREHISTORIC BRITAIN

Prehistory is any time that happened before humans had writing.

The first people in Britain lived about 15,000 years ago and historians split into 'ages' to find out what was different about them.

| Stone Age   | Bronze Age   | Iron Age  |
|---|--|---|
|  |     |              |
| When the first humans began to live in Europe. They used stones as tools.         | In this era, metals were used to make hunting tools. Humans also began to farm land. | Humans used iron to make tools and farmed land instead of hunting. They lived in communities. |

Cheddar Man



STONEHENGE

Stonehenge is a prehistoric monument in England. It is made up of a ring of standing stones. It might have been used as a meeting place or for religious ceremonies.



SKARA BRAE

Skara Brae is a Neolithic settlement built out of stone in Scotland. It has helped historians find out more about how Stone Age people lived.



## KEY LEARNING

### Stone Age:

- Early Stone Age Man was a hunter-gatherer, travelling around following food sources, using flint tools to hunt animals.
- Cheddar Man was a Mesolithic skeleton discovered in 1903 and is the oldest complete skeleton found in Britain.

### Bronze Age:

- The Bronze Age started when the Beaker People arrived from Europe with new ways of making metal. Tools were made from bronze - copper and tin were poured into casts.
- Bronze Age people lived in settlement of round houses. Houses were made of mud or dry stone.
- Making tools from bronze meant people more effectively.
- Settlements traded resources like copper and tin.
- Burials were important to Bronze Age people. They were buried in stone circles where burials took place.

### Iron Age:

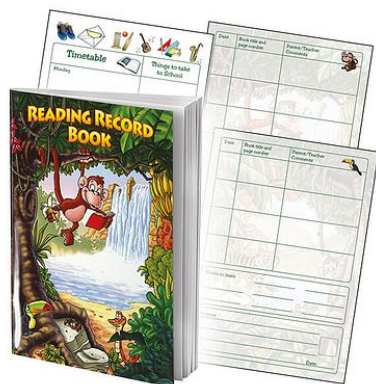
- Tools were made from iron. Iron was harder than bronze and iron was hammered into shape.
- Settlements became larger because people needed to farm and defend themselves. People used iron as a symbol of power and a way of defending themselves. This collection of tribes was called the Iron Age.
- There were lots of battles between tribes for more land and power and between kingdoms.
- At the end of the Iron Age, coins were used as currency.
- The Iron Age ended when the Romans arrived.

|               |   |
|---------------|---|
| Palaeolithic  | Old or 'ancient' Stone Age.   |
| Mesolithic    | Middle Stone Age  |
| Neolithic     | New Stone Age   |
| ancient       | —belonging to the distant past  |
| Archaeologist | - someone who studies the past by exploring old remains                             |
| Artefact      | - an object from the past that shows evidence of what life was like                 |
| Era           | - a period of time in history. An era often begins or ends with an important event. |
| Extinct       | —no longer has any living members, either in the world or in a particular place     |
| Flint         | - a piece of stone used in fire-starting and as a tool                              |
| Foundry       | —A place of work where metal castings are made.                                     |
| Forage        | To look around for things to eat.   |
| Handaxe       | A sharp tool that you can hold in your hand. It was used for hunting and building   |





# Home Learning



**Home Learning** Year 3

**We are scheduling a new homework format.**  
This about online the home learning to be completed for this half term. We have incorporated a hybrid of online and paper activities wherever possible, we will be adding copies of paper based activities into their home learning books. If you are happy to just access these online then let a member of the team know.

The home learning book can be used in conjunction to help with the learning you should share at home - phonics practice, drawing, research, handwriting practice or anything they want to share!

**Weekly recap**  
Each week, children will be assigned a recap sheet from a book that we have completed in class. These will be added into the home learning book and shared on the google classroom.

**Maths Planning questions**  
Use the maths activities in your book to practice your fluency of addition and subtraction within 100.  
Use your child's USO login to access many games and activities on Google.

**Phonics**  
Use the table provided on a separate sheet to follow what sounds have been taught or reviewed this half term. You are free to practice, write or play games with these sounds.






