



Year 3 Parent Information

Welcome

Mrs Hannah Ashton
Ash Class



Mr Luke Reeson
Sycamore Class



Welcome

Mrs Emma Barrett
Ash Class



Mrs Emma Francis
Sycamore Class



Arrangements for arriving at school

Please arrive at the middle blue gate (next to the bike shed and opposite the wooden hut) at 8.40am.

Early morning learning begins from 8.40am.

Our gates will be open from 8.40am until 8.55am and will close promptly at this time.

The morning register will be taken at 8.55am.

Formal learning begins from 8.55am.

Should you arrive later than 8.55am, please use the gate buzzer. All children who arrive after 8.55am will need to be accompanied by their adult to the school office.

In case of absence, please telephone the school office before the start of the school day.

Attendance

As a school, we are unable to authorise holidays, (this includes attending weddings), and as such all absences will be recorded as **unauthorised**.

We encourage parents/carers to make medical and dental appointments out of school hours where possible, and we will be requesting that families provide confirmation of these appointments should they fall during the school day.

Should a child's absence drop below 94%, a letter will be issued to families. Where a child is late 3 times in a term, a letter will be issued and punctuality will be closely monitored.

Please note that penalty notices could be issued for unauthorised absences including persistent lateness. This is £60 per child, per adult in the house.

ATTENDANCE

WHY IS IT IMPORTANT?

ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below
Drastic effect on
academic achievement

95%-90%
Cause for
concern

100%-96%
Excellent



Arrangements for leaving school

Classroom adults supervise children leaving by handing over each child individually to adults who are collecting.

Parents/carers must inform classroom adults of any changes to collection routines either face-to-face at morning drop off or via communication to the office.

Classroom adults will not hand over children to adults whom they have not been told are collecting children. In any instances where an adult comes to collect a child that the classroom adult is not expecting, school staff should make contact with parents to clarify the arrangement.

Uniform



Blue sweatshirt or cardigan with the school logo

White polo shirt with Charlton Primary School logo or plain white collared shirt

Grey or black school trousers/skirt/pinafore dress

Black, grey or white socks

Black shoes with flat heel

Please note, children will require a suitable bag for carrying books, water bottles and lunch boxes.

For the summer term, grey/black shorts or a blue gingham dress are suitable. Black sandals with a secured strap around the back of the foot are permitted.

The weather is often changeable so all children should have a waterproof coat available in school everyday.

Uniform



A watch and one small plain stud in each ear lobe only – no other studs are allowed. **For PE these must be removed or covered with microporous tape provided from home. No other jewelry is permitted.**

One simple black belt only.

Longer hair, past shoulder length, needs to be tied back using small, discreet clips, ties or hair bands.

Extremely short razor lines cut into the hair, non-natural colours, fully or partially shaved hair, or excessive hair gel are unacceptable.

Colourful hair braids are not appropriate during term time and are best enjoyed during the school holidays.

No make-up, transfer tattoos or nail varnish should be worn to school.

PE uniform



PE uniform should be worn to school on the days of the week which children have PE lessons. For those children attending TA Sports after school, they may also come to school wearing their PE uniform.

White round neck t-shirt

Black/navy PE shorts or black/navy track-suit bottoms/black or navy sports leggings

Plain black sweatshirt or black PE specific jumper with school logo

Appropriate sports trainers - Fashion trainers, for example, Converse, are not appropriate for sports and should not be worn.

Please note, sports kits of any kind are not permitted. Should PE uniform not be provided, a phone call home requesting that uniform is brought in time for the lesson will be made.

Lost Property

Located outside of the main office.

All un-named items are brought here.




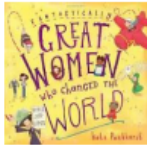


This is emptied at the end of each half term, and un-named items taken to the clothing bank.

Snacks and Lunch time arrangements

To perform well in school, children need to have a healthy, balanced diet. This aids their concentration, and ultimately their performance throughout the school day.

