

Parent Information Booklet



**Year 3
2022-2023**

Please keep this booklet to refer to throughout the year.

Parsloes Primary School

WELCOME TO YEAR 3

Dear Parents/Carers,

We would like to welcome you and your child to Year 3 and we look forward to working with you in the coming year. We work hard to ensure that the children experience a smooth transition from Key Stage One to Key Stage Two. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 3 and excel in all that they do.

Kind regards,

Year 3 teachers – Mr Johnson (Oak) and Ms Gooding (Elm)

Phase Leader for Years 2, 3 and 4 – Miss Ghouse

Assistant Headteacher – Miss Lipman

Our Vision

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

Curriculum Intent



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

Year 3 - Reminders to Parents

Attendance and Punctuality

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

Reading

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least three times each week. Please take the time to also question your child about the books that they are reading to you.

Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

Uniform

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety. Children should not wear jewellery in school, except from small studs if they have their ears pierced.

Water

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

Break times

Each class has access to a range of playground toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

PE

Children should bring their PE kit into school in a PE bag. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Elm – Wednesday and Thursday

Oak – Tuesday (some weeks Friday morning) and Wednesday

Art Shirts

Please can you provide your child with an old shirt to be used during Art lessons.

Library

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

Oak's Library Slot – Tuesday

Elm's Library Slot - Friday

Curriculum

Our theme for the first half term is 'Deep in the Jungle'. Further updates will follow throughout the year. Please refer to the parent overviews for more information.

Mobile Phones

Mobile phones are not allowed in school.

How to support your child in Year 3

- Read with your child every day and ask them questions about the story.
- Help your child to complete their homework – set every Friday and due the following Wednesday
- Weekly times table practice to prepare them for the National Times Table check in Year 4
- Practise the spellings which your child will come home from school with, including the Year 3 and 4 spelling list (see below)
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.

<u>Crimson</u>	<u>Ochre</u>	<u>Gold</u>	<u>Emerald</u>	<u>Cobalt</u>	<u>Cerulean</u>	<u>Lavender</u>
early	arrive	woman	answer	surprise	forward	eight
learn	extreme	women	quarter	promise	forwards	eighth
earth	complete	island	strange	purpose	address	weight
heard	consider	believe	remember	suppose	busy	height
heart	continue	though	potatoes	probably	business	caught
group	describe	although	natural	pressure	length	naughty
often	different	through	actual	appear	strength	library
history	difficult	thought	actually	disappear	straight	February

PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, www.premierschoolwear.co.uk.

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

COMPULSORY UNIFORM

BOYS

Grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Plain grey socks
Plain black **shoes (NO Trainers)**
No dyed hair or shaved fashion hairstyles

GIRLS

Grey pleated skirt or grey tailored trousers
White school polo shirt (with Parsloes motif)
Red school sweatshirt (with Parsloes motif)
Grey tights
White socks
Plain black **shoes** (flat heel with a back, **NO Trainers**)
Red or white hair accessories
No dyed hair or shaved fashion hairstyles

BAGS

Parsloes Book Bag only

Please do not send your child to school with any other bags, handbags or back packs.

OPTIONAL SUMMER UNIFORM (from April to October)

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

PLEASE NOTE:

All cardigans and sweat shirts must have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and BLACK. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

Children coming into school with the incorrect uniform will be asked to change.

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.

Curriculum Overview – English

<p style="text-align: center;"><u>Autumn 1</u></p> <p><u>Narrative 1</u> Text: 'Otherwise' – BFI short film Genre / Plot Structure: Conflict and Resolution</p> <p><u>Poetry 1</u> Text: 'The Magic Box' by Kit Wright</p>	<p style="text-align: center;"><u>Autumn 2</u></p> <p><u>Narrative 2</u> Text: 'Stone Age Boy' by Satoshi Kitamura Genre / Plot Structure: Portal Story</p> <p><u>Non-Fiction 1</u> Text: 'Stone Age Boy' by Satoshi Kitamura Genre / Plot Structure: Information Report</p>
<p style="text-align: center;"><u>Spring 1</u></p> <p><u>Non-Fiction 2</u> Text: 'Cloudy with a Chance of Meatballs' by Judi Barrett Genre / Plot Structure: Persuasive Advert</p> <p><u>Non-Fiction 3</u> Text: 'Cloudy with a Chance of Meatballs' by Judi Barrett Genre / Plot Structure: Persuasive Letter</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p><u>Narrative 3</u> Text: 'Gregory Cool' by Caroline Binch Genre / Plot Structure: Adventure</p> <p><u>Poetry 2</u> Text: 'The Sound Collector'</p>
<p style="text-align: center;"><u>Summer 1</u></p> <p><u>Narrative 4</u> Text: 'The Story of Tutankhamun' by Patricia Cleveland-Peck Genre / Plot Structure: Diary Entry</p> <p><u>Non-Fiction 4</u> Text: 'The Story of Tutankhamun' by Patricia Cleveland-Peck Genre / Plot Structure: Newspaper Report</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p><u>Narrative 5</u> Text: 'The Iron Man' by Ted Hughes Genre / Plot Structure: Character Description</p> <p><u>Narrative 6</u> Text: 'The Iron Man' by Ted Hughes Genre / Plot Structure: Overcoming the Monster</p>

