

# POWNALL GREEN PRIMARY SCHOOL

## INFORMATION FOR PARENTS



*Love Learning, Love Life!*

### YEAR 3 CURRICULUM

Year Staff Group Team

**3P** - Mrs Seymour Smith & Mr Carroll (*Thursday*)

**3G** - Miss O'Toole

Mrs Sani, Mrs Jones, Mrs Heale, Miss McGahan, Mrs Newsome, Miss Weir and Mrs Dickinson.



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group.

Yours sincerely,

Mrs J. Kersh

Headteacher

headteacher@pownallgreen.co.uk  
Tel: (0161) 439 1105

## DAY-TO- DAY ARRANGEMENTS

### The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am KS2 – 8:40am - 8:50am
Morning register closes	EYFS and KS1 8:45am KS2 – 8:50am
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm KS2 – 1:15pm
End of day	EYFS and KS1 - 3:15pm KS2 – 3:20pm

For this year group:

- **PE days are:** Tuesday (3G), Thursday (3P) and Friday (both)
- **Swimming day:** Summer Term on a Friday
- **Library day:** Thursday (3P) and Wednesday (3G)

### Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

### Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

### Mobile Phones

Children who travel unaccompanied to and from school may carry a phone in case of emergency but once in school, these must be turned off and handed to the class teacher for safekeeping. Phones are returned at the end of the day and should not be switched on until they have left the school campus.

### Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

### Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

## School Uniform

<b>Everything that is brought in to school including all school uniform MUST BE NAMED</b>	
<b>Standard Uniform</b>	<ul style="list-style-type: none"> <li>• Grey pinafore dress / skirt</li> <li>• <i>Gold embroidered sweatshirt / cardigan</i></li> <li>• <i>Short sleeved embroidered yellow polo shirt</i></li> <li>• Grey tights</li> <li>• Grey/white socks</li> <li>• A warm outdoor coat (embroidered fleeces and waterproof coats are available)</li> <li>• Summer dress in yellow/white check</li> <li>• Classic cut grey shorts</li> </ul>
<b>Footwear</b>	<ul style="list-style-type: none"> <li>• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle</li> <li>• Trainers should not be worn.</li> <li>• Wellington boots may be worn to school but children must have their school shoes to change in to.</li> </ul>
<b>Swimming Kit</b>	<ul style="list-style-type: none"> <li>• Swimming trunks or swimming costume and swimming cap (from Y3 upwards)</li> <li>• Towel</li> <li>• Goggles are not required unless there is a medical need</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• <i>T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)</i></li> <li>• Black shorts / cycling shorts / skorts</li> <li>• Black unbranded tracksuit top and bottoms for outdoor PE</li> <li>• Plimsolls/trainers</li> </ul>
<b>Other Options</b>	<ul style="list-style-type: none"> <li>• <i>Brown Book Bag for EYFS/KS1 (optional)</i></li> <li>• Bags need to be small enough to fit in to their locker.</li> </ul>
<b>Jewellery, Hair and Make Up</b>	<ul style="list-style-type: none"> <li>• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons.</li> <li>• If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape.</li> <li>• A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology.</li> <li>• Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face.</li> <li>• Children should not wear make-up and should not have their nails painted. They should not wear false nails.</li> </ul>
<b>Sun protection</b>	<ul style="list-style-type: none"> <li>• Sun tan lotion to be applied at home (All day recommended).</li> <li>• Children must bring named sun hats in for sunny weather.</li> <li>• Optional named sunglasses.</li> <li>• Named water bottle.</li> </ul>
<b>Uniform presentation</b>	<ul style="list-style-type: none"> <li>• Jumpers/cardigans should not be tied around waists.</li> </ul>

## **Home-school communication**

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life.

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. Teachers will endeavour to get back to you within 3 working days of receiving an email. Teachers do not routinely check their emails during the day, for urgent messages please contact the school office e.g. please do not send going-home arrangements to this address

### **The Parents Page on the Website [www.pownallgreen.co.uk](http://www.pownallgreen.co.uk)**

Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

## ENGLISH

### Reading

Reading is taught through three complementary approaches:

- *Whole class book club* – As a class, children read and discuss full novels from our Book Club spine developing their reading skills and fluency. This takes place 3 times a week.
- *Guided reading* – Children develop comprehension skills and fluency through reading high-quality, carefully chosen extracts from a range of non-fiction, poetry, classic and contemporary fiction. This takes place once a week.
- *Reading for Pleasure* – Children choose their own books from our well-stocked school and class libraries or bring in a suitable text from home. They have time in class to read for pleasure.

### Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

#### *Handwriting*

We have adopted a continuous cursive handwriting style, using an established scheme called LetterJoin. There is one pupil log in for all pupils and you can access your specific year group to practise this.