- ▶ Children are encouraged to bring a snack to eat at break time. We advocate healthy snacks at break times. **Ideally, this should be an item of fruit or vegetable.**
- ▶ Children must bring their own reusable water bottle from home each day. Please make sure they are clearly named. Throughout the day, children have access to drinking water in the classrooms so that they may top up their bottle. **Please note, squash bottles (such as Prime) are not permitted.**
- ▶ We are a '**no nuts**' school as there are several pupils and staff who have allergies to these items. Please ensure that children **do not bring items of food that contain nuts.** This includes Nutella.

Our curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enrichment		Local walk: History focus	Trip: Oxford Science Centre	Event: Singing performance	Local Visit: Wantage Museum	Event: Key Stage 2 Maths Challenge
Whole School Events	Harvest Festival National Poetry Day	Remembrance Day Service Christmas Church Service	School Science Fair	World Book Day	May Day: Morris Dancers	M and M Theatre visit Summer reading challenge Sports Day
Key text for writing						
Reading Skills	The Hodgeheg	Diary of a Killer Cat	Poetry focus	Who were the first people?	Text to be updated/ reviewed	There's a Viking in my bed
Maths	Place value Addition and subtraction	Addition and subtraction Multiplication and division (A)	Multiplication and division (B) Length and perimeter	Fractions (A) Mass and capacity	Fractions (B) Money Time	Shape Statistics
Science	Rocks and Fossils	Light	Child-Led Investigation Forces, Friction and Magnetism	Forces, Friction and Magnetism	Plants Animals, including humans	Animals, including humans Plants
Religious Education	Religion: Christianity How are different people inspired by the teaching of Jesus?	Religion: Christianity How does the worldwide Christian family celebrate, worship and mark key events?	Religion: Hinduism How do Hindus understand God (Brahman)?	Religion: Christianity Does art help with understanding stories?	Religion: Hinduism What role does worship play in the life of a Hindu?	Religion: World views How and why do some people argue that some places can be spiritual?
Jigsaw PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Personal Development Opportunities	Assembly: Black History Month	Assembly: Human Rights Anti bullying week	Assembly: NSPPC Speak Out Safer Internet Day	Assembly: Neurodiversity	Assembly: Mental health awareness	Assembly: Safety outside of school
History		Significant historical events, people and places- Local History study What was Wantage like in the past and how do we find out?		A study of British history that extends pupils' chronological knowledge beyond 1066 What is the legacy of the Windrush generation?	Changes in Britain from the Stone Age to the Iron Age When was it better to live – Stone Age, Bronze Age or Iron Age?	
Geography	Using and making maps What can we learn from maps?		UK Regions What is the landscape of the UK like?			Celebrating our world How can we treasure the world and it's diversity?
Art and Design	Medium: Drawing Focus Artist: Leonardo Da Vinci		Medium: Painting Focus Artist: L S Lowry		Medium: Sculpture Focus Artist: Pablo Picasso	
Design and Technology		Product: A greeting card with levers and linkages. User: A family member Purpose: Celebration		Product: A gift box User: A family member Purpose: Celebration		Product: A healthy sandwich User: Themselves Purpose: A class picnic
Computing	Multi-media: Desktop publishing Digital literacy: SMART rules for e-safety (ACCEPT)	Programming: Sequence in music Digital literacy: SMART rules for e-safety (RELIABLE)	Data handling: Branching databases Digital literacy: SMART rules for e-safety (SAFE)	Programming: Events and action Digital literacy: SMART rules for e-safety (TELL)	Multi-media: Application and Consolidation Digital literacy: SMART rules for e-safety (MEET)	Multi-media: Stop-motion animation
Physical Education	Swimming/Cricket Handball	Cricket Football	Gymnastics Dodgeball	OAA Tag Rugby	Dance Athletics	Athletics Cricket
Music	Environment – Composition Building – Beat	Sounds – Exploring Sounds Poetry – Performance	China – Pitch Time – Beat	Year 3 Performance	In the Past – Pitch Communication – Composition	Human Body – Structure Singing French – Pitch
MFL (French)	A new start	Calendar and celebrations	Animals I like and don't like	Carnival Using numbers	Fruits and vegetables The Hungry Giant	Going on a picnic Aliens in France

