



# Meet the Teacher

## Year Three



# Meet the Team

**Oak Class**

**Mrs Haque**



**Elm Class**

**Mr Cornelius**



**Mrs Noyce**



**Mrs Toma**





# Vision

**At Parsloes, our curriculum is built around...**





# School Priorities 2025-2026



1. To raise standards in writing to ensure attainment is in line or above national expectations.

Our focus for this year will include improving pupil handwriting and spelling.

2. To expertly re-design our Key Stage 2 reading curriculum.

Our focus for this year will be to enable pupils to develop a secure, deep and fluent knowledge, alongside a love of reading. This will ensure a seamless approach from our reading in KS1 to KS2.

3. To develop our approach to parental engagement.

Our focus for this year will be to develop a closer working relationship with parents to ensure pupils are best supported to reach their full potential.



# **Parsloes Safeguarding Team**

*If you have a concern about a child please see a member of the team*

*Designated Safeguarding Lead (DSL) – **Mrs Deville***



*Deputy Designated Safeguarding Lead (DDSL) – **Mrs Basri***



*SLT Safeguarding Team: Mrs Pearce / Miss Lipman / Miss Rehling  
Our Safeguarding Governor is **Richard Hunter***







# Home / School Agreement

Our home school agreement is available on our website. This is signed by  
all parents / carers at enrolment

## Parsloes Primary School

### Home School Agreement



At Parsloes, we are respectful, understanding and  
with a positive attitude towards life, we aspire to  
achieve well here and beyond.

At Parsloes Primary School we aim to deliver a curriculum that is broad, balanced  
and based on developing all pupils' knowledge, skills and understanding across a  
range of subjects. We are determined that all children succeed and reach high  
standards and believe in a rich curriculum that is engaging for all.

#### **All members of our school community promote and display our school values.**

Being <b>R</b> espectful:	Acting with integrity and consideration
Being <b>U</b> nderstanding:	Demonstrating empathy
Being <b>P</b> ositive:	Learning to persevere and developing resilience
Being <b>A</b> spirational:	High expectations of what we can achieve

#### **The School**

##### **We will:**

- Work towards every child achieving his or her full potential as a valued member of the school community.
- Promote high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Ensure that all children have access to a broad and balanced curriculum.
- Set, mark and monitor class work and homework in accordance with the school's policies.
- Inform families of the broad curriculum areas to be covered each term.
- Ensure our website keeps families up to date with school policies, curriculum information and class blogs.
- Let families know of concerns or problems that affect their child's work or behaviour.
- Contact the family if there is a problem concerning a child's attendance, punctuality or uniform.
- Ensure regular opportunities for parents / carers to discuss their child's progress.
- Arrange mutually convenient appointments should families wish to discuss their child.
- Consider the welfare and safety of all pupils and provide a safe and effective learning environment.

**Headteacher's signature** \_\_\_\_\_

#### **The Parent / Carer**

##### **I will:**

- Support the school and its policies.
- Support my child's education by ensuring homework is completed and handed in on time.
- Ensure my child attends school every day and is on time.
- Collect my child from school / clubs on time.
- Ensure that my child attends school wearing full school uniform and footwear in line with school policy.
- Ensure my child has the correct PE kit and footwear in line with school policy.
- Support the school in maintaining good behaviour and discipline in line with school policy.
- Ensure the school has up to date contact details.
- Keep my Parent Pay account in credit.
- Attend Parental Consultations and discussions about my child's progress.
- Notify the school of any change in home circumstances which may affect my child's learning behaviour.
- Be considerate of all members of the school community. This includes pupils, parents, staff, governors, friends and neighbours of the school.
- Park considerately outside the school and not in a way which might endanger children and inconvenience others.
- Ensure that if my child brings a mobile phone to school (Years 5 & 6 only) they follow the school procedure

I have read and understood this Home School Agreement and agree  
with policies of the school.

**Parent signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# School Uniform

To purchase the uniform, including the P.E. Kit, book bags etc. please visit Premier Schoolwear's website [www.premierschoolwear.co.uk](http://www.premierschoolwear.co.uk) Uniform can be purchased and either delivered to your home or school. If you require any additional information, please speak to the school office.

## COMPULSORY UNIFORM

### **BOYS**

Grey tailored trousers  
Plain white polo top (with collar)  
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  
Plain white polo top (with collar)  
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

### **NURSERY**

Children in the nursery are required to wear plain black jogging bottoms, a plain white polo top (with collar) and a red school sweatshirt (with Parsloes motif).

Well-fitting non-slippery shoes like trainers worn with socks.  
No shoes with laces should be worn until your child can tie them independently.

### **BAGS**

Parsloes Book Bag only. Please do not send your child to school with any other bags, or back packs.



