

# WELCOME TO THE YEAR 3 MEET AND GREET



# The Team



3P

Miss Pickard



Mr Arnold

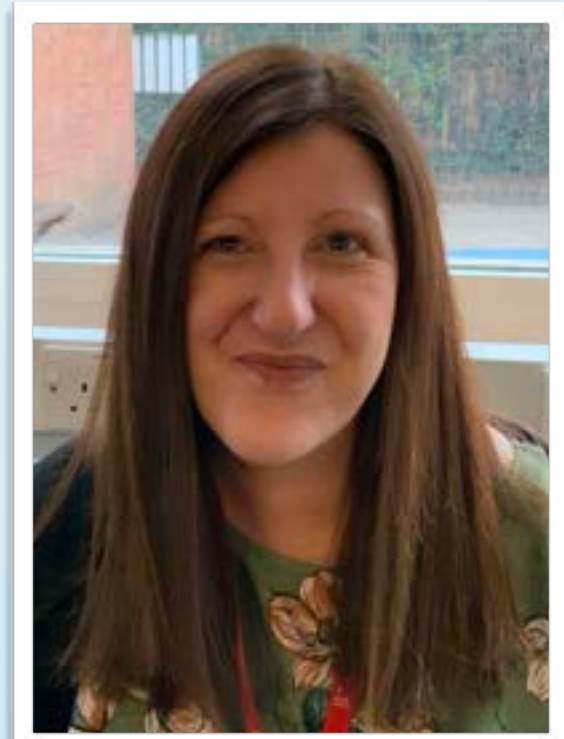


Mrs Carvell  
Pastoral Support



3CM

Mrs Coggins  
(Mon, Tue,  
Wed)



Mrs Amaral



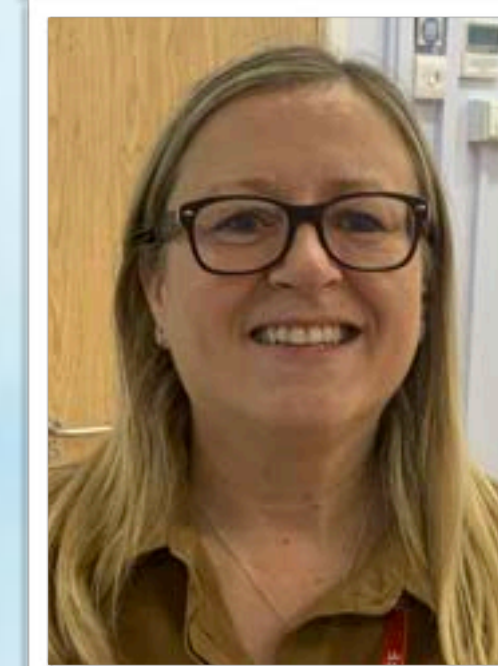
Mrs Harris



Mrs Mansell  
(Thur, Fri)



Mrs Brunt



Mrs Cook

Miss Crowson



# Timetable

LJ  
History,  
Geography,  
Science, DT, Art

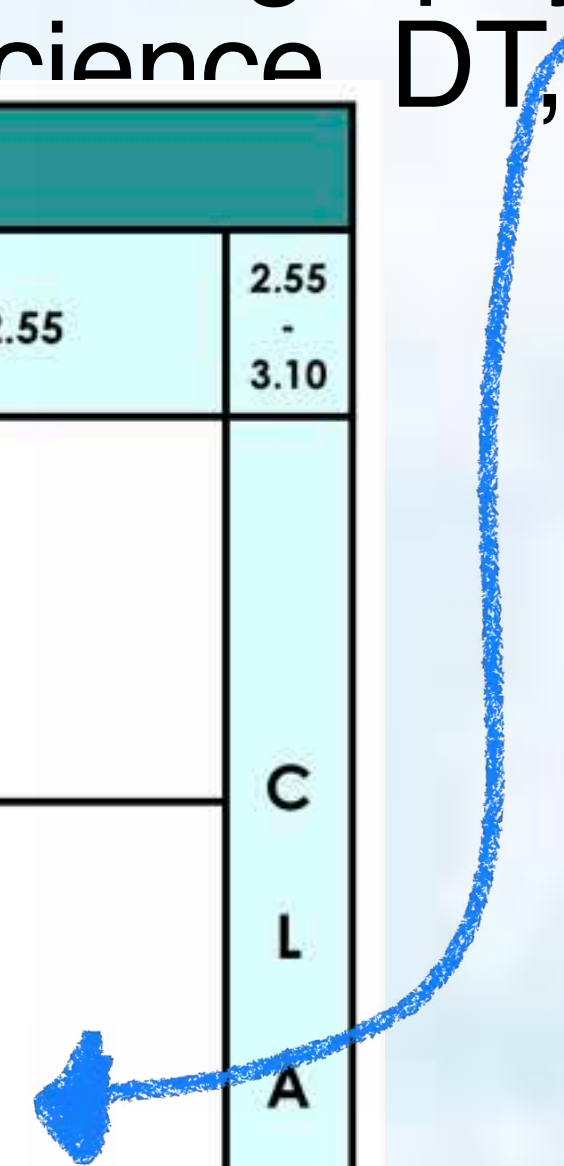
Gates open:  
8.30am  
Register:  
8.40am

If your child  
arrives after this  
time, please go  
through the  
school office.

Please try and  
order dinners at  
home to avoid  
disappointment.

Gates open:  
3.10pm  
Gates shut:

| Year Three Weekly Timetable |             |                       |            |                          |                                |             |                          |                                                 |                  |                          |             |
|-----------------------------|-------------|-----------------------|------------|--------------------------|--------------------------------|-------------|--------------------------|-------------------------------------------------|------------------|--------------------------|-------------|
|                             | 8.30 - 8.50 | 8.50 - 9.20           | 9.20-10.15 | 10.15 - 10.30            | 10.30-11.30                    | 11.30-12.05 | 12.05 - 1.00             | 1-1.30                                          | 1.30-2.15        | 2.15-2.55                | 2.55 - 3.10 |
| <b>M O N</b>                | Reg DS      | Assembly              | Maths      |                          | Literacy                       | Library     |                          | Reading Session<br>Fluency and<br>Comprehension | Computing        |                          |             |
| <b>T U E S</b>              | Reg DS      | Swimming<br>/Literacy |            | <b>B R E A K T I M E</b> | Swimming/Arithmetic            |             | <b>L U N C H T I M E</b> | Learning Journey                                |                  | <b>C L A S S B O O K</b> |             |
| <b>W E D S</b>              | Reg DS      | Assembly              | Maths      |                          | Literacy                       | PSHE        |                          | Handwriting/<br>Spelling run<br>through.        | Learning Journey |                          |             |
| <b>T H U R S</b>            | Reg DS      | Singing<br>assembly   | Maths      |                          | Literacy                       | Spanish     |                          | Spelling run<br>through                         | Learning Journey |                          |             |
| <b>F R I</b>                | Reg DS      | Assembly              | Maths      |                          | Literacy with<br>sp. dictation | RE          |                          | PE/Music                                        |                  |                          |             |





# Drop off and pick up

Please drop your children off at the door of the new block for them to come

At home time, we need to see you before we let the children go home. Please let us know if a different adult is picking up so that we are aware.

