# POWNALL GREEN PRIMARY SCHOOL

# INFORMATION FOR PARENTS

*Love Learning, Love Life!*

# YEAR 3 CURRICULUM

**3P** - Mrs Seymour Smith & Mrs Nash*(Thursday)*

**3G** – Miss Bewley

POWNALL GREEN PRIMARY SCHOOL

# Curriculum design

## Intent

*Love learning, love life!*

Our curriculum is designed to be:

**Inspiring and ambitious** - challenging all children to aim high

**Sequenced and coherent** - carefully planned to help knowledge and skills grow

**Knowledge-rich and vocabulary-rich** - broadening understanding and oracy

**Inclusive** - ensuring every child feels valued, supported and able to flourish

**'The Pownall Experience'** brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

## Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

## Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

**Choice… Challenge…Collaboration…**

POWNALL GREEN PRIMARY SCHOOL

# The Pownall Experience




We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

## DAY-TO- DAY ARRANGEMENTS

### The school day

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

For this year group:

- **PE days are:** Thursday and Friday for 3P and Tuesday and Thursday for 3G.
- **Swimming day:** Summer Term on a Tuesday
- **Tennis:** Summer Term
- **Library day:** Thursday
- **Homework:** set on a Thursday to be completed for the following Tuesday

### 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.

### 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**

| **Everything that is brought in to school including all school uniform MUST BE NAMED** | |
|---|---|
| **Standard Uniform** | • Grey pinafore dress / skirt<br>• *Gold embroidered sweatshirt / cardigan*<br>• *Short sleeved embroidered yellow polo shirt*<br>• Grey tights<br>• Grey/white socks<br>• A warm outdoor coat (embroidered fleeces and waterproof coats are available)<br>• Summer dress in yellow/white check<br>• Classic cut grey shorts |
| **Footwear** | • Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle<br>• Trainers should not be worn.<br>• Wellington boots may be worn to school but children must have their school shoes to change in to. |
| **Swimming Kit** | • Swimming trunks or swimming costume and swimming cap (from Y3 upwards)<br>• Towel<br>• Goggles are not required unless there is a medical need |
| **PE** | • *T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)*<br>• Black shorts / cycling shorts / skorts<br>• Black unbranded tracksuit top and bottoms for outdoor PE<br>• Plimsolls/trainers |
| **Other Options** | • *Brown Book Bag for EYFS/KS1 (optional)*<br>• Bags need to be small enough to fit in to their locker. |
| **Jewellery, Hair and Make Up** | • The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons.<br>• 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.<br>• A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology.<br>• 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.<br>• Children should not wear make-up and should not have their nails painted. They should not wear false nails. |
| **Sun protection** | • Sun tan lotion to be applied at home (All day recommended).<br>• Children must bring named sun hats in for sunny weather.<br>• Optional named sunglasses.<br>• Named water bottle. |
| **Uniform presentation** | • Jumpers/cardigans should not be tied around waists. |

**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**
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.

# Curriculum Overview

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
|---|---|---|---|---|---|---|
| **Science** | Light and shadows | Forces and Magnets | Animals including humans | Plants | Plants | Rocks and Minerals |
| **History** | Changes in Britain from the Stone Age to Iron Age | | | The achievements of early civilisations: and in-depth study of Ancient Egypt | | |
| **Geography** | Settlements and land use | | Geographical regions of the UK | | Topographical features of the UK<br>Mountains | |
| **Art** | | **Drawing**<br>Paul Cezanne<br>Theory of light<br>Chalk pastels | **Painting**<br>Georgia O'Keefe<br>Plants | | **Sculpture**<br>Alberto Giacometti<br>Collage<br>Skeleton collage | |
| **DT** | Seasonal Cooking | | | Bridges | | Kites |
| **Computing** | Digital Literacy<br>**Pages and Keynotes –** Podcasting<br>**Book Creator** – Digital Comic<br>**Scratch** – Animations | | Digital Literacy<br>**AR & Keynotes –** Creating a 360 image<br>**Pic Collage and Thinglink –** Story Graphs<br>**Adobe Spark** – Network Explorers | | Digital Literacy<br>**iMovie** – Digital Self-Portraits<br>**Doink Greenscreen** – Exploring data<br>**Microbits** – MicroBits LED Animation | |
| **PSHE** | Me, Myself and Belonging. | Mental Health and Wellbeing | Building Healthy Habits | Managing Choices Online | Keeping Safe Out and About | Looking Out For each Other |
| **RE** | What do different people believe about God? | | Why do people pray? | | How do family life and festivals show what matters to Jewish people? | |
| **PE** | Gym<br>Games | Dance<br>Games | Games, Dance, Gym | | Tennis, Swimming<br>Games - Athletics | |
| **Music** | Instrumental scheme- South Africa | Developing singing technique (The Vikings) | | Pentatonic melodies and composition (Chinese New Year) | Instrumental scheme- Caribbean | |
| **French** | I'm Learning French | Animals | Core Vocabulary & Phonetics | Musical Instruments | Little Red Riding Hood | I can … |

# ENGLISH

## Reading

Reading is taught through three complementary approaches:

- *Daily 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.

- *Regular 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.

- *Weekly dedicated Reading Lesson* **–**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.

## 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**

**IPad and Tablet Log-in**

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

**Desktop log-in**

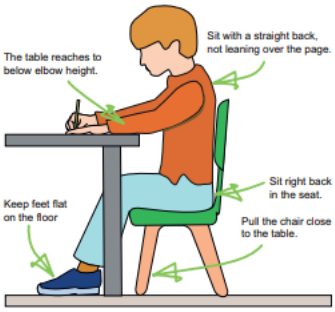
| | |
|---|---|
| User name: | dw5439 |
| Account Password: | home |

## Comfortable Sitting Position and Correct Paper Position

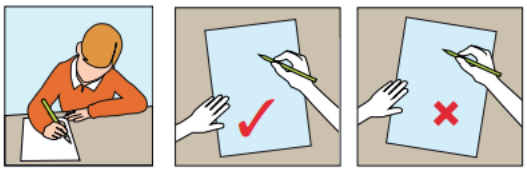
Letter-join

### Right handed children

**How to sit correctly to be comfortable for handwriting.**

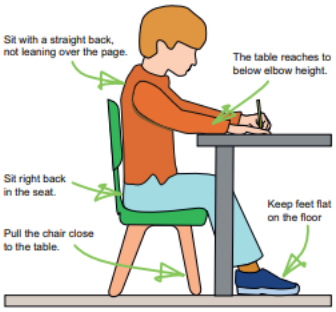



**How to hold and position the paper.**



### 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 Essential Spelling and Word Knowledge scheme. Children are allocated weekly word lists, an overview of which is available on Google Classroom. These will also be shared on Google Classroom weekly. Children will be tested on these spellings weekly.

In addition to learning spelling patterns children are expected to learn how 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 | |

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# 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 | |

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# 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 3, 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 3×, 4× and 8× 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

**Feedback**

Providing children individual feedback is essential if they are to make good progress. 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.

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

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.

The following homework will be set:

- Reading (at least 4 times a week) from Reception – Y6
- Spelling practise
- 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 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.