# School Uniform

## 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.

The only jewellery pupils may wear are studs in pierced ears. These need to be removed by the child for all PE lessons (it may be 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 for the following day.

## COMPULSORY P.E KIT

Red shorts (not cycling or Bermuda)  
Plain white round necked T-shirt  
Black plimsolls

Plain black track suit bottoms & 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.





# General Information

- Wrap around Care – see a member of the Office staff for more information
- Morning club – 7.30am – £4.50
- Lunch – healthy lunch only. No chocolate, fizzy drinks, no peanut products
- Snacks – Fruit (not provided)
- Water bottles
- Behaviour / reward systems



# Attendance and Punctuality

- Gates open in the morning at 8.40am. Please walk your child around to their entry gate where they will be met by a member of staff.
- School finishes at 3.15pm (Year 3) and children are collected at their exit gate.
- Regular attendance is crucial for your child to settle and achieve well in school. The most important lessons happen first thing in the morning.
- The gates close at 8.50 – after that time your child is late for learning.



# Communication



- We will mainly communicate through the method of ParentMail. This means you need to ensure that you have signed up to this, so you receive all relevant information for your child/children.
- We do not take cash as a school, so all payments need to be done on ParentPay.
- Please contact the school office if you are having difficulty with either of these.





# Website

Our Website includes important information about our school and curriculum. We have a weekly newsletter for additional information that includes weekly posts from each year group.

[www.parsloesprimary.co.uk](http://www.parsloesprimary.co.uk)



# Phonics and Reading



Proud to be  
a Little Wandle  
Champion School

We meet the Little Wandle 16 Standards  
of Excellence and share our best practice  
with other member schools

- Early morning reading sessions daily 8.40 – 9am
- Fluency – reading groups
- Comprehension
- Accelerated reader - quizzing





# Writing

## Year 3 Everyday Writing Toolkit

I can form and join my letters correctly



I can use the correct punctuation: . A ? ! " " , ...

I can proofread my work independently



I can use exciting language to engage the reader

I can use a range of conjunctions to extend my sentences

<p><b>Autumn 1</b> <b>Deep in the Jungle</b></p> <p><b>Otherwise</b> Text: 'Otherwise' – BFI short film Genre: Conflict and Resolution story Focus: 5-part story structure Grammar Focus: paragraphs; time conjunctions; adjectives for emotion Hot Task: A story set in the jungle where a character has a problem to overcome</p> <p><b>The Magic Box</b> Text: 'The Magic Box' by Kit Wright Genre: Poetry</p>	<p><b>Autumn 2</b> <b>Stone Age Detectives</b></p> <p><b>Stone Age Boy</b> Text: 'Stone Age Boy' by Satoshi Kitamura</p> <p>Genre 1: Portal Story Focus: setting description Grammar Focus: expanded noun phrases; use of (fronted) adverbials to express place; prepositional phrases for place Hot Task: character goes through a portal into an imaginary world</p> <p>Genre 2: Non-Chronological Report Focus: formal writing tone Grammar Focus: headings and subheadings; conjunctions to explain and add detail Hot Task: A report about the Stone Age</p>	<p><b>Spring 1</b> <b>Come Dine With Us</b></p> <p><b>Cloudy with a Chance of Meatballs</b> Text: 'Cloudy with a Chance of Meatballs' by Judi Barrett</p> <p>Genre 1: Persuasive Advert Focus: Understanding persuasive language Grammar Focus: Conjunctions (if, when) Hot Task: An advert for the product made in DT</p> <p>Genre 2: Persuasive Letter Focus: Letter writing style; formal tone Grammar Focus: Rhetorical questions; conjunctions to persuade (if/when/so), paragraphs Hot Task: A persuasive letter about healthy lifestyles</p>
<p><b>Spring 2</b> <b>Totally Tropical</b></p> <p><b>The Sound Collector</b> Text: 'The Sound Collector' by Roger McGough Genre 1: Poetry</p> <p><b>Gregory Cool</b> Text: 'Gregory Cool' by Caroline Birch Genre 2: Adventure with a Finding Plot Focus: using dialogue Grammar Focus: using and punctuating direct speech, paragraphs, time conjunctions/adverbials Hot Task: An adventure story where a character finds something unusual</p>	<p><b>Summer 1</b> <b>The Wild Robot</b></p> <p><b>The Wild Robot</b> Text: 'The Wild Robot' by Peter Brown</p> <p>Genre 1: Character Description Grammar Focus: noun phrases, precise use of adjectives Hot Task: a description of a familiar character</p> <p>Genre 2: Journey Tale Focus: setting description Grammar Focus: conjunctions, adverbials and prepositions for time, place and cause, noun phrases Hot Task: A character journeys to a new place and faces a problem</p>	<p><b>Summer 2</b> <b>Tombs and Treasure</b></p> <p><b>The Story of Tutankhamun</b> Text: 'The Story of Tutankhamun' by Patricia Cleveland-Peck</p> <p>Genre 1: Diary Entry Focus: Sequencing events; conveying emotion Grammar Focus: use of conjunctions to describe reactions, fronted adverbials, adjectives of emotion Hot Task: diary entry of an archaeological discovery</p> <p>Genre 2: Non-Chronological Report Focus: explaining information clearly Grammar Focus: wider range of conjunctions, headings and sub-headings Hot Task: A report about Ancient Egypt</p>

