

WELCOME TO THE YEAR 3 MEET AND GREET



The Team



3P

Miss Pickard



3CF

Mrs Coggins
(Mon, Tue, Wed)



Miss Felsinger
(Thur, Fri)

Mrs Gardner

Mrs Sargent

Mrs Brunt

Miss McMorrow

Miss Winder

Mrs Jesson

Mrs Mee

Mrs Carvell
Pastoral Support

Mr Holt

Miss McFadzean

Miss Crowson

Mrs Promy

Mrs Chong

Mrs Amaral



Timetable

LJ
History, Geography,
Science, DT, Art

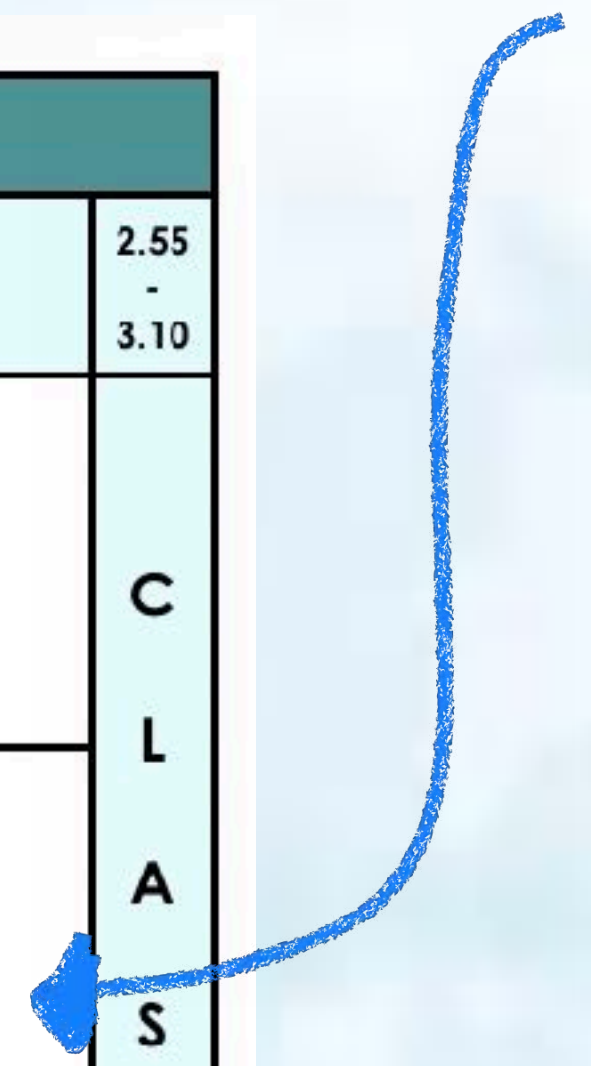
Gates open:
8.30am
Register: 8.40am

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:
3.20pm

Year Three Weekly Timetable											
	8.30 - 8.50	8.50 - 9.20	9.20-10.15	10.15 - 10.30	10.30-11.00	11.00-12.05	12.05 - 1.00	1-1.30	1.30-2.15	2.15-2.55	2.55 - 3.10
M O N	Reg DS	Assembly	Maths	B R E A K T I M E	Phonics Spelling/ handwriting	Literacy	L U N C H T I M E	RE/ Swimming			C L A S S B O O K
T U E S	Reg DS	Picture News	Maths		Phonics PSHE	Literacy		Library and Reading Comprehension Learning Journey Give out maths 🏠 homework			
W E D S	Reg DS	Assembly	Maths		Phonics Spelling/ Hwg	Literacy		Learning Journey Computing			
T H U R S	Reg DS Hwg	Singing assembly	Maths		Phonics Spanish	Literacy		Learning Journey			
F R I	Reg DS Hwg	Assembly	Maths		Phonics Spelling/ Hwg	Literacy		PE/Music			





Drop off and pick up

Please drop your children off at the door of the new block for them to come inside to their classroom in the morning.

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 there.