#### **Pupil Log In**

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

#### **IPad and Tablet Log-in**

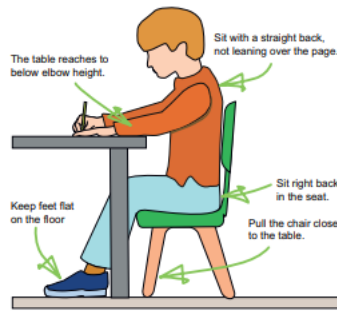
User name: dw5439  
Swipe code: A capital 'L' shape starting at top left.

#### **Desktop log-in**

User name: dw5439  
Account Password: home

## Right handed children

How to sit correctly to be comfortable for handwriting.

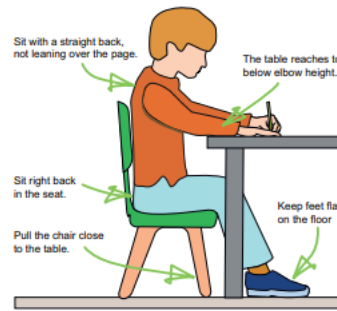


How to hold and position the paper.



## Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



## Spelling

We teach spelling weekly using the Spelling Shed scheme. Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will be tested on these spellings weekly.

In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see below.

## Year 1 and 2 Common Exception Words

### Year 1

the they one  
 a be once  
 do he ask  
 to me friend  
 today she school  
 of we put  
 said no push  
 says go pull  
 are so full  
 were by house  
 was my our  
 is here  
 his there  
 has where  
 I love  
 you come  
 your some

### Year 2

door gold plant clothes  
 floor hold path busy  
 poor told bath people  
 because every hour water  
 find great move again  
 kind break prove half  
 mind steak improve money  
 behind pretty sure Mr  
 child beautiful sugar Mrs  
 children after eye parents  
 wild fast could Christmas  
 climb last should everybody  
 most past would even  
 only father who  
 both class whole  
 old grass any  
 cold pass many



## Year 3 and 4 Statutory Spellings

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







# Years 5 and 6 Statutory Spellings



## **Aa**

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward

## **Bb**

bargain  
bruise

## **Cc**

category  
cemetery  
committee  
communicate  
community  
competition  
conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity

## **Dd**

definite  
desperate  
determined  
develop  
dictionary  
disastrous

## **Ee**

embarrass  
environment  
equipment  
equipped  
especially  
exaggerate  
excellent  
existence  
explanation

## **Ff**

familiar  
foreign  
forty  
frequently

## **Gg**

government  
guarantee

## **Hh**

harass  
hindrance

## **Ii**

identity  
immediate  
immediately  
individual  
interfere  
interrupt

## **Ll**

language  
leisure  
lightning

## **Mm**

marvellous  
mischievous  
muscle

## **Nn**

necessary  
neighbour  
nuisance

## **Oo**

occupy  
occur  
opportunity

## **Pp**

parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation

## **Qq**

queue

## **Rr**

recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm

## **Ss**

sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system

## **Tt**

temperature  
thorough  
twelfth

## **Vv**

variety  
vegetable  
vehicle

## **Yy**

yacht

## MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

**The key learning objectives for Year 3 are to:-**

- Count in multiples of 4, 8, 50 and 100
- Compare and order numbers up to 1000
- Add and subtract numbers mentally, including rounding numbers to HTO
- Add and subtract using standard column method
- Know 3x, 4x and 8x tables
- Count up and down in tenths
- Understand that tenths are objects or quantities divided into ten equal parts
- Compare and order simple fractions and recognise and show equivalent fractions
- Find and write fractions of a set of objects
- Add and subtract fractions with common denominators (less than one)
- Measure, compare and calculate measures using standard units
- Measure the perimeter of simple 2-D shapes
- Add and subtract money, including giving change
- Tell and write the time from an analogue clock, including using Roman numerals
- Estimate and read time to the nearest minute
- Identify horizontal, vertical, parallel and perpendicular lines
- Identify whether angles are greater or less than a right angle
- Interpret and present data using charts, pictograms and tables