Curriculum Overview – Themes

Autumn 1

Deep in The Jungle



Autumn 2

Stone Age Detectives



Spring 1

Come Dine With Us



Spring 2

Totally Tropical



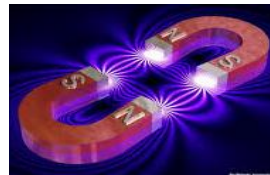
Summer 1

Tombs and Treasure



Summer 2

Feel the Force



End of Year Expectations – Writing

By the end of Year 3, a child of expected standard will meet the following criteria:

Organises paragraphs around a theme.
Creates characters, settings and plot.
Proof-reads work for spelling and punctuation errors.
Uses 'a' and 'an' according to whether the next word begins with a vowel or a consonant e.g. an apple, a bear.
Uses conjunctions to express time, place and cause.
Uses inverted commas to punctuate direct speech.
Uses headings and sub-headings where appropriate.
Uses the present perfect form of verbs e.g. 'He has gone out to play.'

End of Year Expectations – Reading

By the end of Year 3, a child of expected standard will meet the following criteria:

Develops positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks;• using dictionaries to check the meaning of words they have read; and• identifying themes and conventions in a wide range of books
Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Understands what they have read independently by: <ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and• predicting what might happen from details stated and implied.
Retrieves and records information from nonfiction.

End of Year Expectations – Maths

By the end of Year 3, a child of expected standard will meet the following criteria:

Counts in multiples of 4, 8, 50 and 100.
Works out if a given number is more or less than 10 or 100.
Recognises the place value of each digit in a three-digit number (hundreds, tens and ones).
Adds and subtracts numbers mentally including three digit numbers.
Recalls and uses multiplication and division facts from the three, four and eight times tables.
Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
Counts up and down in tenths, recognises that tenths arise from dividing an object into 10 equal parts and divide one-digit numbers or quantities by 10
Recognises, find and write fractions of a discrete set of objects.
Recognises equivalent fractions using diagrams.
Measures, adds and subtracts length, volume and mass.
Adds and subtracts amounts of money to give change, using both £ and p in practical contexts.
Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks.
Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn and identifies whether angles are greater than or less than a right angle.
Interprets and presents data using bar charts, pictograms and tables.

Year 3 Curriculum Overview

YEAR 3		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English	Deep in the Jungle	Otherwise, The Magic Box, The Jungle Book & Elephants Conflict and Resolution & Poetry Reading: Retrieval and vocabulary	Stone Age Boy & The Pebble in My Pocket Portal Story & Report Reading: Vocabulary and inference	Cloudy with a Chance of Meatballs & Lunchbox Persuasion Reading: Sequencing, summarising and retrieval	Gregory Cool & Hot Like Fire Adventure story & Poetry Reading: Inferences, performance poetry	Egyptian Cinderella & The Story of Tutankhamun Diary entry & Newspaper report Reading: Retrieval, identifying themes and links	The Iron Man Character Description & Overcoming the Monster story Reading: Recap of all skills covered in Year 3
		Number Number and Place Value Addition and subtraction	Number Addition and subtraction Multiplication and division	Number Multiplication and division Measurement Statistics	Measurement Number Fractions	Number Fractions Measurement Geometry Properties of shapes	Measurement Mass Capacity
Science	Plants What are the functions of the different parts of plants?	Rocks How can we compare and group different rocks and soils?	Animals inc. Humans Why do animals and humans have skeletons and muscles?	Light Where does light come from? How are shadows formed?	Forces and Magnets What is a magnet? Which materials are magnetic?		
History		Stone age to Iron Age What was it like to live in prehistoric times?					
Geography	Locational Knowledge What are the characteristics of South America?			Place Knowledge / Human & Physical Geography How does the UK compare to Trinidad and Tobago?	Early Civilizations What did the Ancient Egyptians believe?		
Religious Education	Judaism How do Jews celebrate at home and at the synagogue?	Symbols and Sayings What is the significance of 'light' in religions?	Symbols and Sayings How did Jesus and Buddha make people think?	Hinduism How and why do Hindus celebrate Holi?			
Computing	Digital Literacy & Research How can we present information we find online?	Data How do we create, filter and sort a branching database?	Multimedia How can we effectively combine text and images to create a menu?	Communication How can we send an email and attachment safely?	Programming How can we include a simple loop in your algorithm using Crumble kits?		
Art	Painting How do we create a rainforest in the style of Rousseau?	Painting How do we create a cave painting?		Collage How do we create a Caribbean landscape in the style of Matisse?			
Design & Technology			Cooking and Nutrition/Structures How do we design, make and package a healthy wrap?		Electrical Systems How do we make the Iron Man's eyes light up?		
PSHE	Jigsaw: Being Me in the World	Jigsaw: Dreams and Goals	Jigsaw: Celebrating Difference	Jigsaw: Healthy Me			
Physical Education	Ball Skills: travelling and dribbling (Football) Jungle Dances: perform dances using simple movement patterns	Ball Skills: passing with hands (Basketball) Gymnastics: travel and balance	Ball Skills: travelling and dribbling (Hockey) Gymnastics: travel and balance	Ball Skills: striking with equipment (Tennis) Caribbean Dance: perform dances using simple movement patterns	Athletics Ancient Egypt Dance: perform dances using simple movement patterns.		
Music	Charanga / Drumming How can we explore R&B music?	Charanga / Drumming How can we develop our glockenspiel skills?	Charanga / Drumming How can we write lyrics linked to a theme?	Charanga / Drumming How is music different around the world?			
Spanish		Language Angels Phonetics I&2 I'm Learning Spanish	Language Angels Animals		Language Angels Fruits		