If for any reason your child can't find you, we ask them to return to us at the doors so we know where they are. You can therefore find them



3P

3CM



# Break time snacks and lunches

**One healthy snack can be sent with your child to have at break time. This should be fruit, vegetables or a cereal bar. This snack should support your child's mood and energy level, something nutritional is important.**

**If you are sending your child with a packed lunch, please ensure it will fuel them for the rest of the day too.**

**As usual, please ensure that there are no nuts in anything your child brings to school. We have children in school with severe allergies to nuts and legumes (lentils, chickpeas, hummus, etc.) and these foods could pose a serious risk to these children.**

**Please send your child with a refillable & reusable water bottle**





### Top Half

- Plain red polo shirt or blouse
- Black sweatshirt/ jumper/ cardigan/ fleece (school logo optional)



+



Or



Or



+

### Bottom Half

- Grey/black trousers or
- Grey/black skirt or
- Grey/black pinafore dress or
- Grey/black tailored shorts (approximately knee length)



Or



Or



Or



+

### Socks/ Tights

- Grey/ black tights (not leggings)
- Grey, black or white socks (not to be worn over tights)



Or



Or



+

### Footwear

- Completely plain black shoes or
- Black boots that do not come above the knee



Or



Or



### Extra Options

- Red and white gingham dresses may be worn when warmer
- Black or white 'cycling style' shorts can be worn under skirts or dresses for modesty reasons (not longer than the skirt or dress itself)





# PE Day - Friday

Change of footwear is essential

No earrings or jewellery

Hair tied up

Please name all

|                                                                                                                                                               | Unicorn | Dragon | Griffin | Phoenix |  |    |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|---------|---------|--|----|--|
| <b>Top Half</b><br>• Coloured T shirt (in colour of house red/ green/blue or yellow)                                                                          |         | Or     |         | Or      |  | Or |  |
| +                                                                                                                                                             |         |        |         |         |  |    |  |
| <b>Top Half</b><br>• Black sweatshirt/ jumper/ cardigan as per full uniform                                                                                   |         | Or     |         | Or      |  |    |  |
| +                                                                                                                                                             |         |        |         |         |  |    |  |
| <b>Bottom Half</b><br>• Fully plain black jogging bottoms or<br>• Fully plain black sports shorts/ skorts/ cycling shorts (not too short and free from logos) |         | Or     |         | Or      |  | Or |  |
| +                                                                                                                                                             |         |        |         |         |  |    |  |
| <b>Socks</b><br>• Grey, black or white socks                                                                                                                  |         |        |         |         |  |    |  |
| +                                                                                                                                                             |         |        |         |         |  |    |  |
| <b>Footwear</b><br>• Dark trainers appropriate to sports activity. These do not need to be fully black.                                                       |         |        |         |         |  |    |  |



# Swimming Day

Will be a Tuesday

Please  
remember a

Ensure you have filled  
in and signed the  
consent form for



If your child  
can not swim  
on the day for  
any reason,  
please let us  
know via an  
email or  
phone call to  
the office.



# What does learning to read look like?



Let's use a visual called 'Scarborough's Reading Rope' to illustrate this ...



# What does learning to read look like?

## Word Recognition

Learning to read begins here.

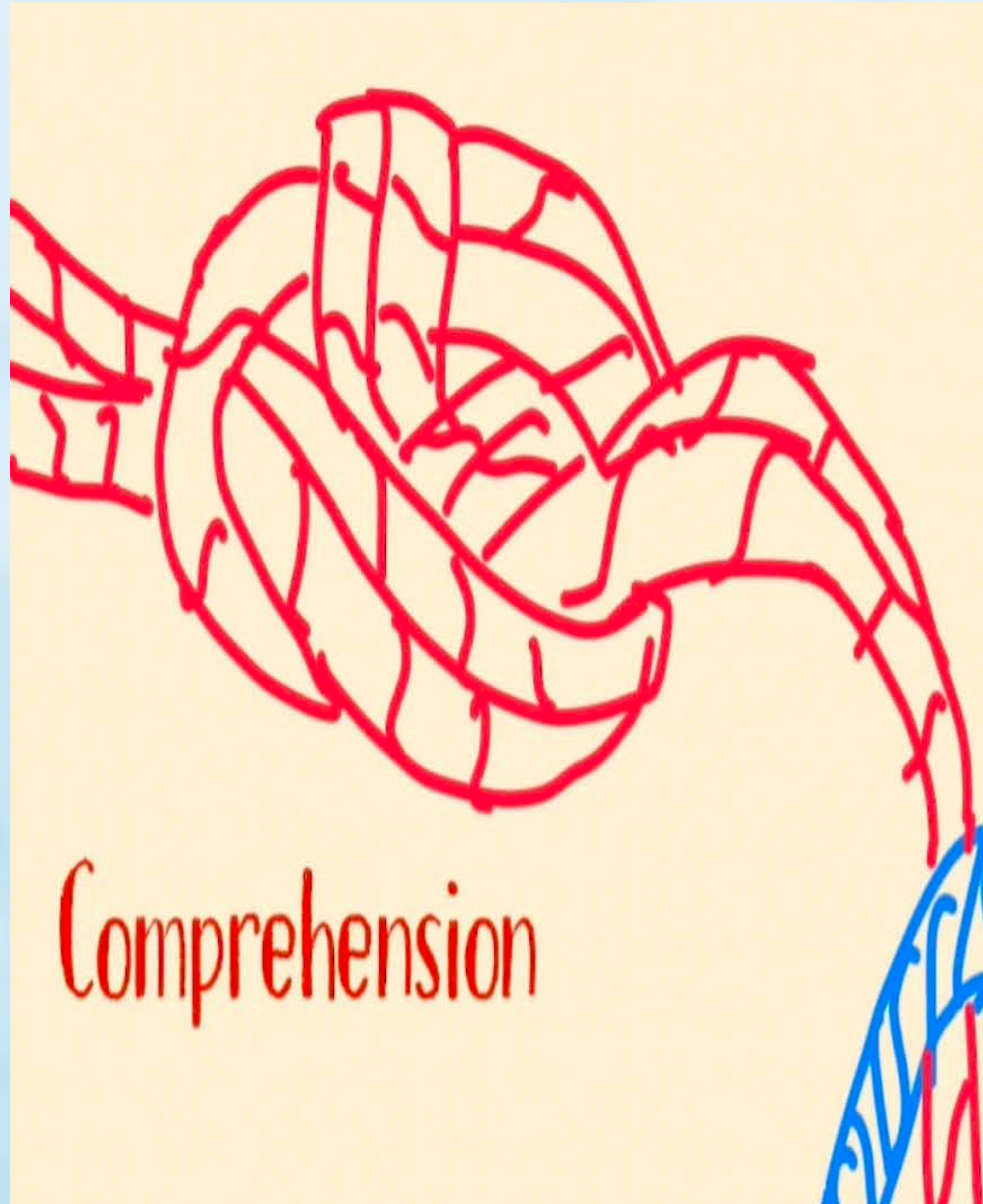
Decoding sounds into words.

Phonics.

Sight recognition of familiar words.



# What does learning to read look like?



Second stage of reading but equally important

Applying background knowledge and own experiences.

Meaning of vocabulary.