# Year 3 Curriculum Overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Science</b>	Light and shadows	Forces and Magnets	Animals including humans	Plants	Plants	Rocks and Minerals
<b>History</b>	Changes in Britain from the Stone Age to Iron Age		The achievements of early civilisations: and in depth study of Ancient Egypt			
<b>Geography</b>	Land use over time		Topographical features of the UK Mountains and Coasts		Geographical regions of the UK	
<b>Art</b>		<b>Drawing</b> Paul Cezanne Theory of light Chalk pastels	<b>Painting</b> Georgia O'Keefe Plants		<b>Sculpture</b> Alberto Giacometti Collage Skeleton collage	
<b>DT</b>	Seasonal Cooking			Bridges		Kites
<b>Computing</b>	<b>E-Safety</b> – Protecting personal Information Scratch eBook		<b>E- Safety</b> – Using technology safely Kodu Databases and branches		<b>E-Safety</b> – Keeping passwords safe/Online safety Lego Wedo Presenting information in different ways	
<b>PSHE</b>	Everyday feelings Expressing feelings Managing feelings Making choices Preparing healthy meals Hygiene and microbes Smoking		Differences: Male and Female Personal space ( <b>consent</b> ) Family differences Defining healthy friendships Making friends online How to respond when you think that someone is being bullied Discrimination and stereotypes		A moral citizen Being involved in the community Enterprise Developing skills in enterprise Endangered species Healthy food that's good for the planet Transition – setting goals and recognising what we are good at Managing conflicting feelings	
<b>RE</b>	What do different people believe about God?		Why do people pray?		How do family life and festivals show what matters to Jewish people?	
<b>PE</b>	Gym Games	Dance Games	Games, Dance, Gym		Tennis, Swimming Games - Athletics	
<b>Music</b>	Unit 1 Charanga Let your spirit fly		Unit 2 Charanga Glockenspiel 1		Unit 3 Charanga Three little birds	
<b>French</b>	I'm Learning French	Animals	Core Vocabulary & Phonetics	Musical Instruments	Little Red Riding Hood	I can ...

## Personal, Learning and Thinking Skills

Independent enquirers	Creative thinkers	Team workers	Self managers	Effective participators	Reflective learners
<ul style="list-style-type: none"> <li>Be clear about what information you need</li> <li>Find information from different sources</li> <li>Decide which information is best for the task</li> <li>Choose how to record information</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions that do not have an obvious answer</li> <li>Think of lots of different ideas</li> <li>Use your imagination and be creative</li> <li>Develop alternative ways of doing things</li> <li>Take risks in learning</li> </ul>	<ul style="list-style-type: none"> <li>Think of ways for everyone to join in</li> <li>Take turns to listen to each other</li> <li>Try hard in your role in a group</li> <li>Help others if they are stuck</li> <li>Work with your classmates to reach agreements</li> </ul>	<ul style="list-style-type: none"> <li>Manage your resources</li> <li>Concentrate until you have finished a task</li> <li>Complete work in the time given</li> <li>Manage your emotions and behaviour</li> <li>Growth Mindset: see mistakes as part of learning</li> </ul>	<ul style="list-style-type: none"> <li>Think about how situations affect others in school</li> <li>Think about how we can contribute to our local community</li> <li>Think about how the things we do affect the world</li> <li>Be a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>Identify 'what went well..' and 'even better if...' with the support of the teacher</li> <li>Make corrections and add to your work</li> <li>Work towards personal targets identified by the teacher</li> <li>Make links with previous learning</li> </ul>

## **Feedback**

Providing children individual feedback is essential if they are to make good progress. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of learning

Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen. Review feedback that takes place after the lesson is given in Dedicated Improvement and Reflection Time (DIRT) and replaces traditional marking. During a DIRT, the teacher leads a guided feedback to which the children respond in purple pen, identifying what has gone well and their own next steps. Children may also make improvements their work and deepen their learning through further challenges.

## **Achievement and attainment**

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school based tests and tasks.

## **Statutory assessments**

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- Year 1 Phonics Check
- Year 2 SATs and Phonics Check
- Year 4 Multiplication Check
- Year 6 SATs

## HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress, please make an appointment to see the relevant class teacher.

### How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p><b>Curriculum Meetings</b></p> <p>Share what the children are going to learn.</p>	<p><b>Online Parents Evening</b></p> <p>How they have settled. Strengths and development points. Parents/carers share relevant information.</p> <p><b>Open Morning</b> Children will share with parents/carers their learning.</p>	<p><b>Mid - Year Report</b></p> <p>Current academic performance</p> <p>Attendance Attitude Targets</p>	<p><b>Open Morning</b></p> <p>Children will share with parents/carers their learning.</p>	<p><b>Face to face Parents Evening</b></p> <p>How they have progressed. Strengths and development points. Parents/carers share relevant information.</p>	<p><b>End of year report</b></p> <p>Achievement in all subjects. Personal and social comments. Targets for the next year.</p> <p><b>Open Morning</b> Children will share with parents/carers their learning.</p>

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

### Homework

Homework tasks will be listed on Google Classroom each week. Homework is set on a Thursday and needs to be submitted on the following Tuesday.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise using Spelling Shed from Y1-Y6
- Maths homework from Y1-Y6
- Occasionally teachers may set additional tasks which will be communicated via Google Classroom

### Developing reading at home

Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

### Developing spelling at home

Children are allocated weekly word lists via Google Classroom as part of their homework to practice spelling patterns. They should practise the word list using the Spelling Shed app. Children will not have a formal spelling test but the class teacher will be monitoring whether these spellings are applied in their

writing. In addition to learning spelling patterns children are expected to learn to spell common exception words (Y1 and Y2) and Statutory word lists (Y3-Y6). Please see above.

### **Developing maths at home**

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.