

A row of seven 3D, stylized human figures holding up large, colorful letters that spell out 'WELCOME'. The letters are red, orange, yellow, light green, and dark green. The figures are white with simple features.

WELCOME

Welcome to Year 3!

A string of seven colorful paper flags hanging from a thin white line. Each flag has a letter on it, spelling out 'WELCOME'. The flags are red, pink, yellow, light green, red, purple, and yellow. Small wooden clothespins are used to hold the flags to the string.

WELCOME

# Who's who in Year 3?

**3RR Curie – Mrs Reid (teacher) with Mrs Geary (TA)**

**3HB Darwin – Miss Bethel (teacher) with Mrs Moore (TA) and Mrs Sietnik (TA)**

**3GT – Mrs Turner (teacher) with Mrs Gordon TA)**

**Team Leader for Year 3 and 4 – Julie Wilmot**

**Meet The Staff**

# Year 3 Welcome meeting.

**Our aims are:**

**to help your child make a smooth transition between KS1 and KS2**

**to inform you about the routines and expectations in Year 3**

**to give suggestions for how you could support your child in their learning**

# Communication between school and parents

- In Year 3 children we do not communicate with parents through class dojo.
- If you need to speak to one of us the best thing to do is either catch us on the door in the morning if it's a quick query, or email or phone the office and someone will forward your email to the relevant member of staff or ring us and let us know.
- We will always try to get back to you as quickly as we can at a time when we are not teaching the children.

# **Trips, visits, money etc**

- **Mrs Monaghan our office manager has asked us to pass on the following information**
- **Parentpay accounts have an archive and all letters and information is sent out on this to you. Please try to consult this before ringing the office for information**
- **She also suggested the school website as a good source of information and there is lots of information to support parents and children.**
- **Thank you.**

# KS2 Timetable changes compared with KS1

Break time is at 11.00am until 11.15am

Lunch time 12.30pm – 1.30pm

Children will need their own healthy snack for break time in Key Stage 2. Please name their snack box with their name and class.

They are not provided with fruit in KS2.

Children need a water bottle in school with their name on.  
**This applies particularly to 3RR which does NOT have a water fountain!**

# Year 3 Curriculum

- **Core subjects- Literacy (including Spag and Guided Reading), Numeracy, Science and Computing**
- **Foundation Subjects - Topic (Geography and History), P.E, R.E, D.T, P.S.H.C.E, Music, French and Art.**
- **During Year 3 we will be going swimming (usually in the summer term) and learning how to play the recorder**

# This term's Topic



- Topics change each term and provide the focus for Literacy and Topic work
- This term we are looking at Pre-Historic Britain to find out about what life was like at this time
- In Science we will be finding out all about healthy eating, the skeleton and muscles and then we will look at Rocks and Soils
- We will do lots of investigating!
- You will find more details of what we will be covering, in the curriculum statements on our website

# This term's Topic

- **HHPS offers all children a creative approach to the curriculum across both key stages.**
- **This means, that where possible, subjects will be linked in with each other to give children a greater understanding and interest in what they are learning.**

Equipment needed



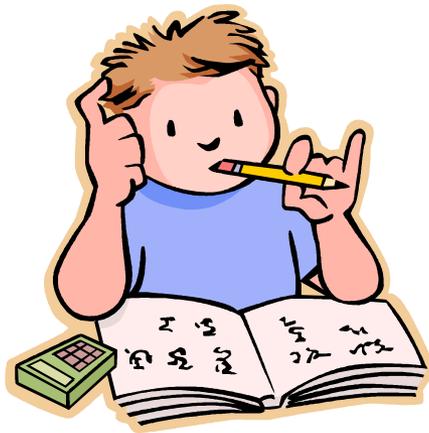
# What does your child need for P.E?

- PE is on Tuesdays and Wednesdays, but days can change so please make sure kit is in all week
- Children need complete P.E. kit including black shorts, plain white T shirt or one with a school logo on, plain black tracksuit bottoms, a plain black sweatshirt or tracksuit top and appropriate trainers or pumps

# Safety in PE lessons

- **NO jewellery to be worn for P.E. lessons – please take earrings out as we are not supposed to use micropore tape anymore**
- **If children are wearing earrings to school, they must be small studs! Nothing dangly or hoops.**
- **Please ensure hair is tied back**
- **Please make sure that all school uniform, P.E. kit and equipment is named and in school all week as the timetable can change!**

# Homework



# What do Year 3 children do for homework?

- Children should be reading frequently at home. Their reading record needs to be signed and dated to say what pages they have read
- Ask your child questions about the text to check their understanding
- Children need their reading book and reading record in school everyday. Some children will be target readers and they will be heard when there are opportunities to do so. Everyone will do guided reading during the week.
- Books are changed by the children themselves when they finished, to encourage independence. Talk to us if this is not happening

# What do Year 3 children do for homework?

- Homework is set on a WEDNESDAY and is due in on the following MONDAY. Children are set a piece of Maths (grey book) and Literacy (big pink book) or Topic or Science work each week
- Spellings are tested weekly and come home on a half termly spellings sheet
- Times tables and related division facts will be tested when there are small pockets of time at school to do so

# Possible problems and worries

- If your child has difficulty with any homework task please do not hesitate to ask their teacher for advice straightaway
- There is no need for your child to spend hours on any task! If they have spent some time and have not finished you may feel it appropriate to stop them and write a note to their teacher in their book. Homework should reflect or consolidate what the child is doing at school and needs to be given in on time (Monday) to give us a chance to mark it before we give out the following week's homework.
- We thank you for your support with your child's homework and with the regular short reading sessions and learning spellings at home

# Reading

- In school we have guided reading sessions
- Targeted children will have one to one reading opportunities
- Children will read texts within lessons and will have regular guided reading/text detective sessions with the teacher to make sure they can unpick and understand different text extracts. There are many opportunities to read within lessons.
- Children are given the independence to choose their own reading books within a book band colour given by their teacher. These bands were passed to us by your child's previous teacher.