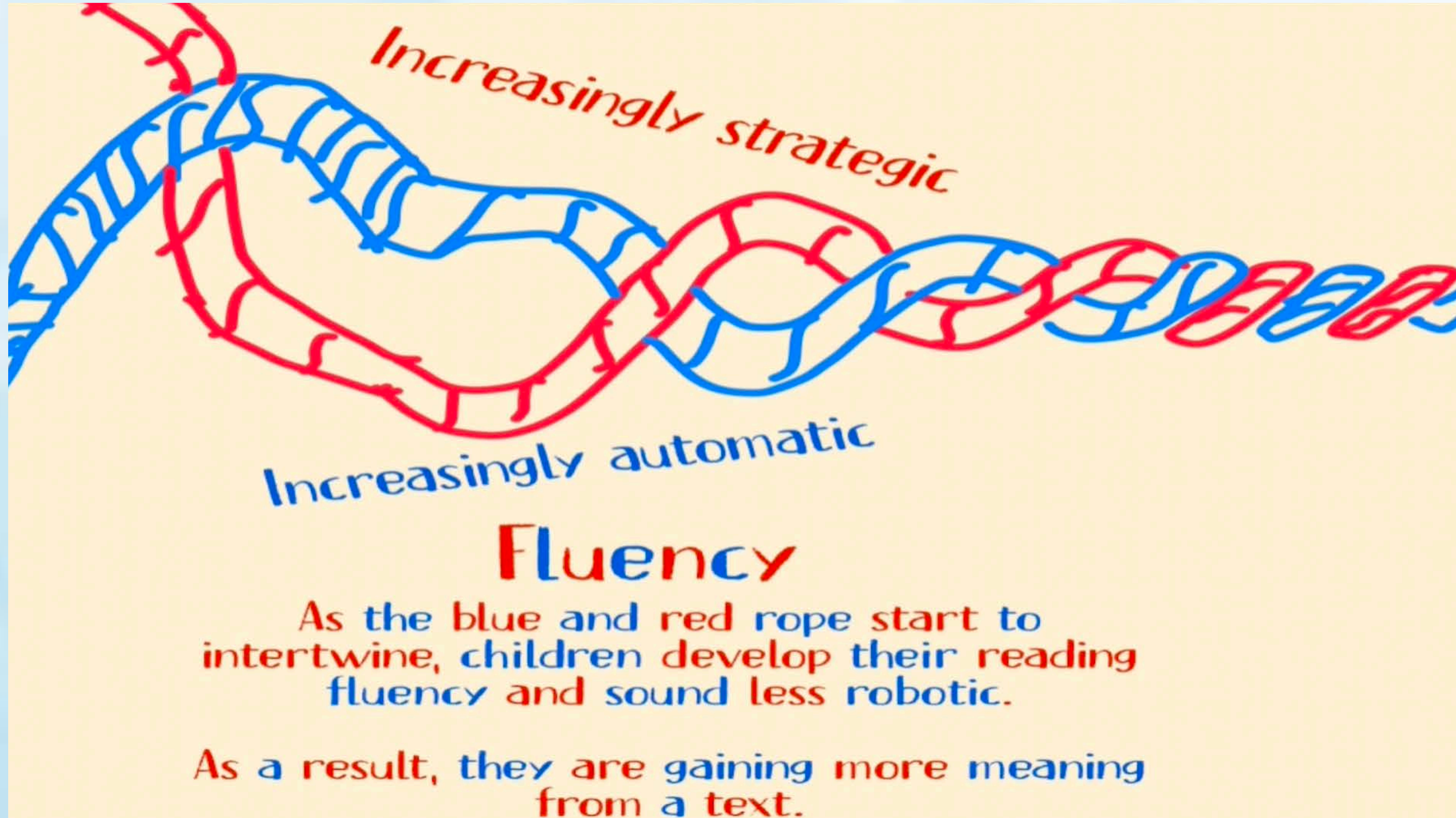
Retrieving facts.

Inferring events and actions.

Literacy knowledge of text types and grammar.



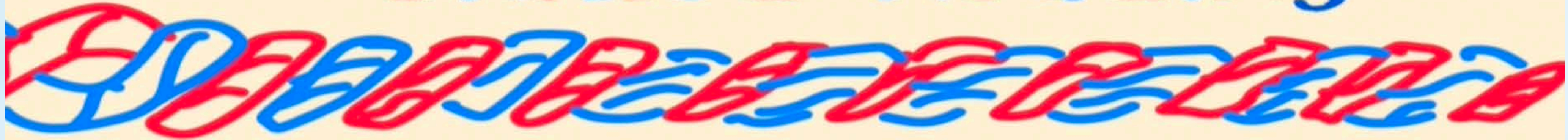
# What does learning to read look like?





# What does learning to read look like?

## Skilled Reading



Blue and red rope join up tightly.

Key reading skills have now been developed.

Roll on reading for pleasure.

Enjoy enhanced academic success in many subjects.



# What does learning to read look like?

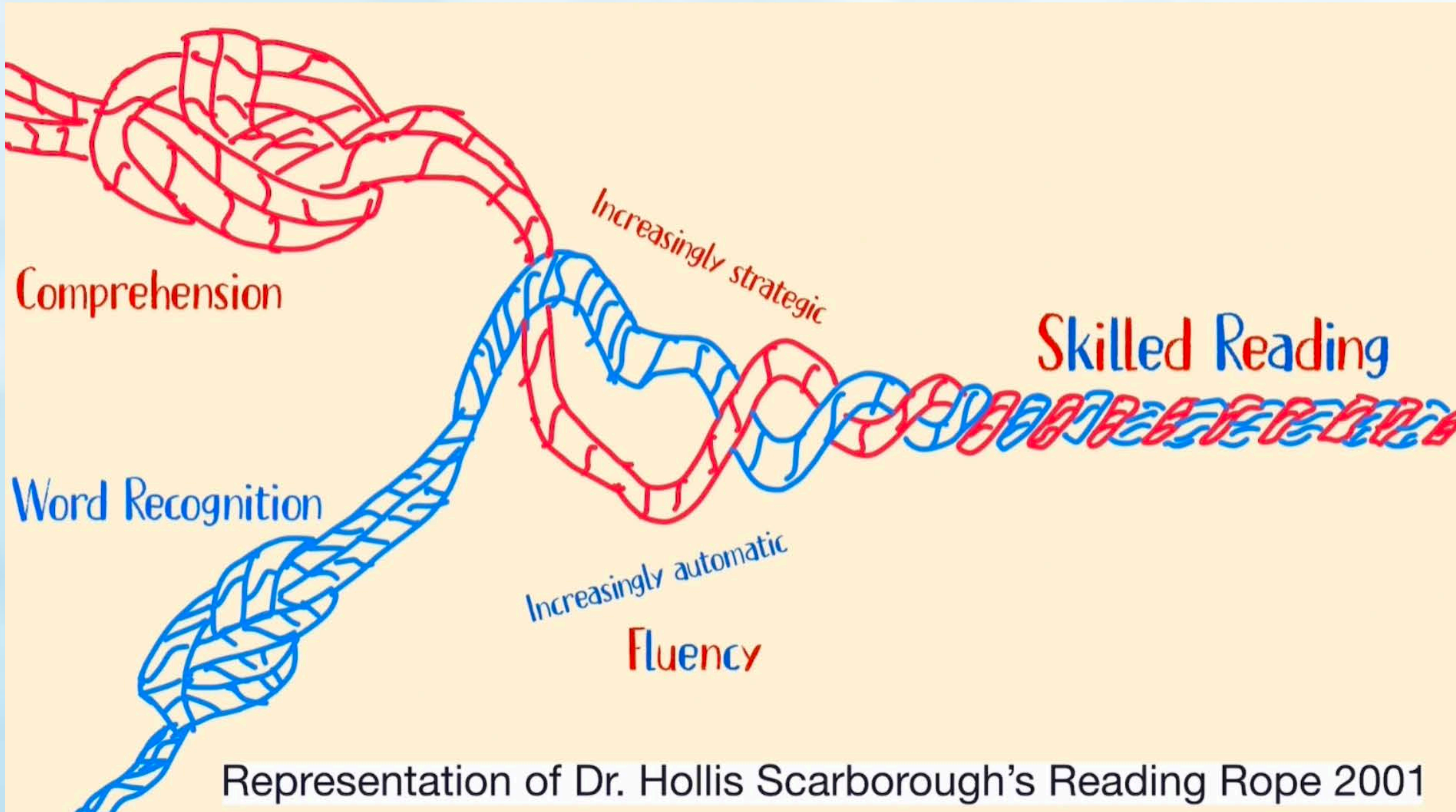
## Skilled Reading



Please listen to your children read even when they can recognise words as the comprehension skills also need work for ultimate success.



# What does learning to read look like?



Representation of Dr. Hollis Scarborough's Reading Rope 2001



# Supporting reading at home

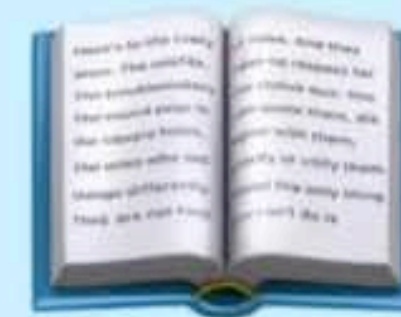
Children will get a reading book to take home once a week.

There will be a paper reading record where children will be rewarded for reading at home.

10HPS for each day that reading at home is logged with a signature.

We aim to change

## HOW CAN YOU HELP YOUR CHILD WITH READING?





## HOW CAN YOU HELP YOUR CHILD WITH READING?



## HAVE BOOKS AND TEXTS ON OFFER AT HOME.



Book shelf of texts that your child can choose from.

A shelf with texts on to show that other people in the house also read.

## LISTEN TO YOUR CHILD READ.



Even when children have learnt to decode words to read, always make some time to hear them read out loud to you too.