**Monkey book**  
Follow the QR code for this half term's connection sheet. Children can use this to track their learning throughout the unit.  
<https://forms.gle/rvLxer1147dRupY8>  
Have a go at the migration quiz from last half term too!  
<https://forms.gle/fk-w3p-CyghnKwG5s>

**Weekly Quiz**  
Each week, children will be assigned new questions on work covered in class. Take the quiz as many times as you like, we will share efforts in class.

**Daily reading**  
Your child should read with you every night, recording the reading session into their 'monkey book' also reading record, when possible.  
We also have access to the 'Collins e-books' online platform, which means the books your child reads in week in class. Your child has their login for this inside their

Link and QR code to Collins e-books website for online reading  
<https://apps.collinsoupnpage.com/app/login?service=https://3a//ebooks.collinsoupnpage.co>

Download the 'mote' chrome extension to help with answering questions using voice notes

| Week 1  | Example words                         |        |
|---|---------------------------------------|--------|
| ay  | play, spray, tray, crayon, day, stray |        |
| a-e   | made, same, game, snake, amaze, lake  |        |
| ea  | bead, sea, read, heap, treat, least   |        |
| e   | fever, being, secret, me, we, she     |        |
| <u>Tricky Words</u>   |                                       |        |
| eye   | sure                                  | pure   |
| said  | were                                  | people |
| <u>Alien Words</u>    |                                       |        |
| vol   | quass                                 | sloom  |
| labe  | jair                                  | joil   |
| <u>Sentence</u>     |                                       |        |
| I have seen a green snake in the forest.  |                                       |        |





Google Classroom

















Google Forms

KS2



Home learning  
is practice! It  
reviews  
learning from  
school.

| Home Learning  |  |
|--|--|
| <p>Who do I want to be?        </p> <p>Autumn 1 Home Learning</p> <h1>INFORMATION</h1> |  |
| <p>Weekly recap</p> <h2>LESSON SHEET</h2>   |  |
| <p><u>Maths fluency practice</u></p>  <h3>1/2 TERM<br/>MATHS</h3>  | <p><u>Phonics</u></p>   <h3>1/2 TERM<br/>SPELLING</h3> |
| <p><u>Monarchy quiz</u></p>  <h3>1/2 TERM<br/>QUIZ</h3>   | <p><u>Weekly Quiz</u></p> <h3>WEEKLY QUIZ</h3>   |
| <p><u>Daily reading</u></p> <h1>READING</h1>   |  |

# Home Learning Books



# Google Forms



Weekly

### Week 1

**Learn to write**

ay play, say, may, today, stay, clay  
 ay make sure to give a smile, another smile  
 ay laugh, say, may, clay, stay, clay  
 ay touch, feeling, vibrant, vibrant, vibrant

**Tracing Words**

ay ay ay  
 ay ay ay  
 ay ay ay

**Color Words**

red red red  
 blue blue blue  
 yellow yellow yellow

**Tracing Words**

ay ay ay  
 ay ay ay  
 ay ay ay

We have a green snake in the tank.

### Week 2

**Learn to write**

ig dig, pig, big, dig, pig, big  
 ig dig, pig, big, dig, pig, big  
 ig dig, pig, big, dig, pig, big  
 ig dig, pig, big, dig, pig, big

**Tracing Words**

ig ig ig  
 ig ig ig  
 ig ig ig

**Color Words**

blue blue blue  
 red red red  
 yellow yellow yellow

**Tracing Words**

ig ig ig  
 ig ig ig  
 ig ig ig

The pig is a gold medal.




### Week 3

**Learn to write**

ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring

**Tracing Words**

ing ing ing  
 ing ing ing  
 ing ing ing

**Color Words**

blue blue blue  
 red red red  
 yellow yellow yellow

**Tracing Words**

ing ing ing  
 ing ing ing  
 ing ing ing

We have a green snake in the tank.

### Week 4

**Learn to write**

ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring  
 ing ring, bring, bring, bring, bring, bring

**Tracing Words**

ing ing ing  
 ing ing ing  
 ing ing ing

**Color Words**

blue blue blue  
 red red red  
 yellow yellow yellow

**Tracing Words**

ing ing ing  
 ing ing ing  
 ing ing ing

The pig is a gold medal.