Year 3 Times Tables

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



Deep in the Jungle



Year 3 – Autumn Term 1

Curriculum Core Text



The Jungle Book (Ladybird Classics) by Rudyard Kipling and Gallia Bernstein

English – TalkForWriting

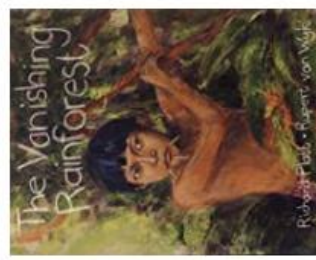
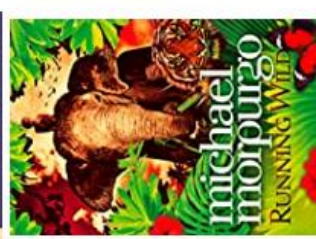
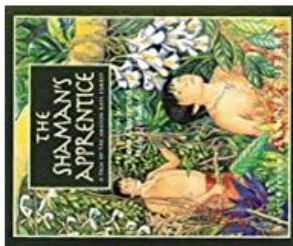
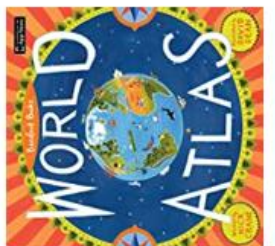


Text: Otherwise by Anders Artig (a short film)

Focus: We will be writing a conflict and resolution story

Key Vocabulary: approach, miserable, threaten, courageous, admire, overjoyed

Recommended Reads



Autumn Term 1 Overview



Entry Point – Animal collages and chameleons for whole class display

Science – nutrients, growth, investigation, temperature.

This half term children will be investigating different materials for sustainable growth of plants. Which variables affect its growth and how to properly look after plants.

Key questions: What do you predict will happen if plants have no sunlight?

No leaves? Used sand or other materials instead of soil?

Activity: Can you research what plants are used for in the rainforest?



PE – High, low, stretch, travel, turn, skip, bounce

The focus this half term will be travelling using levels, turns and balances to create a pattern.

Key questions: How can you move about? Different high/low/s?

Activity: Explore different ways you can move.



PSHE – Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledgement, Affirm

This half term children will learn about being positive, self-worth and valuing themselves and getting on with others and acknowledging others achievements.

Key questions: How do I fit into the world around me?

Activity: Keep a journal about your achievements and what helps you stay positive.



Geography – county, country, town, coast, physical features, human features, mountain, river, climate, of latitude, longitude, equator, northern and southern hemisphere

This term we will explore the similarities and differences of the human and physical geography of the UK and the Amazon Rainforest. Using maps and atlases we will locate northern and southern hemispheres and learn about climate zones and biomes.

Activities: Find out about animals that live in the rainforest and make a collage of your favourite.

Key questions: Which countries have I visited in the

world? In the UK? How were they the same/different?



RE – Rosh Hashanah, Sukkah, Shabbat, Rabbi, Synagogue

This half term, children will learn about how people in the Jewish faith celebrate. Children will explore and identify artefacts used in Jewish celebrations and compare how other world faiths celebrate.

Key Questions: How do Jewish people celebrate? What do they call New Year celebrations?

Activity: Can you create an invitation to a Jewish celebration with the location, foods and songs? Can you create a New Years card for people in the Jewish faith?



Computing – Digital device, input, output, process, Program, Network switch: (a device that enables multiple devices on a network to be connected with each other) Server: (a computer that manages the network and stores files) Wireless access point (WAP): (a device, connected to a wired network, that sends and receives wireless signals for/from devices with WIFI connectivity)

Year 3 will be looking at improving their Digital Research and Literacy. We will be learning how networks work in the wider world and looking at various input and output digital devices.

Key Questions: What devices in your home have a wireless access point (WAP)?

Activities: Use your computing skills to research your favourite author/artist/jungle animal



Art – shade, primary, tint, colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone

This half term, children will be painting and exploring the work of artist Henri Rousseau. We will learn to use different brush techniques to create texture, shape, pattern and lines. We will also learn how to mix colours and add finer details to our work.

Key questions: What artists do I know?

Why did Rousseau paint a lot of animal and tropical forest scenes?



Activities: Visit an art gallery or take a virtual tour.

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

Exit Point – Class Assembly