## MODEL READING



Children will really benefit from hearing you read.

Children can also access longer texts if you share the reading between you and them.



## ADD SUBTITLES TO YOUR TV.



This provides a great model of what spoken words look like in text form and children won't realise they're reading as they're watching TV!

## ENSURE 95% ACCURACY



Ensure that children can read at least 95% of the words in a book to ensure it's fully accessible for them to read independently.

Remember reading books shouldn't be a race and there is no harm from re-reading them to develop comprehension and fluency.

## DON'T FORGET FLUENCY.



Avoid racing through texts.

Re-read sentences and short extracts to really develop fluency.

## ASK QUESTIONS



Tell me the story in ten words ...

Who was your favourite character and why?

What was the most exciting part of the book?

Tell me 3 things that happened in that chapter/ part of the book.

Tell me 5 facts this book has taught you.



## ASK CHILDREN TO CONNECT TO A TEXT

Text to Self 🧠📖

Think of life experiences the text/character(s) reminds you of.

Text to Text 📖🎬

Think of another book, film or TV show that this text reminds you of.

Text to World 🌍

Think of events in the world that this text reminds you of.

## HAVE BOOK TALK!



Create a buzz around books.

Make book marks.

Talk about what you've read with each other like you're own mini book club!

## INTRODUCE NEW BOOKS AND TEXTS



Visit the library/book shop regularly.

Introduce different books and authors.

Reading a wider range of books will really develop your child's vocabulary.



**PHONIC APPROACH**  
**FOUNDATION STAGE**  
**YEAR 1 AND SOME OF YEAR 2**

# Spelling at KMPS

**WORD STUDY APPROACH**  
**YEAR 2 WHO HAVE COMPLETED PHONICS.**  
**YEARS 3,4,5 AND 6.**

## Why?

To ensure that our teaching of spelling is effective and moves with the times.

Research and our experience have found that weekly spelling tests do very little to improve children's progress in longer term spelling retention.

With technological advances such as spellcheck, children need to understand the meaning of words such as homophones two, to and too.

Word study teaches children to look at words and their context rather than remembering lists that are often then forgotten.

We will continue to teach statutory word lists and ensure that these are sent home but as 80% of words follow predictable patterns, we feel phonics and word study are the best approaches to teaching spelling.

## How you can help at home?

Look at the half-termly statutory word lists with your child to know what words they are working on.

Use the word observation sheet to help you talk about features of key words that your children are trying to spell.

Use the Comprehension Challenge sheet to help you to talk about the words that your children are trying to spell.

**Word Observation**

**Sound**

- Soundtalk: the word. What do you know about it?
- How many sounds are there?
- What types of phonemes are there?
- What can you say about the vowels?
- What do you notice about the consonants?
- If the word made of more than one word?

**pattern**

- How many syllables are there?
- Are any other words spelled the same way?
- Does it have a prefix or suffix?
- Which syllables are emphasised when you say the word?
- What are the beginning and end sounds in each syllable?

**meaning**

- Is this word used very often?
- What is the root part of the word? Can you think of any other words with this root word?
- If it has one, what does the prefix or suffix tell you about the word's meaning?
- Do you know what the word means?
- How would you use this word?

Word Study

**Comprehension Challenge**

**Definition**

- What does your word mean?
- Can you find or draw a picture which helps explain it?
- Can you act out its meaning?

**Word Partners**

- Is your word often used with another word? For example, the word example is often preceded by the word 'for'.

**Same and Different**

- Synonyms: which words have similar meanings to your word? How do you know when is your word the best one to use?
- Antonyms: Which words are completely the opposite to yours?
- Is your word a homophone or a homonym?

**Different Forms**

- What happens if you add a prefix or suffix to it?
- Can it be changed from a verb to an adverb, or used as a noun as well as an adjective?
- Which other variations of the word can you discover?

**Use it**

- Use the different forms of your word in different sentences.
- Can you ask a question using your word?

Word Study



# Year 3/4 statutory word lists

## New Curriculum Spelling List Years 3 and 4

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



# Literacy and maths expectations



For Literacy we use a scheme called Ready Steady Write.

For Maths we use a range of resources such as White Rose and Times Table Rockstars.

We use something called PiXL which has resources to help us to teach Literacy and Maths.

## Spelling/Handwriting/Presentation

- Spells some words correctly from the Y3/4 statutory spelling word list.
- Spells many words with prefixes and suffixes correctly (dis-, re-, in-, mis-, sub- and -full, -less, -ly, -ment & -ness).
- Spells common homophones correctly (there/their/they're, your/you're and are/our)
- Uses the diagonal and horizontal strokes that are needed to join letters in most writing

## Composition

- Vary sentence structure by using a variety of sentence openers (adverbs - today, next, prepositions - before, after and express time, place and cause - when, while, so, because)
- Vary sentence structure by using more than one clause and a range of conjunctions to extend sentences.
- Writes a narrative with some structure, setting, characters and plot
- Uses past and present tense mostly correctly
- Produces non-narrative writing using simple organisational devices such as headings and subheadings\*
- Starts to use some paragraphs

## Vocabulary/Grammar/Punctuation

- Demarcates most sentences with capital letters (for proper nouns and I) and full stops.

### Mostly correct use of:

- Question marks
- Exclamation marks

### Uses some sentences with different forms when writing:

- Statements
- Questions
- Exclamations
- Commands

- Some use of commas to separate items in a list.
- Uses apostrophes to show omission or singular possession.
- Uses coordination (and/or/but)
- Uses subordination (when/if/that/because)
- Uses some inverted commas to punctuate direct speech

## Place Value

- Counts from 0 in multiples of four, eight, 50 and 100 and can work out if a given number is greater or less than 10 or 100
- Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)

## Calculation

### Adds and subtracts numbers mentally including:

- a three-digit number and ones
- a three-digit number and tens;
- a three-digit number and hundreds.

- Formal written methods for addition & subtraction are attempted and developing
- Solves number problems and practical problems

### In addition to 2,5,10, recalls and uses multiplication and division facts for the:

- 3 x multiplication table
- 4 x multiplication table
- 8 x multiplication table

- Writes and calculates mathematical statements for multiplication and division using known mental facts e.g.  $2 \times 3 = 6$  therefore  $2 \times 30 = 60$

## Fractions

- Counts up and down in tenths
- Recognises that tenths arise from dividing an object or number into 10 equal parts
- Recognises, finds and writes fractions of a discrete set of objects
- Recognises and shows, using diagrams, equivalent fractions with small denominators
- Reads and writes fractions and decimals e.g.  $1/10 = 0.1$ ,  $2/10 = 0.2$

## Measures

- Measures and compares lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts
- Tells and writes the time from a 12hr analogue clock
- Tells and writes the time from a 24hr digital clock

## Geometry

- Identifies right angles
- Recognises the amount of right angles in a quarter, half, three quarters of a turn and a whole turn
- Identifies whether angles are greater than or less than a right angle
- Identifies angles in different shapes

## Statistics

- Interprets and presents data using bar charts, pictograms and tables



# Assessment

We assess reading fluency each term to help keep track of this.

We also assess children twice a year in the following areas:

Reading Comprehension  
Spelling and Grammar  
Maths Arithmetic  
Maths Reasoning

We use these assessments to identify gaps and they help to inform our teaching to ensure your child gets what they need.



