



2024-2025

Your Child in Year 3

The Curriculum

The children follow the new National Curriculum (2014) as well as our school curriculum, that includes topics and skills that we feel the children at Primrose Hill should know before they leave primary school. Children work on a common theme, but the level or difficulty of the work is tailored specifically to their year group.

The main topics to be covered this year are:

- Ancient Egypt (History)
- Regions of Europe (Geography)
- Stone Age (History)

We want our pupils to be successful, confident and responsible. They need to develop not just subject knowledge and facts, but also the skills and attitudes needed to be successful in life and future work. This will involve the children working individually, with a learning partner and in teams to answer research questions or to meet learning targets. We encourage children to use a wide range of resources to find information including books (from home, the Library and our School Library), the internet at home and at school, and by talking to friends and family about what they are finding out about.

We hope that you find the information in this booklet useful.

Please keep the booklet in a safe place so that you can refer to it throughout the year.

Miss Adams - Y3LA
Mr Ansbro & Mrs Jheeta- Y3SA
Teachers

Mrs Riddiford
Mrs Roberts
Assistant Teachers

Jewellery & Nails

School rules allow children to wear a watch and **one** pair of plain, **small** stud earrings to school. No other jewellery is permitted. **Nail polish on finger and toe nails is not permitted.**

P.E.

P.E. takes place once a week. P.E. kits should be worn to school.

If your child is unable to take part in P.E. because of an injury, or needs to wear a plaster/pumps due to a verruca, then please let their teacher know by writing a note.

Your child will need to come to school on their PE or swimming day dressed in the following:

- shorts (navy blue or black)
- a plain white T-shirt
- trainers and socks (we go outside for P.E. as often as possible)
- a tracksuit top and jogging bottoms for outdoor P.E in cold weather
- girls with longer hair must also bring a bobble to tie hair back

For health and safety reasons earrings must be removed for P.E. In exceptional circumstances (if they have recently been pierced) then they must be taped over. Children not able to remove earrings must bring their own tape in their P.E. kit. Teachers cannot take responsibility for the safekeeping of earrings and watches so it may be wise to leave these at home on a P.E. day.

House Points/Sanctions/Behaviour

We operate a positive behaviour policy in school and this is focused around the award of House Points. Pupils receive House Points for good work, outstanding effort, making a positive contribution etc. House Points are given by all school staff. At the end of the week each class teacher collects the House Points your child has earned into the school spreadsheet. As a whole school, children are grouped into four 'Houses' and the House Points they collect will contribute to the weekly House Total which is published on the weekly newsletter. At the end of each term, the winning House Team members share a celebration activity.

If children are not following class and school rules they are reminded of the correct way to behave. Each classroom has a visual behaviour chart in it, divided into 5 zones. Children who need to be reminded of the correct way to behave may be asked to move their name to a different zone. They can then move back to the 'purple' zone where they have started each day when they are once again working and behaving well.

Water bottles

These should be brought to school already filled with water; they may be refilled in school during the day, if necessary. Please ensure the bottles are clearly named and taken home daily to be cleaned.

Equipment

All the equipment your child requires will be provided by school. Resources that you may have that are relevant to the current topic are always welcomed e.g. books, maps, photographs, artefacts etc. Pencil cases and toys of any kind are not allowed in school.

Arranging to meet with a member of staff

If you wish to arrange an appointment with a member of staff we would be grateful if you would email us to an appointment. Email addresses for staff can be found on the class web page, or you can use the year group email address:

year3@primrosehill.owlcotesmat.org

English

Reading

Children read their school reading book on a daily basis in the classroom. They read out loud to an adult on a set day each week, together with separate whole class reading lessons to support their reading development. Whole Class Reading texts have been selected in line with the topic studied across the curriculum as well as pupils' interests (see the table below for our class readers planned for this year). The teacher supports children by discussing the book in depth. Other activities linked to their reading, such as: comprehension, drama and author studies help to develop a full range of reading skills. Discrete reading lessons are taught three times a week to the whole class, and a range of text types are covered each term.