Complete the following calculations:

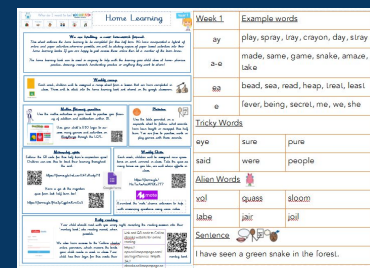
Addition and subtraction facts within 20

|                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| $3 + 4 = \underline{\quad}$ | $\underline{\quad} + 1 = 9$ | $\underline{\quad} - 1 = 4$ |
| $3 + 2 = \underline{\quad}$ | $\underline{\quad} + 4 = 5$ | $\underline{\quad} - 3 = 3$ |
| $2 + 7 = \underline{\quad}$ | $\underline{\quad} + 3 = 7$ | $\underline{\quad} - 6 = 1$ |
| $2 + 4 = \underline{\quad}$ | $\underline{\quad} + 4 = 6$ | $\underline{\quad} - 1 = 8$ |
| $4 + 4 = \underline{\quad}$ | $\underline{\quad} + 6 = 8$ | $\underline{\quad} - 5 = 3$ |
| $7 - 2 = \underline{\quad}$ | $1 + \underline{\quad} = 5$ | $6 - \underline{\quad} = 5$ |
| $6 - 3 = \underline{\quad}$ | $2 + \underline{\quad} = 8$ | $5 - \underline{\quad} = 3$ |
| $9 - 3 = \underline{\quad}$ | $4 + \underline{\quad} = 9$ | $7 - \underline{\quad} = 4$ |
| $8 - 5 = \underline{\quad}$ | $3 + \underline{\quad} = 6$ | $8 - \underline{\quad} = 3$ |
| $5 - 4 = \underline{\quad}$ | $2 + \underline{\quad} = 7$ | $9 - \underline{\quad} = 5$ |

[illegible]



# Home Learning



# Home Learning

## Week 1

### Example words

|     |                                       |
|-----|---------------------------------------|
| ay  | play, spray, tray, crayon, day, stray |
| a-e | made, same, game, snake, amaze, take  |
| ee  | bead, sea, read, heap, treat, least   |
| e   | lever, being, secret, me, we, she     |

### Tricky Words

|      |      |        |
|------|------|--------|
| eye  | sure | pure   |
| said | were | people |

### Alan Words

|      |       |       |
|------|-------|-------|
| vol  | quass | sloom |
| labe | pair  | joll  |

### Sentence

I have seen a green snake in the forest.

### How to write a paragraph

1. Write a topic sentence  
2. Write 3-4 sentences  
3. Write a concluding sentence

Example: The cat was very happy when it saw the dog. It was very friendly and it was very cute. It was very happy and it was very cute. It was very happy and it was very cute.

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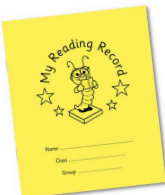
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3. Write a concluding sentence

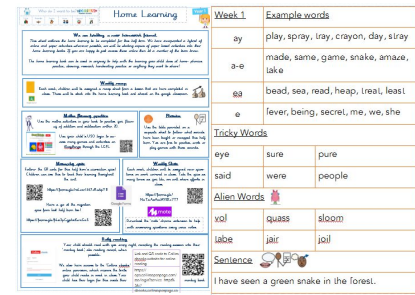
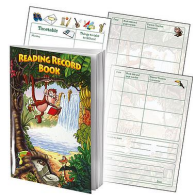
Example: The cat was very happy when it saw the dog. It was very friendly and it was very cute. It was very happy and it was very cute. It was very happy and it was very cute.

- Hybrid model: weekly and termly tasks uploaded on Google Classroom for Y2-Y6, but can be sent home in homework books too.
- Login information provided in school
- Home Learning uploaded on Google Classroom on Wednesdays and is due the following Monday.
- Half termly and weekly activities
- Daily reading - reading record books
- Download Google Classroom and Mote extension.
- Spelling quiz book to stay in school - spelling practice can be carried out in home learning book/online.



Google Classroom





# Home Learning

- Feedback - teachers will review home learning.
- Work will be acknowledged e.g. values stickers, class discussion, comments
- Quizzes will be reviewed in class.
- Parents/carers workshop to be announced.

*If you have any concerns regarding online access, then please speak to your child's class teacher.*

Questions?