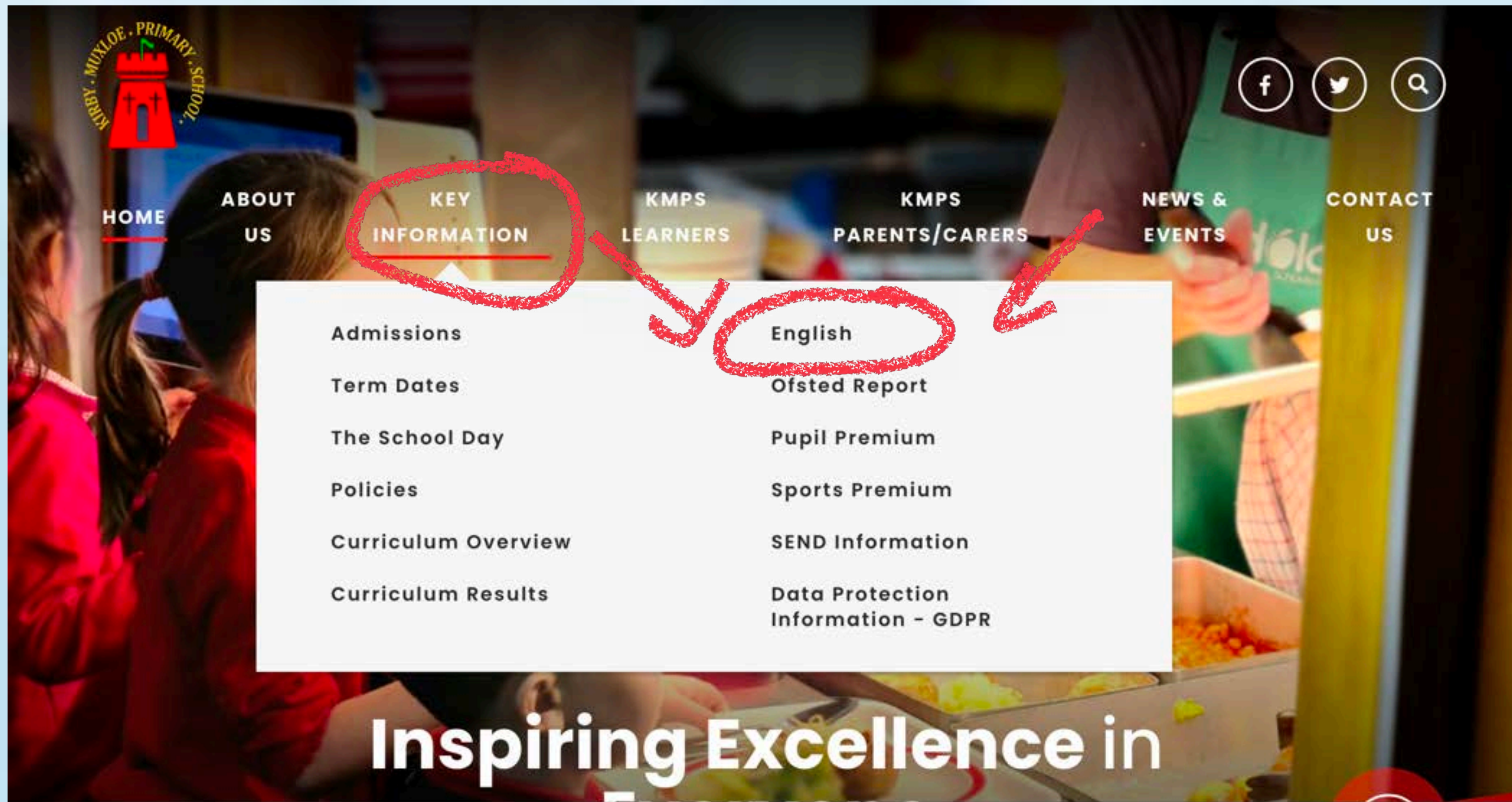


# English Resources

Here is how to find the English part to our school website.

This explains our approach to teaching reading, writing and spelling etc...

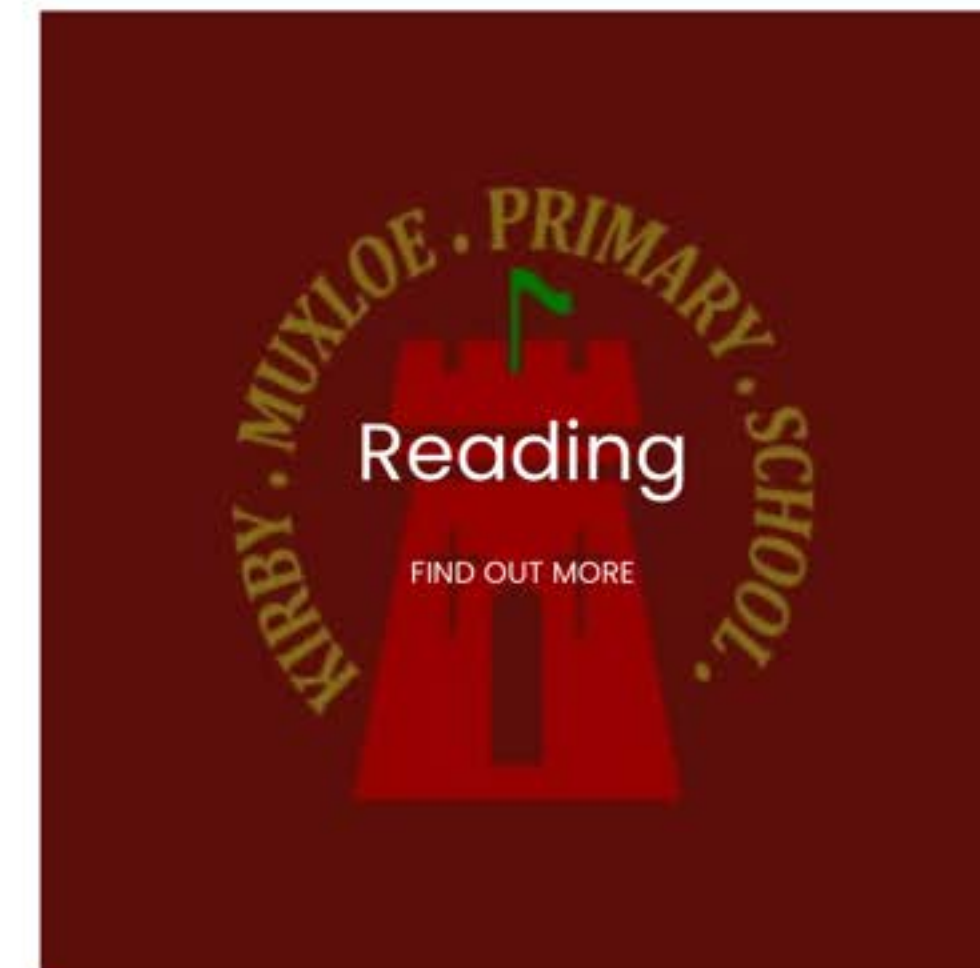
There is also a section offering ideas how how you can help at home.



## Our English Vision

At KMPS, we want children to leave the school as confident communicators, fluent and motivated readers and coherent writers, possessing a rich and broad range of vocabulary, which can be articulated in a range of contexts to enrich their adult life. To achieve this, we want to provide all children at KMPS with high quality learning opportunities in English through discrete skill based sessions and linked opportunities across the curriculum.

Use the boxes below to explore our English curriculum further.





Information to support you and your child with

# LITERACY



FS, KS1 and KS2

Literacy and English Section  
to our School Website.



Reading



Writing



Spelling



How you can help at home



Other information

Simply scan the QR codes to learn more about supporting your child with reading and writing.

If you have any further questions, please contact your class teachers.

How to support your child with

# MATHS



KS2 (Y3-6)

Maths Homework.

Given weekly.

Homework is largely focussed on the four operations (+ - x ÷) and times table practice. This is to help children cement and solidify these core skills so that they are entirely ready for the variety of other concepts they will come across.

If you would like to know more about a particular method, please ask your child's teacher.

Times Table  
Rockstars.

We recommend ~10 minutes, 4-5 times per week.

Little and often is key.

Children in Y2-Y6 have a log in for this app - downloadable from the App Store. You can also use it on the website.

Free app.

Have a look at the handy guide attached to this document.



BBC Bitesize



BBC Bitesize has a wide range of videos, activities and games for children to explore different concepts.

No log in required - all free.

I-Minute Maths app

White Rose

1 minute quizzes on a variety of different maths concepts - great for all primary aged children. It is a fantastic way for all children to develop their mental agility.

No log in required. Free app.



CGP



The CGP resources usually come in the form of physical books. If you'd like something extra for your child to practise with, and are happy to spend a little, they are brilliant.

