



# Welcome to Year 3

## Ash & Manuka

### Parent and Carers' Meeting

If you would like an electronic  
copy of this presentation please  
let your child's teacher know



# Mission Statement

## SUCCESS FOR ALL

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for their life long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued. Learning is motivating and independence is encouraged hence all become reflective, self learning team members with a positive sense of well being and a love of learning.



## Year 3 Staff

Ash	Manuka
Miss Cole	Miss Dumbarton
Mrs Hasib Ms Martin	
Madame. Mehta will teach French. Mr. Marshall will teach PE.	



# Daily Routines

**School starts at 8.45am.** Children then have soft start until lessons begin at 8.55am.

ATTENDANCE IS STILL IMPORTANT FOR YOUR CHILD

Children have a mid morning break from 10.20am – 10.35am.

Lunch is from 12.30pm – 1.30pm. Home time is at 3.15pm.

PLEASE BE PROMPT IN LINE WITH OUR SCHOOL RISK

ASSESSMENT

Children will only be allowed to leave with adults who have been named on the yellow form (this was sent home at the start of term). If anyone else needs to collect in an emergency, please phone the office on the below number:



# Reminders

Please make sure ALL clothing, lunch boxes and water bottles are named.

Please send your child with a water bottle every day.

Leave from school will not be granted unless there are very exceptional circumstances. Forms are available at the office.

Please try wherever possible to arrange medical appointments outside of school time.

Remember to give any change of address and phone numbers to the office in case we need to contact you in an emergency.

Only doctor prescribed medicines can be given at school. A form provided by welfare must be completed.



# Behaviour

We are continuing to use Class Dojo and its rewards to encourage positive behaviour. We are also using this to involve parent/carers in this aspect of your child's school life.

Children are encouraged to follow the class and school rules to earn dojo points. They will work towards their bronze, silver then gold certificates.



# Curriculum

This Autumn Term our topic is "**Rivers**" followed by "The Stone Age".

Our core texts that we will be studying is:



You will have been given a curriculum newsletter to help you to support your child at home. You will be given one of these throughout the year to

# Some Changes...

- Extra PE for every class.
- Playground zones.
- Lunch Tables and School Dinners.
- United Against Bullying.
- Parent Open Mornings (27<sup>th</sup> & 28<sup>th</sup> September).

Zones of Regulation			
Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP!
Unhappy Tired Withdrawn Tearful	Positive Proud Calm Focused	Excited Nervous Frustrated Annoyed	Mad Furious Yelling Aggressive





# Non-negotiables

## Reading

to usually read fluently, decoding longer words with support, testing out different pronunciations.
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• reading with an awareness of audience, (e.g. changes in intonation and pace);</li> <li>• reading books that are structured in different ways for a range of purposes and participating in discussions about them;</li> <li>• using appropriate terminology when discussing texts (plot, character, setting).</li> </ul>
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied.</li> <li>• drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul>
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

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## Writing

To begin to use ideas from own reading and modelled examples to plan their writing.
To demonstrate an increasing understanding of purpose and audience.
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.
To make deliberate ambitious word choices to add detail.
To begin to create settings, characters and plot in narratives.
To begin to organise their writing into paragraphs around a theme.
To maintain the correct tense (including present perfect tense) throughout a piece of writing.
To use the full range of punctuation from previous year groups.
To use inverted commas in direct speech.
To use subordinate clauses.
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
To use 'a' or 'an' correctly most of the time.
To spell many words with prefixes correctly, e.g. <b>irrelevant</b> , <b>autograph</b> , <b>incorrect</b> , <b>disobey</b> , <b>superstar</b> , <b>antisocial</b> .
To spell many words with suffixes correctly, e.g. <b>usually</b> , <b>poisonous</b> , <b>adoration</b> .
To begin to spell homophones correctly, e.g. which and witch.
To spell some of the Year 3 and 4 statutory spelling words correctly.
To use a neat, joined handwriting style with increasing accuracy.



# Non-negotiables

## Math

I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

I can compare and order numbers up to 1000.

I can identify, represent and estimate numbers using different representations.

I can read and write numbers up to 1000 in numerals and in words.

I can solve number problems and practical problems involving these ideas.