Trips, visits and visitors

Term 2 - Wantage History Walk

Term 2 - Christmas church service (TBC)

Term 3 - Oxford Science Centre (TBC)

Term 4 - Singing performance

Term 4 - OAA

Term 5 - Wantage Museum trip (TBC)

Term 6 - Key stage 2 Maths challenge (TBC)

Swimming



- ▶ Swimming is part of the National Curriculum, just like Maths & English.
- ▶ For swimming all students will require a swimming costume, a towel and a swimming hat. Long shorts and bikinis/tankinis are not allowed - the options are either trunks or a one-piece swimsuit. Goggles can be worn.
- ▶ Permission for coach travel needs to be provided via Parent Pay.
- ▶ *Ash class - 12th September, 19th September, 26th September*
- ▶ *Sycamore Class - 3rd October, 10th October, 17th October, 24th October*

As a **Silver UNICEF Rights Respecting School**, our curriculum and values are underpinned by our commitment to
The UN Convention of the Rights of the Child.

For the coming year, School Council chose the following 6 rights to focus on that will contribute to our work across the school:

Over the year we will learn about these rights and work to protect the rights of others.



Be happy **Be kind**
Be responsible



Character & Citizenship Awards

These awards are based on four key strands which aim to develop both character and citizenship. Within each strand, children are helped to develop their own sense of self and then a growing sense of how they can influence the school and the wider community.

- **Essential me:** develop self, show school values, develop positive attitudes to learning
- **Enthusiastic me:** try your best and achieve a target (linked to school based rewards)
- **Courageous me:** challenge yourself and try something new
- **Responsible me:** take action and influence others

The awards are designed to provide an element of choice in the challenges children undertake and dovetail with existing award programmes running in our school.

Children in Years 3-6 complete a total of 20 targets out of a total of 24 with a least 4 per strand.

On completion of **Bronze, Silver, Gold, Platinum**, children are presented with a certificate and pin badge by a special visitor. At the end of KS2, those who have achieved Platinum, are invited to an awards ceremony.

Children in Year 3 will be working on achieving their silver award. Please do talk to your children about how they are doing and help them to consider what they might already be doing that might contribute towards their awards.




Homework

Homework is given out on a Wednesday and is to be returned the following Monday.

The children are expected to complete a maths fluency activity, which will be stuck into their book.

There is also an optional homework which is focused around other curriculum subjects. This will be given out at the start of each new term, and children can choose which activities they wish to complete and when.

 **Year 3 – Term 1**

Focused Homework Tasks

English Year 3 Homework is set on a Wednesday to be completed for the following Monday . Not all pieces of homework may need to be physically returned but please use your Home Learning books to record as you wish. You should choose one focused task a week, alongside the Maths Fluency homework set weekly. In English we are learning about writing character descriptions. Choose your favourite character (it could be from any book!) – draw and describe your character. Remember to try and use adjectives, expanded noun phrases (adjectives + noun e.g. 'colourful strongman') and even some similes if you're feeling up to it (e.g. mighty like an elephant).	Science Rock and fossil hunt – have a go at trying to find some interesting looking rocks and maybe even some fossils at home or on your journeys. Make sure you do not take any rocks from any protected places.	Art & Design Have a go at drawing some everyday objects from observation. Can you add shading to add tone and texture? Try using different shading techniques, such as hatching, cross hatching, scumbling, stippling and blending/smudging.
French "Comment ça va?" Can you introduce yourself and practise saying hello? Perhaps you could teach a family member or friend how to have a whole conversation!	Computing Online safety - watch the videos from the SMART Crew then complete the SMART quiz Are you smart online . quiz - Childnet with your family to see how SMART you are whilst being online and know how to keep yourself safe.	Geography Using an OS map or a map online, can you plan a walk around the local area to explore with your family? What symbols are on your route? Can you use the key on the map to identify these? Can you tell which compass direction you're traveling? *Please ask for a printed map if you'd like one!
R.E Use your writing skills to tell us about who inspires you. Can you use any expanded noun phrases to add detail (e.g. my amazing mum)		