Year 3 Class Readers
'Sona Sharma, Very Best Big Sister' by Chitra Soundar
'Mr Stink' by David Walliams
'My Funny Family' by Chris Higgins
'Iron Man' by Ted Hughes
'George's Marvellous Medicine' Roald Dahl

Reading Record

Each child has received a reading record that should be brought to school on their specific day to read. This should act as a link between home and school to monitor the progress of children's reading. Please write a comment and date every time you listen to your child read. It is vital that parents continue to listen to their children read at home and ask them questions to ensure full understanding of the text. Your child will read one to one with an adult in class each week on their set day and they will have a chance to change their reading book on a weekly basis. It is important that you help your child with their reading skills by reading and sharing more challenging texts with them. Our 'Read Aloud at Home' books are perfect for this.

Writing

Children write every day in their Challenge Books on a range of topics. At least once a week all children produce an extended piece of writing linked to their learning in English, Science or Topic lessons. Over the year, children will have experience of writing in a wide variety of styles and forms. They will be encouraged to evaluate their own work and edit it to improve it using the Cumulative Re-Read Process.

Spelling

This year we will be following the 'No Nonsense Spelling' lessons focusing on teaching children the spelling rules and patterns. These sessions will be supported by the teaching of the common exception words for each year group which will be available to download from the school website.

Handwriting

Children will be spending time in Year 3 consolidating how to write fluently and neatly using a joined style of writing. They will need to use the correct letter formations in order to join their writing with ease. It is expected that all children will use joined handwriting in all of their work except where print is necessary, e.g. maths and labelling diagrams in science. Presentation of work is very important and there should be no difference between work children have completed in different subjects or in their Learning Log for homework.

Floppy's Phonics

This year, some children in Year 3 will attend catch up interventions with their teacher to address gaps in their phonetic knowledge. Interventions will run three times weekly for approximately 20 minutes per session. We will follow the Floppy's phonics scheme, which uses the well-known characters of Biff, Chip and Kipper from the Oxford Reading Tree series. More information about this scheme can be found on our school's website.

Project X

Following on from floppy's Phonics, Project X is a group reading intervention that looks at supporting children's phonics into reading with a range of engaging texts matched to children's phonic ability. Children will take part in 2 to 3 sessions weekly and this will aim to plug any gaps in their phonic decoding skills in order to allow them to access reading at an age related standard.

Maths

Written Calculation Strategies

Staff in school have put a lot of thought into the calculation strategies and recording methods that pupils should use throughout their time in school. These have been linked to the new curriculum through our use of the White Rose Maths Hub. Following national and local guidelines, we ensure that continuity and progression have been planned for. For this reason, it is very important that parents/carers/tutors adopt the same methods. These may often be very different from the methods parents/carers learnt at school! Please do contact us if you are unsure or have any queries around teaching methods in maths.

Maths Equipment

Whenever possible, we use equipment and apparatus to support the teaching and learning in maths by making abstract concepts real and 'concrete'. From rulers, scales and clocks to measuring cylinders, many of these items are easily found at home and so can be practised in real life situations.

The Maths Timetable

Your child will have a daily maths lesson lasting approximately one hour where children are taught maths skills and how to apply these skills in a range of problem solving activities and maths investigations. In addition to this, children practise their Key Instant Recall Facts during the school day. During these sessions, the children will practise skills such as times tables, calculation strategies or counting. We also use 'Times Table Rockstars' <https://ttrockstars.com/login>.

All pupils have been provided with a username and password. It is crucial that only the child uses their login.

The Internet

On the school website, in the curriculum guidance section, you will find useful leaflets produced to give parents/carers many ideas on how they can support the maths

curriculum in the home environment with straightforward ideas. Also on the website, under the children section, there are many web links to sites that are designed to help your child's understanding of maths.

Mathletics

Mathletics is a fantastic online resource that all pupils can access at school or at home. It is sometimes used in school but is primarily aimed at home usage. It allows children to learn, practise or revise most aspects of the maths curriculum taught in school. There will be minor differences in terminology or content of the website and the school maths curriculum but they do not prevent it being a hugely successful and enjoyable resource. In Year 3 it is likely to be a resource that they use independently but observing them occasionally would be informative and allow productive 'maths conversations' to be had. All pupils have been provided with a username and password which they must keep secret.