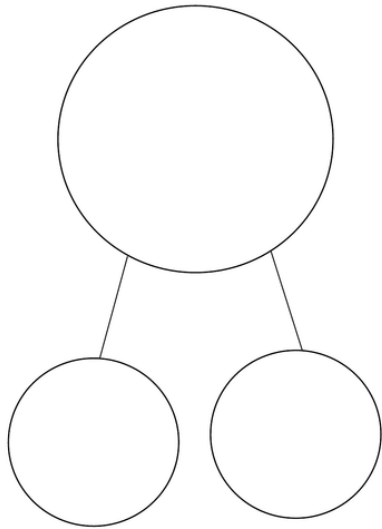


Talk4Writing

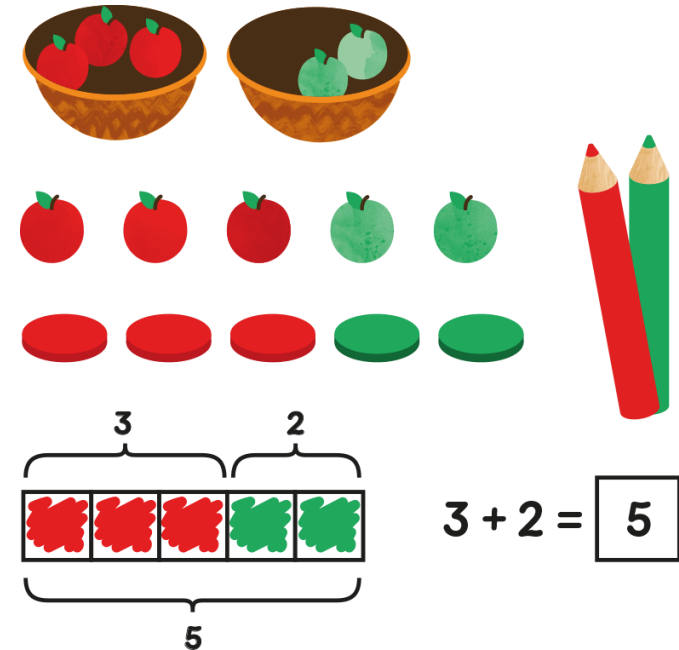


# Maths

- We follow a Maths Mastery approach to deepen understanding.
- In lessons we use a CPA approach to teaching, which involves Concrete resources, Pictorial representations and then we move on the Abstract calculations.



Part	Part
Whole	





# Wider Curriculum

YEAR 3

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



# PE

*We teach PE twice a week. At least one lesson will be taught by a specialist PE coach.*

- PE days
  - Elm – Tuesday and Wednesday
  - Oak – Monday and Tuesday
- No earrings / full PE Kit, including suitable shoes. Children must have a change of top.
- Socks needed if wearing tights.

Children should not wear earrings to school on their PE days and long hair must be tied back.



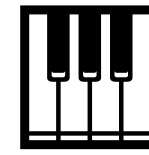
# Homework

- Reading is a priority and children are expected to read a minimum of 5 times a week. Please sign their diary to indicate that you have heard them read.
- Weekly homework set on Friday, returned following Wednesday
- TTRS (Times Tables)
- Creative homework may be set on a half-termly basis
- Homework plans are currently under review. We will keep you up to date with any changes to the above





# Rocksteady Music School



- Weekly music tuition (30minutes) with a range of instruments
- All instruments for lessons are provided (choose from vocals, keyboard, drums, guitar or bass)
- Receive an Ofqual-regulated music qualification at the end of the programme
- Opportunity to learn and perform in a band with your friends
- Lessons take place during the school day
- Everybody is welcome (even if you have no musical experience!)
- End of term concerts for friends and families

Visit [rocksteadymusicschool.com](https://rocksteadymusicschool.com) to sign up



# Extra-Curricular Clubs

- We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds (Reception only), and Homework club.
- We also have a wide range of Sports Clubs including Football, Dance and Multi-sports.
- Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.



# How to Help at Home

## 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.
- Support your child to learn all of their times tables up to 12x12.
- Practise the spellings which your child will come home from school with, including the Year 3 and 4 spelling list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.



Thank you.

Are there any questions?