3P



3CF



Break time snacks and lunches

Morning Snacks	Water or milk Cheese Eggs Yoghurt/ yoghurt tube Fruit (fresh or dried)	Vegetables Crackers Cereal bars - non chocolate/nut Rice cakes Plain popcorn
Packed Lunches	<u>General items</u> Snack items as above+ Salad Sandwiches/wraps/rolls Cold pasta/rice	<u>In Moderation</u> Crisps Small cake or biscuit Pastry based items
Not to be brought for either snack or packed lunch	Products containing nuts - including Pesto, Nutella or other nut or hazelnut spread based foods	Chocolate Bars Fizzy or energy drinks Sweets or confectionary





School Uniform

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)





Swimming Swimming Day

Will be a Monday
Afternoon

Please
remember a
swimming hat!

Ensure you have
filled in and signed
the consent form
for goggles.



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.



Core Subjects

Literacy and Maths Information



What does learning to read look like?

Word Recognition

Learning to read begins here.

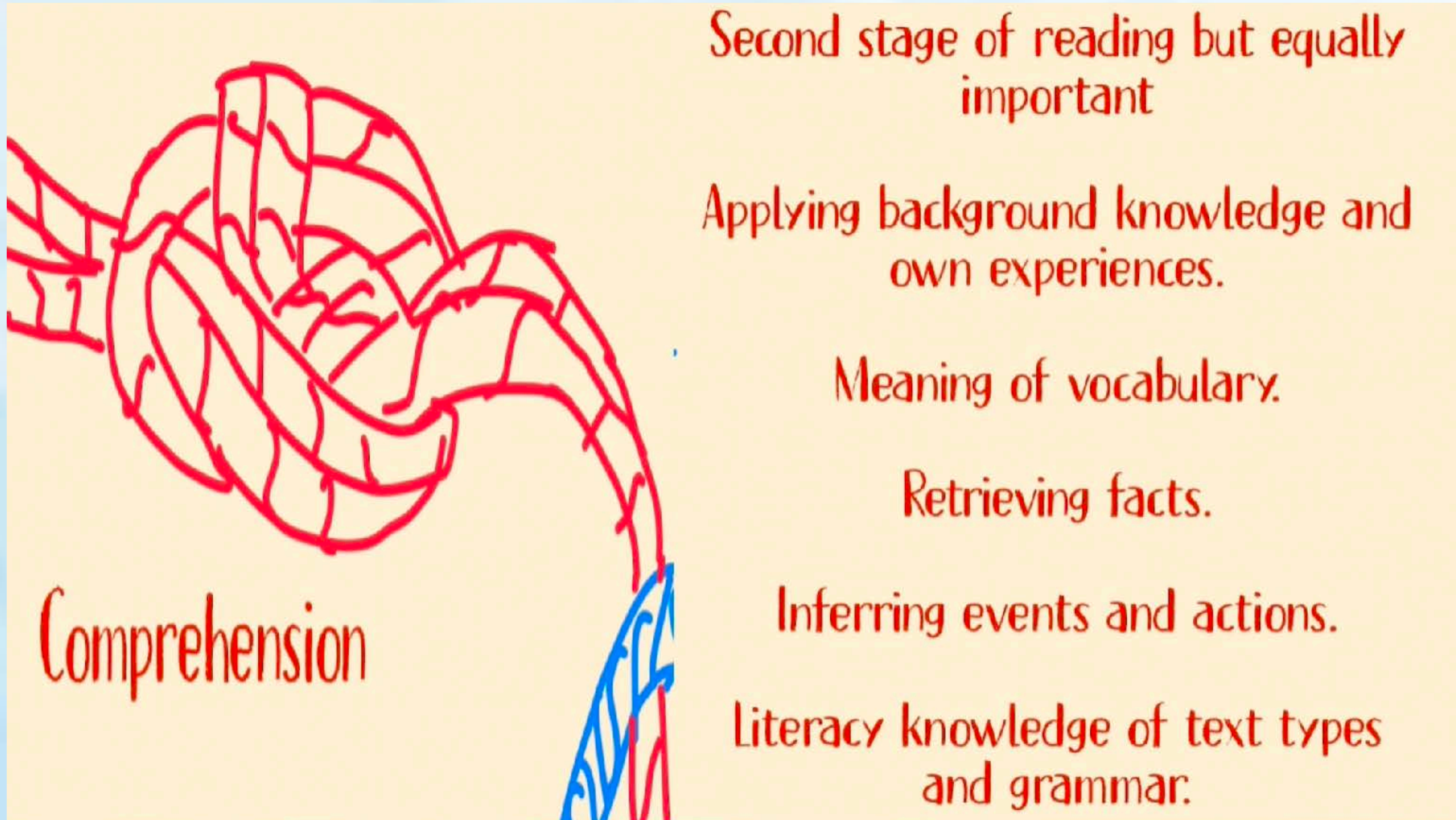
Decoding sounds into words.