Other Useful Tools:

<http://mathsbot.com/puzzleMenu>

(Useful games - Find the Primes, Where's the Squares?, Beat the Clock (Times tables), Countdown)

<https://mathsframe.co.uk>

Go to - Tablet Friendly Games

A wide range available - some with more maths than others.

White Rose Parent Resources



# Parent Guide



We recommend a "little and often" approach; 10 minutes practice a day, 4 or 5 times a week is a good target.

## What are the different Game Modes?

| Single Player                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jamming</b><br>4 or 8 coins/correct answer   | The only game mode without a timer, players chose the table and operation ( $\times$ or $\div$ or both) they want to practise. Answer 10, 20 or 30 questions.                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Gig</b><br>10 coins per correct answer       | Gig games last 5 minutes and contain up to 100 questions, which come in 'waves', starting with the 10s, then the 2s, 5s, 3s, 4s, 8s, 6s, 7s, 9s, 11s and 12s. Novices are not expected to get past the 5s. Gigs provide the child (and their teacher) with a simple measure of their current skills, which is why learners should concentrate fully for the whole Gig as they won't get another try until next month.                                                                                                                                                                                       |
| <b>Garage</b><br>10 coins per correct answer    | Players are given a personalised set of 6 multiplication questions (and their matching division questions) in each round. The questions they get keep adjusting to provide the best fit for every learner's needs. This is probably the best game made for improving their recall while they're still learning.                                                                                                                                                                                                                                                                                             |
| <b>Studio</b><br>1 coin per correct answer      | Here your child earns their Rock Status, which is based on their Studio Speed. The faster they are the better their status. Studio Speed is the average of their most recent 10 Studio games. Suitable for confident players.                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Soundcheck</b><br>5 coins per correct answer | Soundcheck games ask 25 multiplication questions (up to $12 \times 12$ ), allowing 6 seconds for each question. Suitable for confident players.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Multi Player                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Festival</b><br>1 coin per correct answer    | Children compete against others from around the world, with their identities protected behind their rock names. Suitable for confident players.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Arena</b><br>1 coin per correct answer       | Children race against other members of their class who are logged in and choose the same arena name at the same time. Arena games use the same smart question algorithm as Garage games.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Rock Slam</b><br>1 coin per correct answer   | Players challenge their classmates or teachers to answer as many questions as they can in 60 seconds, setting a score for the challengee to beat. Pupils don't need to be online at the same time.                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Tournaments</b>                              | <p><b>Battle of the Bands</b> – groups of children within the same school (usually classes, year groups or teams) compete to have the highest <i>average</i> score per player.</p> <p><b>Top of the Rocks</b> – like a Battle of the Bands <i>between</i> schools. The winning class or school is the one with the most correct answers per person.</p> <p><b>Important:</b> Each correct answer (in any game mode) earns 1 point towards the team's total in addition to the coins earned. For example, in Garage games each correct answer is worth 1 point for the team and 10 coins for the player.</p> |

# Parent Guide



## Learners with different needs

|                                                                      |                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can I hide the timer?</b>                                     | Start a game and press  > Hide Practice Clock. You could also play a game in Jamming.                                                                                                                                                                                                                                                                   |
| <b>How can I increase the length of Garage games?</b>                | Single player > Garage > press the little arrow below "play solo" > choose 1, 2 or 3 minutes.                                                                                                                                                                                                                                                           |
| <b>The tables are too hard</b>                                       | Make sure your child is playing in Garage or Arena game modes. If this does not resolve the issue, please speak to your child's teacher. Remember that Jamming mode allows the child to choose the tables themselves.                                                                                                                                   |
| <b>My child gets anxious</b>                                         | Try the three above plus: setting mini goals (e.g. complete 2 minutes today, get 1 more point in the next game, pass 1 level); having a break from online play (come back in a couple of days); and reminding them of Baz's words:                                                                                                                      |
| <b>My child has visual impairments; what settings are available?</b> | Head to the Profile page where you can: change the colour scheme; reduce the visual stimuli with Declutter mode; increase the font size or switch to a dyslexia-friendly font called Lexie. <a href="http://play.ttrockstars.com">play.ttrockstars.com</a> is also screen reader compatible.                                                            |
| <b>Can I turn off division?</b>                                      | Yes in Jamming mode but not in the other games. The reason for that is that practising multiplication and division at the same time supports the recall of both and is the most successful approach. If your child is finding division confusing, please speak to their teacher about starting with the 10s only and for advice on how to help at home. |

## Troubleshooting

|                                                                   |                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>My child's coins and/or Studio speed have suddenly dropped</b> | Another child may have logged in as your child. Please reassure your child that this can be rectified. Contact their teacher who can set a new password, refund any coins, delete Studio games and talk to the class about online safety. |
| <b>My child plays too much</b>                                    | Set firm TTRS time limits; reward healthy choices; take away devices before bed.                                                                                                                                                          |
| <b>My child's name is showing on a school leader board.</b>       | Please ask your child's teacher to change the settings at their end so that rock names show on the leaderboards instead of real names.                                                                                                    |
| <b>What does the  mean?</b>                                       | If this symbol appears over a game tile (e.g. over Garage) it means the teacher has set your child a certain number of minutes to practise in that game mode for homework. Once they complete those minutes the other games unlock.       |
| <b>Is TTRS safe?</b>                                              | Yes. There are no adverts, no in-app purchases nor any chat functions. See more in our Privacy Notice ( <a href="http://mathscircle.com/privacy-notice">mathscircle.com/privacy-notice</a> ).                                             |



# Curriculum Overview

| Autumn 1                                                                                        | Autumn 2                                                                        | Spring 1                                                                                           | Spring 2                                                     | Summer 1                                                         | Summer 2                                                    |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------|
| Science - Forces & magnets<br>History - Stone Age to Iron Age<br>Art - Drawing<br>Music - Pulse | Science - Animals including humans<br>DT - Textiles<br>Geography - Europe Study | Science - Plants<br>Art - Painting<br>DT - Cooking & Nutrition<br>Geohraphy - Rivers and Mountains | Science - Rocks<br>History - Ancient Greece<br>Music - Voice | Art - Textiles<br>DT - Machanisms<br>History - Ancient Egyptians | Science - Light<br>Geography - River Nile<br>Music - Rhythm |



# School trips

This year we are planning to take the children on two trips.

We will be visiting Beaumanor Hall for an Iron Age Celts Day this term - a letter will be with you shortly.

For our second trip we will be visiting the Think Tank in Birmingham to support our science work

We will communicate more information on these nearer the time.

We also have our Year 3 Show in the Spring Term!



# Homework

Reading is a crucial piece of homework which hugely benefits your children. They have their folders and books that should be returned on a Monday please.



We will send home maths homework on a paper sheet each week.

We also recommend starting to learn times tables to help them in this area of the curriculum. This can be done with TTR.



# First piece of homework

Thank you to those who have returned their sheet

## YEAR 3

How to get the best out of your year.

Please fill this out and send it back into school to help you to fulfil all the things you would like to achieve in Y3.

|                                                 |                                                                           |                                                                              |
|-------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Child's Name .....</b>                       |                                                                           | <b>Child's Class .....</b>                                                   |
| <b>For your child to fill in with you ...</b>   | <b>What would you like to get out of your time in Year 3?</b>             | <b>What would you like your teacher(s) to know about you?</b>                |
|                                                 |                                                                           |                                                                              |
| <b>For you to fill out about your child ...</b> | <b>What would you like your child to get out of their time in Year 3?</b> | <b>What would you like your child's class teacher(s) to know about them?</b> |
|                                                 |                                                                           |                                                                              |

