



King's Group
Academies

Tuesday 30th June 2026

Welcome to King's Academy Rowner

welcome
TO THE
TEAM



King's Academy
Rowner

Year 3/4 Team



Miss Winzar



Miss Brind



Miss Moore

Year 3 and 4 support staff



Inclusion Team



Communication



- Applica
- Coffee and Chat
- E mails: enquiries@kgarowner.uk & Arbor App system
- Mid Year and End of Year Report
- Monthly Newsletter – emailed, on website & in notice boards
- Open door policy
- Parent/carers Teacher Meetings
- Playground contact
- Website and Facebook and LinkedIn

School Day

- Doors open: you can arrive between 08:40 and 08:50
- Register 8.50
- Morning sessions 08.50 - 12.15
- Morning break 10.15 - 10.30
- Lunchtime 12.15 - 13.00
- Lesson time 13.00
- End of day 15.05



School Uniform

- Black skirt, trousers or tailored shorts
 - A white or maroon polo shirt (*with or without logo*)
 - Maroon jumper/cardigan with logo
 - In the summer, children might like to wear maroon and white gingham dresses
 - **Plain** black tracksuit bottoms
 - Black base layers (in winter/if cold)
 - Trainers (not plimsolls)
 - Black shoes or trainers - not open toed shoes.
 - Jewellery should not be worn to school except for stud earrings and a watch
- PE: Black plain shorts/cycling shorts (no logos) and a plain white t-shirt, School zipped baseball sports jacket/maroon or jumper/cardigan
 - A bag to be kept in the child's locker
 - Sunhat if needed



Transition Opportunities

We have an extensive transition programme and work closely with Rowner Infant School. The children can look forward to:

- Afternoon workshops
- Meetings with Infant School and our SEND leader (including TPA meetings)
- Transition meetings with Infant School colleagues
- United Year 2 and Year 3 and Year 5 break times on our field
- Transition Day (**Tuesday 7th July**) - where your child will spend time at King's Academy Rowner
- Visits from new teachers to the Infant School
- September start date: **Wednesday 2nd September**

Broad curriculum offer

- Bikeability
- Competitions - sporting and arts events
- Dance Live
- Gardening
- Local community links- St Mary's Church and the Royal Navy
- Lunch and afterschool clubs
- Outreach work with PCSOs
- School visits
- Sharing events
- Sleepovers and residentials
- Specialist PE teachers
- Swimming lessons for Year 4, 5 & 6.
- Workshops and visitors



Year 3/4 Curriculum – the start

From Infants to Juniors: Strengthening Year 2 Knowledge Before Stepping Forward - How?

- **Behaviour expectations**
- **Baseline assessments** in reading, writing and maths to identify individual starting points
- **Daily phonics and spelling refreshers** for children who need to secure phase 5 and early phase 6
- **Maths fluency focus**, including number bonds, times tables (2s, 5s, 10s), place value and mental strategies
- **Reinforcing sentence structure and punctuation** in writing through focused grammar starters
- **Guided reading using familiar texts** to build fluency, comprehension, and confidence
- **Use of practical, hands-on activities** to revisit core concepts in maths and science
- **Linked learning opportunities** e.g., cross-curricular writing to apply Year 2 skills in geography and history
- **Targeted support groups** for children who need additional time to secure key objectives
- **Celebrating Year 2 knowledge** to boost confidence and promote a positive learning mindset



History and Geography overview (Cycle A)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
3/4	Our story: what are the best parts of the UK?	Our story: what impact did the Romans have on Britain?	Their story: where else in the world do people live?	Their story: what did the Ancient Egyptians achieve? (Egyptians)	Our place in the world: how varied is our wonderful world?
5	Our story: how different is the UK to Iceland? (Volcanoes)	Our story: how has the Royal Navy Changed over time?	Their story: what is it like to live in South America?	Their story: What impact did the Anglo Saxons and Vikings have on Britain?	Our place in the world: how do the oceans connect us?
6	Our story: how does weather affect people?	Our story: rogues and scoundrels- how has piracy changed through the ages?	Their story: what is it like to live in North America?	Their story: can we uncover the secrets of the Maya?	Our place in the world: how dangerous is our planet?

History and Geography overview (Cycle B)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
3/ 4	Our story: my local area.	Our story: what was early Britain like?	Their story: who are our European neighbours?	Their story: who was the Greatest Greek and what legacy have they left behind?	Our place in the world: what differences in environment are there on our planet?
5	Our story: how different is the UK to Iceland? (Volcanoes)	Our story: how has the Royal Navy Changed over time?	Their story: what is it like to live in South America?	Their story: What impact did the Anglo Saxons and Vikings have on Britain?	Our place in the world: how do the oceans connect us?
6	Our story: How does the UK compare to South America?	Our story: rogues and scoundrels- how has piracy changed through the ages?	Their story: what is it like to live in North America?	Their story: can we uncover the secrets of the Maya?	Our place in the world: how dangerous is our planet?

Science overview (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
3/ 4	Forces and magnets	States of matter	Plants	Light	Electricity STEM challenge
5	Forces	Materials	Space	Animals including humans	Living things and their habitats
6	Animals including humans	Living things and their habitats	Evolution and inheritance	Electricity	Light

Science overview (Cycle B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
3/4	Year 3 animals including humans	Rocks and fossils	Year 4 animals including humans (digestive system)	Living things and their habitats	Sound STEM challenge
5	Forces	Materials	Space	Animals including humans	Living things and their habitats
6	Animals including humans	Living things and their habitats	Evolution and inheritance	Electricity	Light

Cyclical curriculum

Place Value

Addition and subtraction

Multiplication and division

Multiplication and division

Measurement: money

Statistics

Measurement: length and perimeter

Fractions

Fractions

Measurement: Time

Geometry: properties of shape

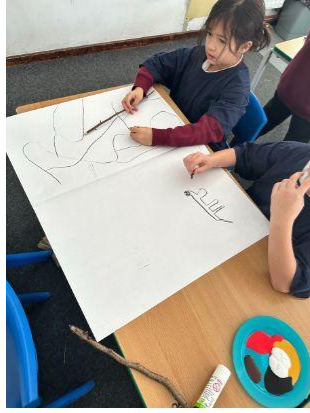
Measurement: mass and capacity

In maths, these key areas are taught and revisited each year, with children gaining a deeper breadth of understanding each time.

Teachers will use flexible grouping to support children make progress in their learning.



Enrichment



A BRILLIANT STONE AGE
DISCOVERY DAY



King's Academy
Rowner

Transition Day

- Children are dropped-off at King's Academy Rowner at 9am (**after** the start of the school day).
- You will need to provide a **snack** and a **packed lunch** on this day (unless your child is in receipt of FSM - this will be brought over by the infant school). A water bottle also needs to be provided.
- Children to wear their current school uniform.
- Parents/carers invited into a sharing event from 14.45
- We are planning a parent 'Cuppa and Chat' in the first couple of weeks in September. We will confirm a date and time in the new academic year.



Any questions?