Phonics.

Sight recognition of familiar words.



What does learning to read look like?





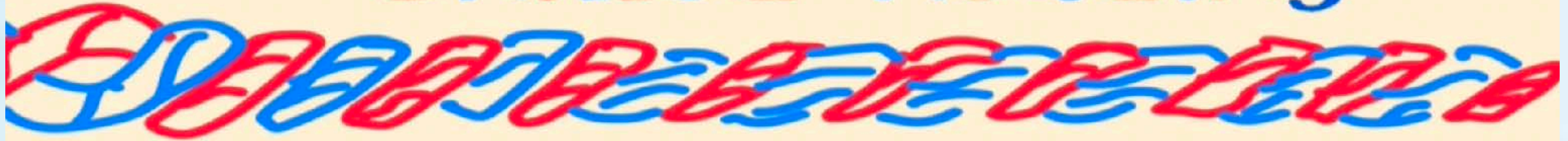
What does learning to read look like?





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?

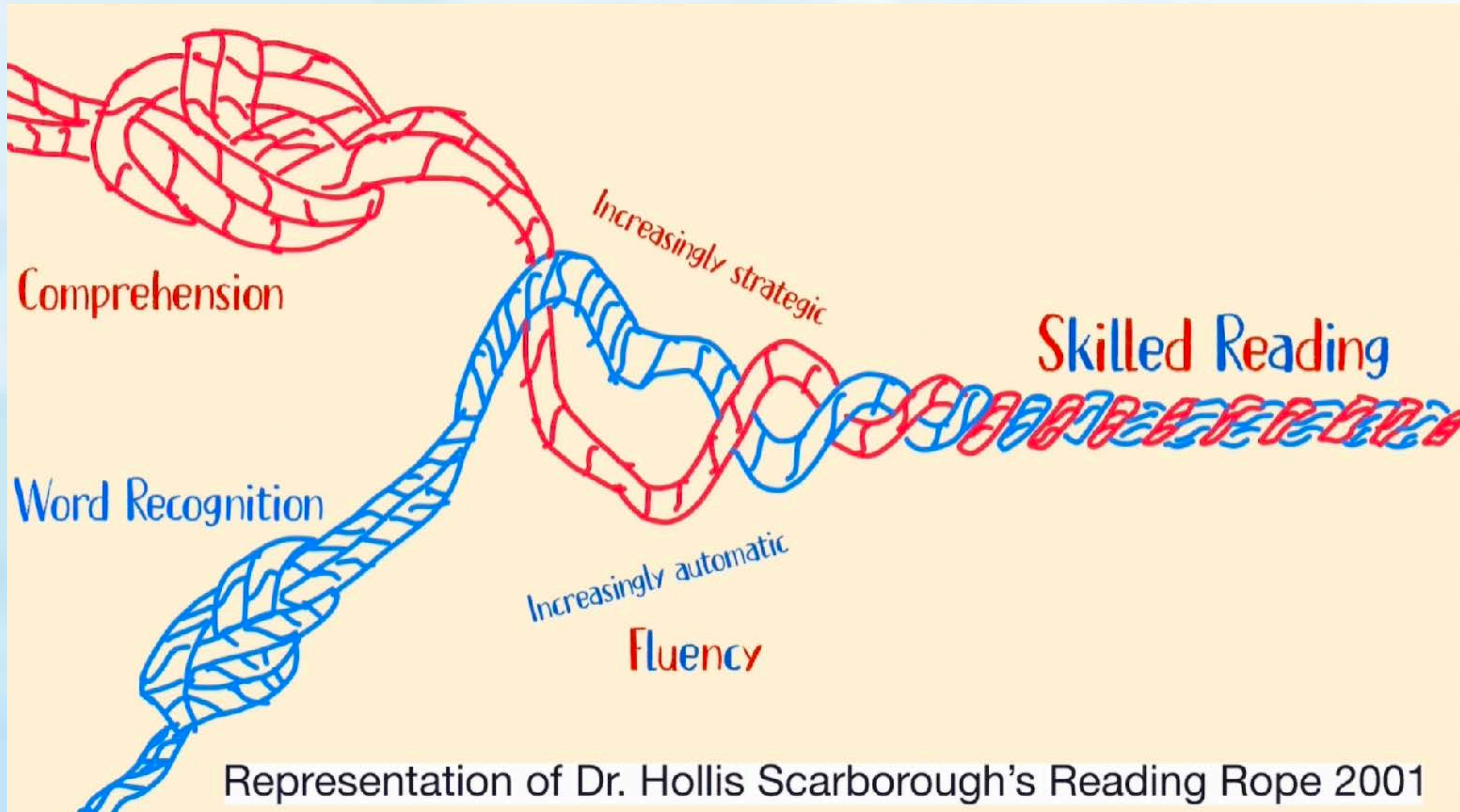
Skilled Reading



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?





Reading

HOW CAN YOU HELP YOUR CHILD WITH READING?



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.

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.

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.



Reading

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.



Reading

ASK CHILDREN TO CONNECT TO A TEXT

Text to Self 🧐 📖

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

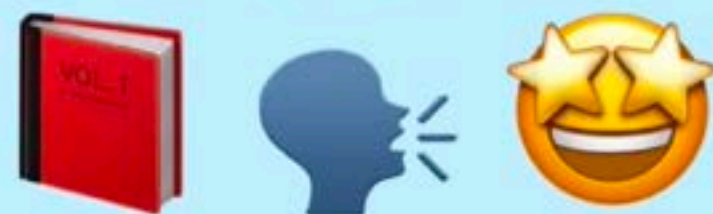
Text to Text 📖 🎬

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.



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.