Reading Plus

Reading Plus is an online reading resource that can be accessed at school and at home. It is primarily aimed at home usage. It allows children to complete 'see reader' sessions which test the children's fluency, inference and vocabulary at the end of a reading session. Each 'see reader' session should take around 20 minutes. In Year 3 it is likely to be a resource that they use independently but observing them occasionally would be informative and allow productive 'reading conversations' to be had. All pupils have been provided with a username and password which they must keep secret.

ICT at School

ICT is used to support teaching and learning throughout the school day, using a very wide range of software and hardware. There will be lessons which are specifically focusing on the development of ICT skills but the vast majority of the use will be cross-curricular. Classes in Year 3 are timetabled to have access to the ICT suite once a week to support their learning of the curriculum.

Our ICT suite allows the whole class to use it and gives each pupil their own PC to work at. This results in them having far greater time actually using ICT hardware and software and therefore improving their skills. We are always investing in new technology to ensure that our children will be prepared for life in 'the real world.' I pads are also used within the classroom to enhance learning wherever possible.

In KS2 we also deliver the ICT curriculum through enrichment afternoons. This allows our children to access equipment in far smaller groups so as to allow even greater levels of participation.

ICT At Home

School Website (Class Web Pages)

This has many useful links to sites that can help pupils with homework tasks or just for fun. Each class has its own class web page where we try to include as many photos and examples of the learning that takes place in each of the classes, so keep looking at our class pages to see what we have been learning about. We also try to include information that we hope parents will find useful.

The website address is: <https://www.pudseyprimrosehill.co.uk/>

E-Safety

We invest large amounts of time and money ensuring that our pupils only encounter online content that is appropriate to view and use. We do however throughout the year make all pupils aware of 'e-safety' and the important role they have in maintaining it as well as being safe online. We remind parents that many social networking sites such as Facebook and TikTok cannot legally be used by children aged under 13.

Homework/Learning Logs

Children will be set tasks regularly on Mathletics and Reading Plus to complete at home. The expectation will be a minimum of two twenty minute sessions a week at home.

A learning log will be sent home once a half term and will be linked to the knowledge organiser for that specific topic.

What is a Learning Log?

A Learning Log is an opportunity for children to extend and consolidate their learning in the classroom.

It encourages children to be creative and independent.

It encourages children to be actively engaged in their own learning and take pride in their work.

Learning logs encourage a partnership between home and school.

They should be a personal reflective journal for the child to record their knowledge and understanding in whichever way they feel is most helpful.

They can be a useful revision tool

As learning logs are personalised, there is no right or wrong way to approach a task.

Learning logs are 'inclusive' and cater for all abilities and learning styles.

They are child-directed, rather than teacher-directed and so give children 'ownership'.

Children can be as creative and imaginative as they like (e.g. models, drawings, ICT presentations, video diaries etc are all acceptable forms of completing Learning Log tasks).

Learning logs are an assessment tool for teachers.

There will be time during school for children to review and discuss their work.

Learning logs will be given a high profile in school and we will regularly celebrate children's good work and effort.

Children who do not have access to a range of resources at home (e.g. internet, printer, camera, felt pens) will be given an opportunity to carry out their work during a lunchtime club. Please let your child's teacher know if you would like them to attend as spaces are limited.

Questions to ask your child when reading- Year 3/4

Before reading the book:

- Can you predict from the title or cover what the story is about?
- Using the blurb can you add to your prediction about what the story will be about
- Does the front cover, title or blurb give you any questions about what you are going to read?

During the reading of the book:

- Have you read a word you don't understand?
- What does the word _____ tell you about how _____ is feeling?
- Why might the author have chosen this word and what impact does it have on the reader?
- How has the author made the story happy, exciting, scary etc what words have they used?
- Using what you have read can you tell me why _____ feels like _____?
- What do you think will happen to _____ and why do you think this? (Use text to help)

Questions to ask your child when reading- Year 3/4

During the reading of the book continued:

- Can you tell me _____, where did you find this?
- How can you tell that _____ is a friendly/nice/evil character?
- Why does _____ do _____ can you use the text to help you answer the question?

At the end of the book:

- In three sentences can you summarise the story?
- What were the main themes in the story?
- Did you like the text and why/why not?
- What effect has the text had on you and why?
- If you were to carry on the story what would happen to _____ and why?

LKS2 Statutory words

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	