Three times per week
Times table fluency practice - to learn both multiplication and division times table facts off by heart (E.g. $2 \times 5 = 10$ as well as $5 \times 2 = 10$, $10 \div 2 = 5$ and $10 \div 5 = 2$) Please practice your **2, 5 and 10 times tables**. Please check out our website with helpful links and ideas [Charlton Primary School - Supporting your child with maths fluency](#)

- [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](#) A fun way to practice tables!
- [Times Tables Rock Stars - Times Tables Rock Stars \(trockstars.com\)](#) - use the app or website! Please ask your child's teacher for their login if needed.

Reading to an adult - remember you can read your Reading Book, a magazine, a book from the Library, a recipe, a poem... and lots more!

Homework

- ▶ One maths fluency task a week (provided weekly in Home Learning Books, optional to record)
- ▶ Choose one subject focussed task each week from the Termly Menu (provided in Home Learning Books each term, how you present this learning is up to you - please feel free to email anything that you cannot easily record, e.g. photos)
- ▶ At least 3 times a week: reading to an adult and Times Tables practice (e.g. TTRS) - recording not needed.
- ▶ Daily reading/book time is encouraged.

Year 3 Maths Fluency Homework - 2.11.22

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

We have been practising counting in 2s, 5s and 10s. Have a go at some of these ideas!

- Can you count forwards and backwards from 0—100 in each number?
- How high can you count?
- Splat an even number and count on in 2s.
- Splat a multiple of 5 or 10 and then count on in 5s or 10s.
- Count up in each number as you go up the stairs or walk along a path.
- Count backwards when you come down the stairs (be careful not to walk backwards too!)

Focussed Homework Tasks

- Science**
Light source search!
Can you sort objects into light sources (produce light) and not sources? You could search in your house or even in the local area when you're out and about.
- Art & Design**
Have a go at drawing some everyday objects from observation. Can you add shading to add tone and texture? Try using different shading techniques, such as hatching, cross hatching, scumbling, stippling and blending/smudging.
- Geography**
Using an OS map or a map online, can you plan a walk around the local area to explore with your family? What symbols are on your route? Can you use the key on the map to identify these? Can you tell which compass direction you're traveling? *Please ask for a printed map if you'd like one!
- R.E**
Draw a story map to retell the events of the Last Supper.
- Computing**
Online safety - watch the videos from the SMART Crew then complete the SMART quiz [Are you smart online quiz - Children!](#) with your family to see how SMART you are whilst being online and know how to keep yourself safe.
- French**
"Comment ça va?" Can you introduce yourself and practise saying hello?
Perhaps you could teach a family member or friend how to have a whole conversation!
- Times table fluency practice** - to learn both multiplication and division times table facts off by heart (E.g. $2 \times 5 = 10$ as well as $5 \times 2 = 10$, $10 \div 2 = 5$ and $10 \div 5 = 2$) Please practice your **2, 5 and 10 times tables**. Please check out our website with helpful links and ideas [Charlton Primary School - Supporting your child with maths fluency](#)
 - Hit the Button - Quick fire maths practice for 6-11 year olds ([topmarks.co.uk](#)) A fun way to practice tables!
 - Times Tables Rock Stars - Times Tables Rock Stars ([trockstars.com](#)) - use the app or website! Please ask your child's teacher for their login if needed.
- Reading to an adult** - remember you can read your Reading Book, a magazine, a book from the Library, a recipe, a poem... and lots more!

Equipment

Children are provided with all the necessary equipment (e.g. pens/pencils) for their daily learning. Please note children **should not** bring in any **pencil cases** to use in class.

Labelled lunchboxes, water bottles and book bags/back packs.

Reminder: no keyrings or toys to come in to school.