## Number

### Addition and Subtraction

I can add and subtract numbers mentally, including:

a three digit number and ones;

a three-digit number and tens;

a three digit number and hundreds.

I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

I can estimate the answer to a calculation and use inverse operations to check answers.

I can solve problems, including missing number facts, place value, and more complex addition and subtraction.

## Multiplication and Division

I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## Number

### Fractions

I can count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

I can recognise and show, using diagrams, equivalent fractions with small denominators.

I can add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ].

I can compare and order unit fractions, and fractions with the same denominators.

I can solve problems that involve all of the above.

# Dojo



**Earlsmead Primary  
School**

41 teachers • 500 parents

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- Homework
- Class Announcements
- Class Story
- Messages



# Home learning

Home learning is given on Wednesday and returned by Monday. Home learning may be revision of something we have learnt in class or research ready for something we are going to learn. Where possible, tasks will be set online.

In addition, your child will bring home a reading book. Please hear them read **daily** and talk about the book. Please sign the Reading Record book, comments are great too. Children may also take home a library book. Please ensure these are returned.

Talk about the home learning tasks then encourage your child to be as independent as possible. Take time to look at completed work together.



# Lunches



## **A packed lunch should contain**

A sandwich, pasta, rice etc.

A piece of fruit

A healthy sweet treat - fruit bun, yoghurt, plain biscuit, healthy breakfast bar, a drink.

## **A packed lunch should not contain**

Nuts or foods containing nuts, Fizzy drinks, Chocolate or chocolate covered foods (such as Nutella), Crisps

Children must pay for their lunches unless parent's receive income support. Please ask at the office if you are unsure if this applies to you. Lunches are paid for via Parent Pay.



# Lunch Menu

Lunch Menu - Week 1					
Week Commencing: 18 <sup>th</sup> April, 9 <sup>th</sup> May, 6 <sup>th</sup> June, 27 <sup>th</sup> June, 18 <sup>th</sup> July, 12 <sup>th</sup> Sept, 3 <sup>rd</sup> Oct					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Meat Based Choice Halal - 1	Chicken and Sweetcorn Meatballs in Tomato Sauce with Wholegrain Rice	Lamb Spaghetti Bolognaise	Roast Chicken with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Fries and Tomato Ketchup
Meat Based Choice Non Halal - 2	Chicken and Sweetcorn Meatballs in Tomato Sauce with Wholegrain Rice	Lamb Spaghetti Bolognaise	Roast Chicken with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Fries and Tomato Ketchup
Vegetarian Choice - 3	Quorn Sausage with Mashed Potato and Gravy	Cheese and Tomato Pasta	Roast Vegetarian Strips with Gravy and Roast Potatoes	Margherita Pizza with Cajun Wedges	Sweet Potato, Spinach and Cheese Vegan Quesadilla
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo
Vegetables	Broccoli and Sweetcorn	Peas and Cauliflower	Carrots and Vegetable Medley	Sweetcorn and Green Beans	Peas & Baked Beans
Dessert of the day	Frozen Toffee Yoghurt	Apple Crumble with Custard	Lemon Shortbread with Fruit Salad	Vanilla Sponge with Apple Compote	Peach Fool
Alternative Dessert Option	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit
Alternative Dessert Option	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt
Lunch Menu - Week 2					
Week Commencing: 25 <sup>th</sup> April, 16 <sup>th</sup> May, 13 <sup>th</sup> June, 4 <sup>th</sup> July, 29 <sup>th</sup> August, 19 <sup>th</sup> Sept, 10 <sup>th</sup> Oct					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Meat Based Choice Halal - 1	Lamb Meatballs in Tomato Sauce with Pasta	BBQ Chicken Pasta	Roast Turkey with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Chips with Tomato Ketchup
Meat Based Choice Non Halal - 2	Lamb Meatballs in Tomato Sauce with Pasta	BBQ Chicken Pasta	Roast Turkey with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Chips with Tomato Ketchup
Vegetarian Choice - 3	Quorn Penne Pasta Bolognaise	Macaroni Cheese	Roast Quorn with Gravy and Roast Potatoes	Margherita Pizza with Cajun Wedges	Mexican Rice Wrap
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Salmon Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo
Vegetables	Sweetcorn and Green Beans	Carrots and Vegetable Medley	Cabbage and Honey Parsnips	Mexican Sweetcorn and Roast Mediterranean Vegetables	Peas & Baked Beans
Dessert of the day	Frozen Strawberry and Vanilla Mousse	Pineapple Upside Down Cake with Custard	Orange Jelly and Mandarins	Golden Rice Crispy Cake	Lemon Cheesecake Yoghurt
Alternative Dessert Option	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit
Alternative Dessert Option	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt
Lunch Menu - Week 3					
Week Commencing: 2 <sup>nd</sup> May, 23 <sup>rd</sup> May, 20 <sup>th</sup> June, 11 <sup>th</sup> July, 5 <sup>th</sup> Sept, 26 <sup>th</sup> Sept, 17 <sup>th</sup> Oct					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Meat Based Choice Halal - 1	Lamb Lasagne with Garlic Bread	Chicken Tikka Masala with Rice	Roast Lamb with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Chips and Tomato Ketchup
Meat Based Choice Non Halal - 2	Lamb Lasagne with Garlic Bread	Chicken Tikka Masala with Rice	Roast Lamb with Gravy and Roast Potatoes	Chicken and Sweetcorn Pizza with Cajun Wedges	Fish Fingers with Chips and Tomato Ketchup
Vegetarian Choice - 3	Vegetable Lasagne	Vegetable Ragu with Rice	Roast Vegetarian Strips with Gravy and Roast Potatoes	Margherita Pizza with Cajun Wedges	Quornish Pasty with Chips and Tomato Ketchup
Jacket Potato - 4	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo	Jacket Potato with Cheese, Baked Beans or Tuna Mayo
Vegetables	Green Beans and Carrots	Peas and Cauliflower	Vegetable Medley and Cauliflower	Vegetable Medley and Cauliflower	Peas & Baked Beans
Dessert of the day	Peaches and Fruit Melba Sauce with Ice Cream	Lemon and Courgette Muffin Traybake	Fresh Fruit Salad	Apple and Banana Cake	Fruity Flapjack
Alternative Dessert Option	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit	Fresh Fruit
Alternative Dessert Option	Yoghurt	Yoghurt	Yoghurt	Yoghurt	Yoghurt