# Reading continued

Please try to read with your child every day. It is not just about reading the words but understanding the text too.

**Little and often is best i.e. 5 to 10 minutes a day**

If your child is reading their own book they can write in their reading record the pages they have read.

# What if my child is struggling with the book they are reading?

**Are they using picture cues/diagrams/  
illustrations to help?**

**Praise their effort.**

**Don't be afraid to take over and read to  
them to show them what a sentence or  
some speech sounds like.**

**Talk to the class teacher or write in the  
reading record diary to communicate any  
concerns.**

# As your child begins to develop as a reader:

- ❖ Allow them re-read favourite books over and over again
- ❖ If they don't want to read the whole book, take turns
- ❖ If they make a mistake try to work out the word together and see if the sentence makes sense, then re-read the sentence
- ❖ Children's reading development is not always predictable
- ❖ Keep reading *to* them – everyone loves a story!
- ❖ Let them see you reading for pleasure

# Numeracy

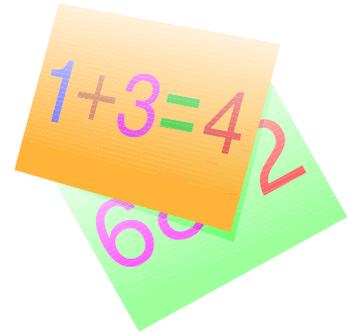
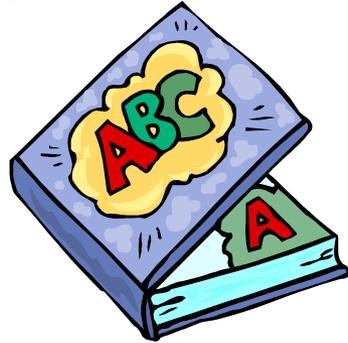
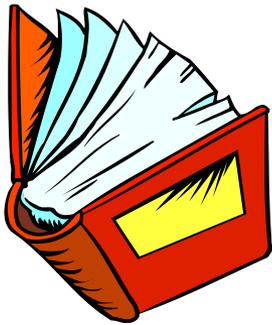
- As well as covering the Year 3 curriculum we focus on times tables and your child will have a password and username given to them to play TT Rockstars to support them with this.
- Children are expected to know all times tables and division facts by the end of Year 4 according to the National curriculum and as part of this they will work towards earning Gold, Silver and Bronze tables awards and badges.
- Children have problem solving opportunities in lessons to use and apply their skills too.
- All work is differentiated to suit the needs of your child

# Literacy

- We teach different techniques to enhance writing.
- We have regular independent writing sessions.
- We have dedicated Grammar and Phonics lessons (Spag).
- We have weekly Spelling tests and awards are given for full marks.
- We explore and write a wide range of genres
- Literacy lessons are linked to our topic where possible.

# Meeting your child's

## needs



# Will my child manage the work?

- **Just as in KS1 we make sure that challenges and activities are differentiated to meet your child's needs, either by task, by level of support or by expected outcome.**
- **We are constantly informally assessing your child's progress, to make sure appropriate challenge or support is given. The first few weeks are about settling in happily**

# Safeguarding

- **Safeguarding**
- **Under the Education Act 2002 (section 175), schools must “make arrangements to safeguard and promote the welfare of children”.**

**We will endeavour to provide a safe and welcoming environment where children are respected and valued.**

- **Schools and their staff are an important part of the wider safeguarding system for children.**
- **Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**
  - **protecting children from maltreatment**
  - **preventing impairment of children’s health or development**
  - **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
  - **taking action to enable all children to have the best outcomes**
- **If you have any concerns about safeguarding or the welfare of any pupil at our school, you can talk with any member of school staff. We also have four key contacts who lead on Safeguarding.**

## Safeguarding Single Point of Contact (SPOC)



**Andy Lyons** - Headteacher Designated Safeguarding Lead Prevent Lead

A Single Point of Contact (SPOC) is a person serving as the coordinator or focal point of information concerning Safeguarding, including PREVENT issues. A SPOC is used in many cases where information is time-sensitive and accuracy is important.

Andy Lyons is the Single Point of Contact  
In his absence contact Amanda Christophi or Emma Davies



**Amanda Christophi**  
Assistant Headteacher  
SENDCo  
Designated Safeguarding Lead



**Emma Davies** – SENDCo  
Deputy Designated Safeguarding  
Lead Domestic Abuse Lead



**Duncan Milner**  
Online Safety Lead



**Christian O'Brien**  
Governor Safeguarding Lead

# And finally.....

- Children will be issued with a Chromebook and passwords and usernames for educational games and activities as and when they are allocated
- Please do not change these at home and stress they are for them only – we keep a record of these
- Please come and talk to us if you have any worries or concerns
- We want to make sure that your child is happy and successful in Year 3
- We have provided a list of useful websites for you and your child
- Thank you