# New KMPS Values



## 6 Values, each with 4 supporting qualities

**Kindness** through: Words and Actions, Gratitude, Empathy and Helpfulness

**Integrity** by being: Honest, Fair, Trustworthy and Ethical

**Respect** by: Listening, Being Courteous, Showing Humility and Following the Rules

**Resilience** by being: Courageous, Optimistic, Patient and Self Confident

**Aspiration** by being: Dedicated, Independent, Organised and Problem Solvers

**Reflectiveness** by being: Curious, Adaptable, Creative and Analytical

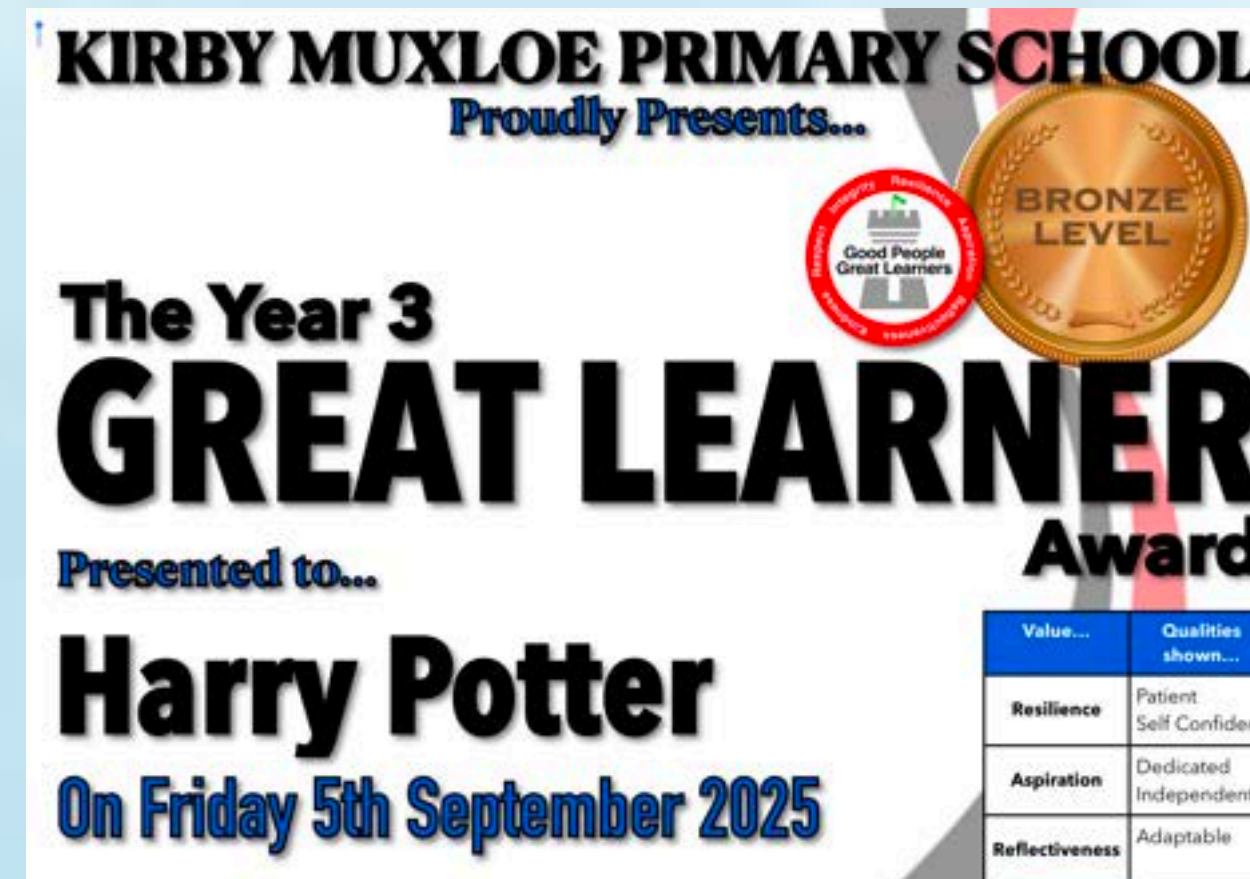
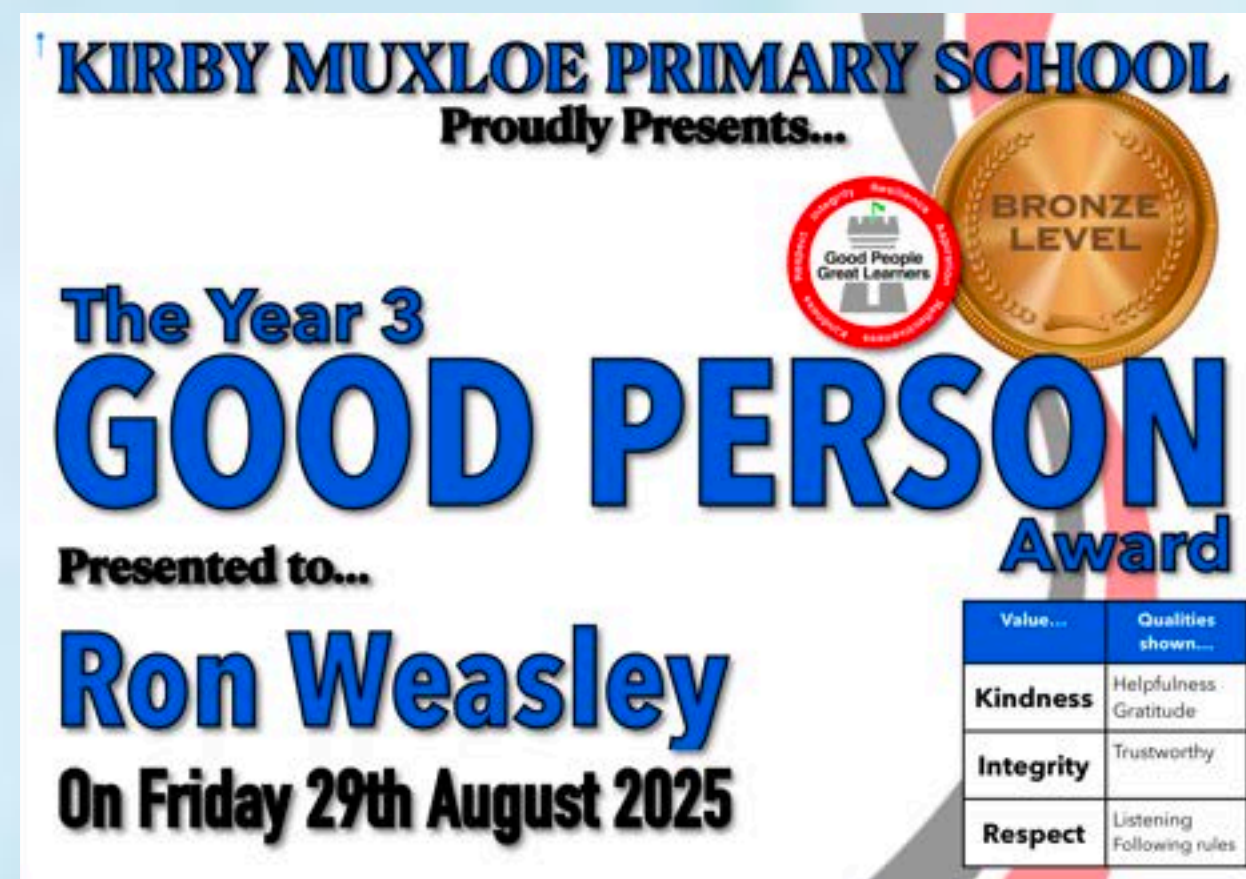