# Uniform

White collared shirt with tie.  
Badged V-neck jumper.  
Tartan skirt or black trousers.

The following remains the same:

Black sensible shoes

NO jewellery (except small stud earrings)

NO leggings under skirts

long sleeve tops under short sleeve



Ur.

available for purchase at Angels Rayners Lane



# Uniform - PE

Children are allowed to wear their PE kits to school on the day of their lessons. If they do not have the full uniform they are expected to wear their school uniform. PE is on Mondays and Wednesdays (Sycamore)- please ensure that the kit is washed REGULARLY

## Outdoor

Royal blue tracksuit bottoms

Royal blue jumper

White polo shirt

Plimsolls or trainers



## Indoor

Royal blue shorts

White polo shirt





# Swimming

- This academic year, year 3 will be going swimming.
- This will alternate half termly.
- This half term (Autumn 1) Ash will be going swimming on Friday afternoons.
- Children will need to come into school wearing their full school uniform.
- Please ensure your child has the correct swimming kit:
- Girls must wear a one piece costume
- Boys must wear swimming trunks (must be no longer than mid-thigh and tight to the skin)
- All jewellery must be removed before entering the poolside. This includes wristbands. Children who have recently had their ears pierced must cover earrings with water proof tape.
- The children **must** wear swimming caps.
- Any child with a verruca must wear a swimming sock or not take part in lessons.
- Children are not allowed to wear goggles unless it is for a medical condition, in which case a letter would be required.
- No deodorants or creams
- Each child will need to bring in a swimming costume, a swimming cap and a towel in a bag.



# Any questions?

If you think of any questions, or have any need to contact us, please do so via Class Dojo or contact the office to make an appointment.

## How to contact SLT:

Either phone through to the office (02088645546) or email the office (office@earlsmead.harrow.sch.uk) and it will be passed on to the right person.

Our Policy page on our website, which includes our Complaints Policy.

<https://www.earlsmeadprimaryschool.co.uk>