

Parent Information Booklet



**Year 3
2025-2026**

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 – Mrs Haque (Oak) and Mr Cornelius (Elm)

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.

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

PE Kit 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 – Tuesday and Wednesday

Oak – Monday and Tuesday

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.

Curriculum

Our theme for the first half term is 'Deep in the Jungle'. Further updates will follow throughout the year.

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.

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.
- 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

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
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
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;">Autumn 1 Deep in the Jungle</p> <p>Otherwise Text: 'Otherwise' – BFI short film Genre: Conflict and Resolution story Focus: <u>5-part</u> 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>The Magic Box Text: 'The Magic Box' by Kit Wright Genre: Poetry</p>	<p style="text-align: center;">Autumn 2 Stone Age Detectives</p> <p>Stone Age Boy 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 style="text-align: center;">Spring 1 Come Dine <u>With Us</u></p> <p>Cloudy with a Chance of Meatballs 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 style="text-align: center;">Spring 2 Totally Tropical</p> <p>The Sound Collector Text: 'The Sound Collector' by Roger McGough Genre 1: Poetry</p> <p>Gregory Cool Text: 'Gregory Cool' by Caroline Binch 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 style="text-align: center;">Summer 1 The Wild Robot</p> <p>The Wild Robot 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 style="text-align: center;">Summer 2 Tombs and Treasure</p> <p>The Story of Tutankhamun 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>

Curriculum Overview – Themes

<p><u>Autumn 1</u></p> <p>Deep in The Jungle</p> 	<p><u>Autumn 2</u></p> <p>Stone Age Detectives</p> 
<p><u>Spring 1</u></p> <p>Come Dine With Us</p> 	<p><u>Spring 2</u></p> <p>Totally Tropical</p> 
<p><u>Summer 1</u></p> <p>Wild Robot</p> 	<p><u>Summer 2</u></p> <p>Tombs and Treasure</p> 

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.