Medicines

- ▶ If your child uses an inhaler, they will need to bring one into school, along with a complete medical form detailing dosage and emergency contact details.
- ▶ If your child requires any other medication during the school day, it will need to be brought in a clearly labelled box or bag along with the completed medical form. Please remember we are unable to administer medication without one of these forms.
- ▶ These forms are located on the school website: <https://charltonprimary.com/medical-information/>



Charlton Primary School
Charlton Village Road, Wantage, Oxon, OX12 7HG



Parental agreement for setting to administer medicine

(DoE (2014) Supporting pupils with Medical Conditions)

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Name of child
Date of birth
Class
Medical condition or illness

Medicine

Name/type of medicine
(as described on the container)
Expiry date
Dosage and method
Timing
Special precautions/other instructions
Are there any side effects that the school/setting needs to know about?
Self-administration – y/n
Procedures to take in an emergency

NB: Medicines must be in the original container as dispensed by the pharmacy
Contact Details

Name
Daytime telephone no.
Relationship to child
Address
I understand that I must deliver the medicine personally to

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s) _____ Date _____



Headteacher: Steven Rose
Telephone: 01235 762861
Email: office@charlton.vale-academy.org Web: www.charlton.wordpress.com



Head bumps

- Any pupil who suffers a head bump will be issued with a **"red bumped head wristband"**. This will replace the form which was previously sent home.
- The wristband will make it **visible to all school staff that a head bump has occurred**.
- A wristband will be given to any child who has been presented to a first aider with a bump to any part of their body from the neck upwards (including eyes, ears, nose, lips etc).
- The wristband notifies you that one of our First Aiders looked after and assessed your child and at the time it was not thought necessary to refer him/her for further attention.
- The wristband will have the **date and time of the incident**.
- You will also **receive a call** from the school informing you of the incident.
- Children will be told that this band **must remain on their wrist** until they get home to show parents/carers, including if they attend an after-school club. The band can be removed by parents/carers once children have returned home.



Behaviour & expectations

Be happy Be kind
Be responsible

We encourage all pupils to demonstrate our values of **happiness, kindness and responsibility** at all times.

How we celebrate in Y3:

- ▶ Star of the day/week
- ▶ Marble in a jar (collective effort)
- ▶ Celebration Assembly - Spotlight on our values, Writer of the week and Number Champion of the week!
- ▶ Positive celebrations in class e.g. Star work wall and Proud wall
- ▶ Sharing work with others (adults and children), using the visualizer, photocopies, displays..
- ▶ Stickers
- ▶ Table Points
- ▶ Recognition Board
- ▶ Star of the day grid

We follow a restorative approach which focuses on relationships. If, for any reason, pupils are unable to meet expectations they will be supported to get back on track. We appreciate your support with behaviour and will discuss with you any issues that your child is having.

Pupil Premium

Children who are recorded as eligible for free school meals:

- Have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- Children previously looked after by a local authority or other state care
- Children adopted from state care or equivalent

- breakfast clubs
- music lessons
- fund educational trips or visits
- provide uniform, books, digital resources
- purchase of a range of phonetically decodable books
- provide additional staffing:
 - support the teaching of early reading
 - ELSA
 - Music Specialist to support wellbeing & enrichment

Pupil Premium

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit
- Working Tax Credit run-on
- Universal Credit

What can you to do support your child?

Daily reading
Daily TTRS or times table practice
Encourage writing at home

What can you to do support your child?

- ▶ Enjoy a **special, quality reading** time as often as you can - a chance for them to read to you, for you to read to them or to take it in turns!
- ▶ Help **secure times tables** facts - by the end of Year 4, children are expected to know all their multiplication and division facts up to 12x12! Once these are secure, so many areas of maths become easily accessible and much more efficient.
- ▶ In Year 2, children should have secured their 2s, 5s and 10s to build on this year.
- ▶ Speak to a member of the Year 3 team if you want to discuss further/specific ways to support your child.

Final thoughts

Finally, please talk to us about any concerns you have before they become an issue.

Should you wish to speak to a member of staff, please use the office email officech@cha.cambrianlt.org to arrange a convenient time to discuss anything with us.

Be happy Be kind
Be responsible