# Rewards

## House points



Teacher and headteacher awards/praise



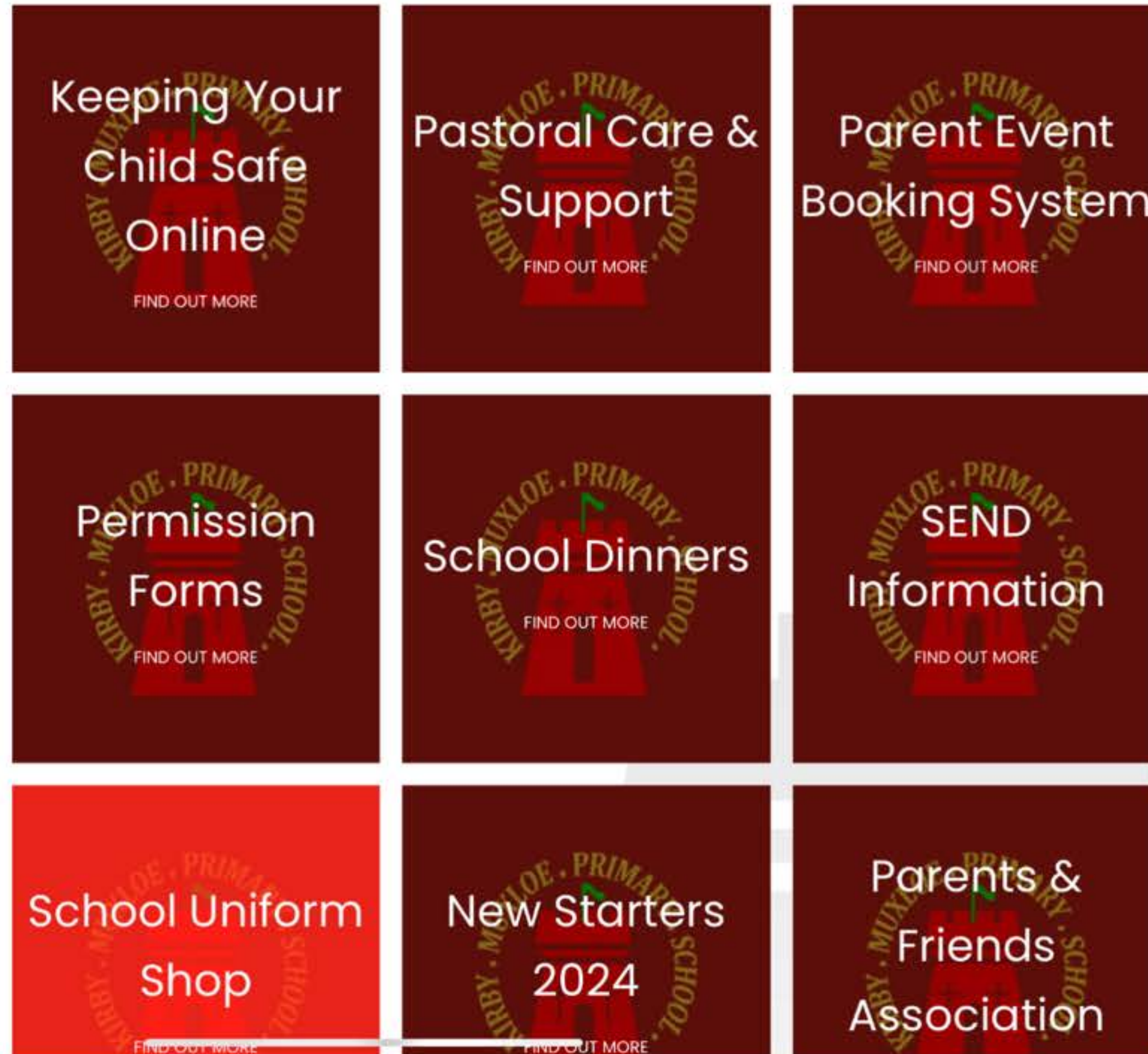
Compliments and praise notes

Good People Great Learner Awards

# E-safety and online safety

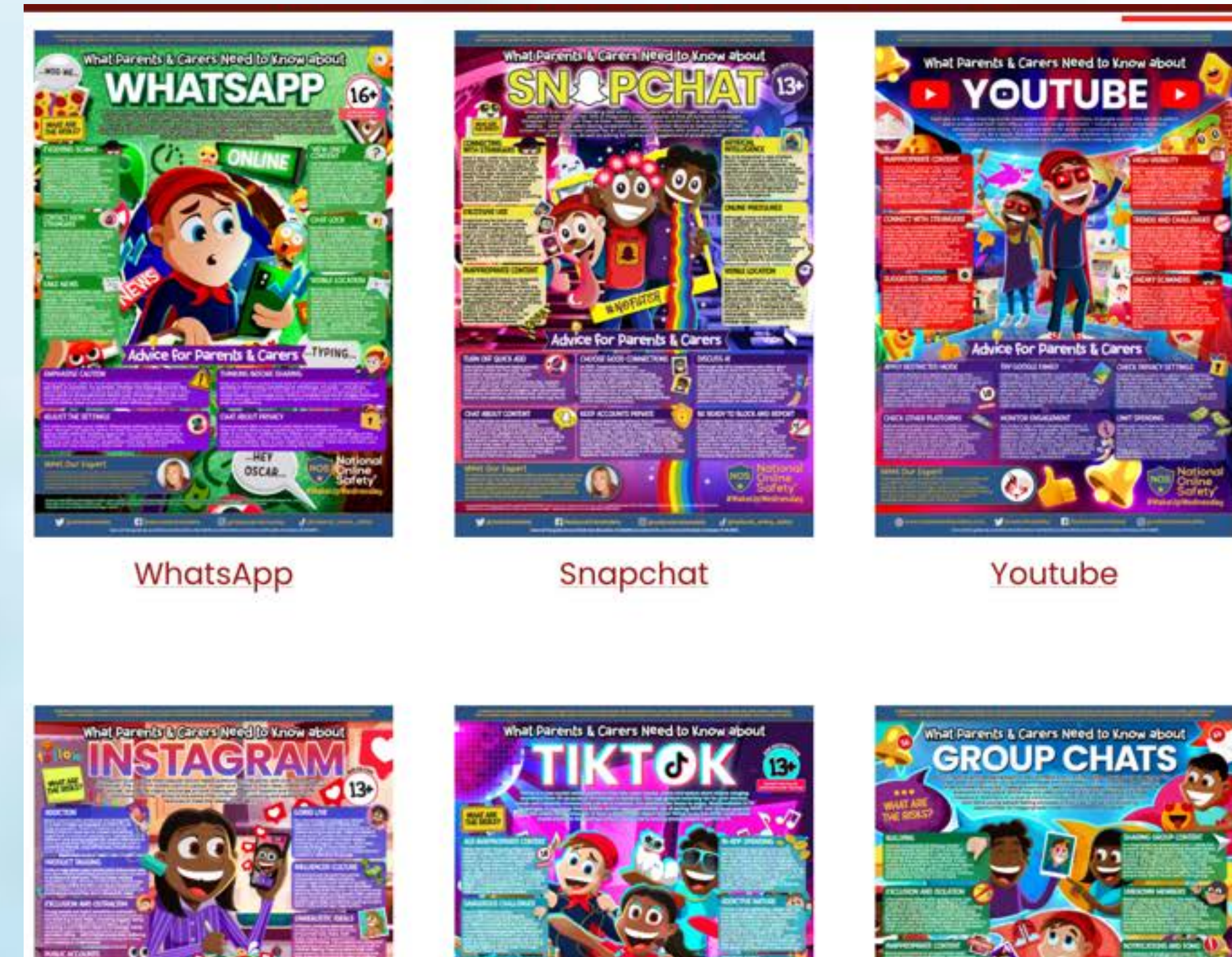


Useful information posters on keeping your child safe online are available on the school website



HOME → KMPs PARENTS/CARERS → KEEPING YOUR CHILD SAFE ONLINE

## Keeping Your Child Safe Online



WhatsApp

Snapchat

Youtube





# Communication

All communication should come to us via the office.

admin@kmpprimary.leics.sch.uk  
0116 2393410

Please put FAO: (teachers name) as the email subject

Emails and phone calls will be passed directly from the office to class teachers.

We will then respond when we can.

We welcome all communication and will always be happy to help.



# Any Questions?

Thank you for coming today!

We can't wait for the year ahead!

# YEAR 3

How to get the best out of your year.

Please fill this out and send it back into school to help you to fulfil all the things you would like to achieve in Y3.

| <b>Child's Name .....</b>                       |                                                                           | <b>Child's Class .....</b>                                                   |
|-------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>For your child to fill in with you ...</b>   | <b>What would you like to get out of your time in Year 3?</b>             | <b>What would you like your teacher(s) to know about you?</b>                |
|                                                 |                                                                           |                                                                              |
| <b>For you to fill out about your child ...</b> | <b>What would you like your child to get out of their time in Year 3?</b> | <b>What would you like your child's class teacher(s) to know about them?</b> |
|                                                 |                                                                           |                                                                              |