Resources to support at home

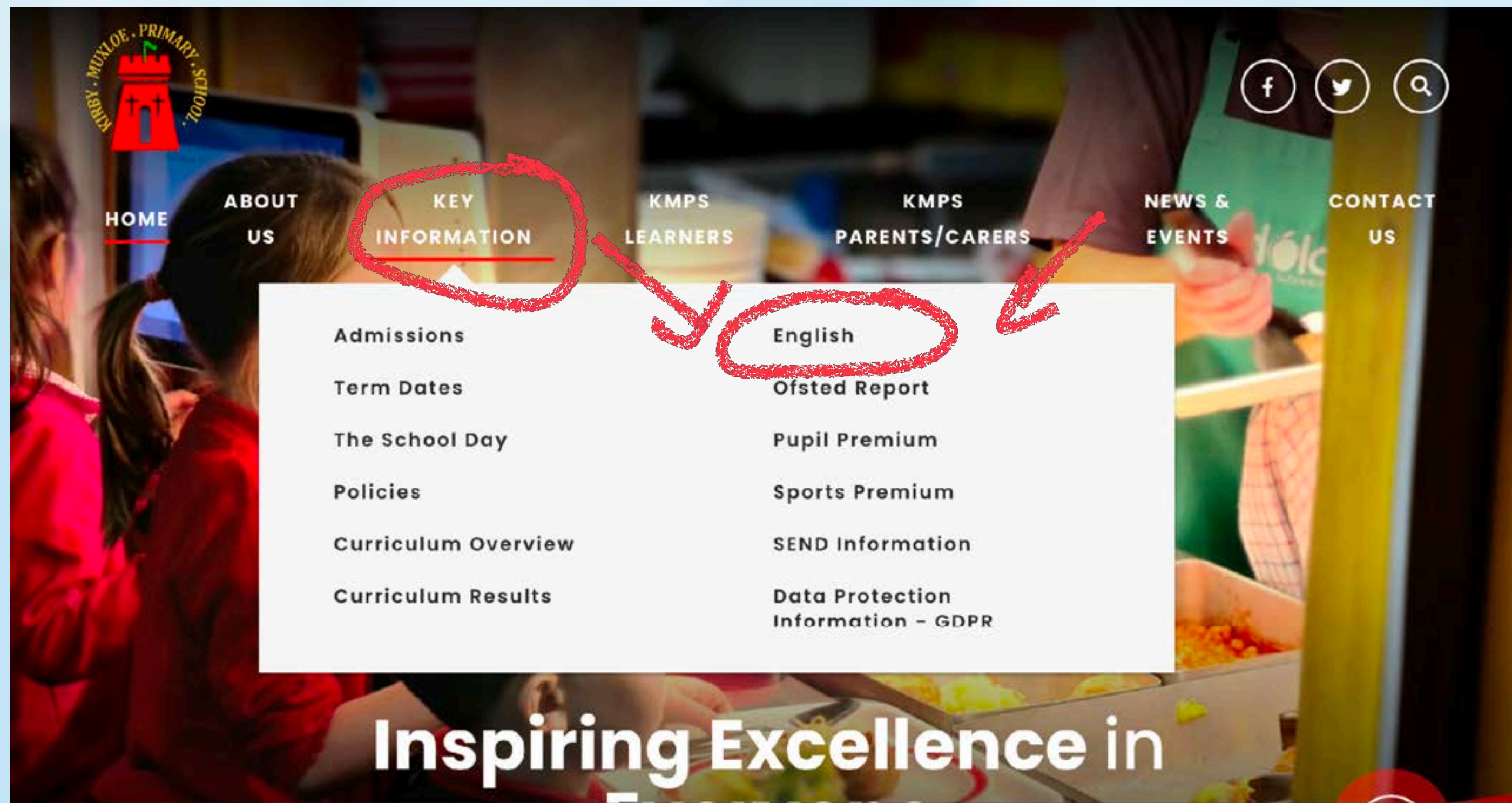


English Resources

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



ES, 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 (+ - × ÷) 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.

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.

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.



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	
Jamming 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.
Gig 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.
Garage 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.
Studio 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.
Soundcheck 5 coins per correct answer	Soundcheck games ask 25 multiplication questions (up to 12×12), allowing 6 seconds for each question. Suitable for confident players.
Multi Player	
Festival 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.
Arena 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.
Rock Slam 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.
Tournaments	Battle of the Bands – groups of children within the same school (usually classes, year groups or teams) compete to have the highest <i>average</i> score per player. Top of the Rocks – 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. Important: 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.

Parent Guide



Learners with different needs	
How can I hide the timer?	Start a game and press > Hide Practice Clock. You could also play a game in Jamming.
How can I increase the length of Garage games?	Single player > Garage > press the little arrow below “play solo” > choose 1, 2 or 3 minutes.
The tables are too hard	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.
My child gets anxious	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:
My child has visual impairments; what settings are available?	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. play.ttrockstars.com is also screen reader compatible.
Can I turn off division?	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	
My child’s coins and/or Studio speed have suddenly dropped	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.
My child plays too much	Set firm TTRS time limits; reward healthy choices; take away devices before bed.
My child’s name is showing on a school leader board.	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.
What does the mean?	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.
Is TTRS safe?	Yes. There are no adverts, no in-app purchases nor any chat functions. See more in our Privacy Notice (mathscircle.com/privacy-notice).



Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science – Forces & magnets History – Stone Age to Iron Age Art – Drawing Music – Pulse	Science – Animals including humans Art & DT – Textiles Geography – Rivers and Mountains Music – Voice	Year 3 Show History – Ancient Greece	Science – Light Geography – Europe Study Shakespeare Week	DT – Mechanisms History – Ancient Egyptians Science – Plants Art – Painting Music – Rhythm	Science – Rocks Geography – River Nile DT – Cooking & Nutrition



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 – Friday 25th September, parent helpers still needed please.

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 Tuesday 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 but other activities would be beneficial too.

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

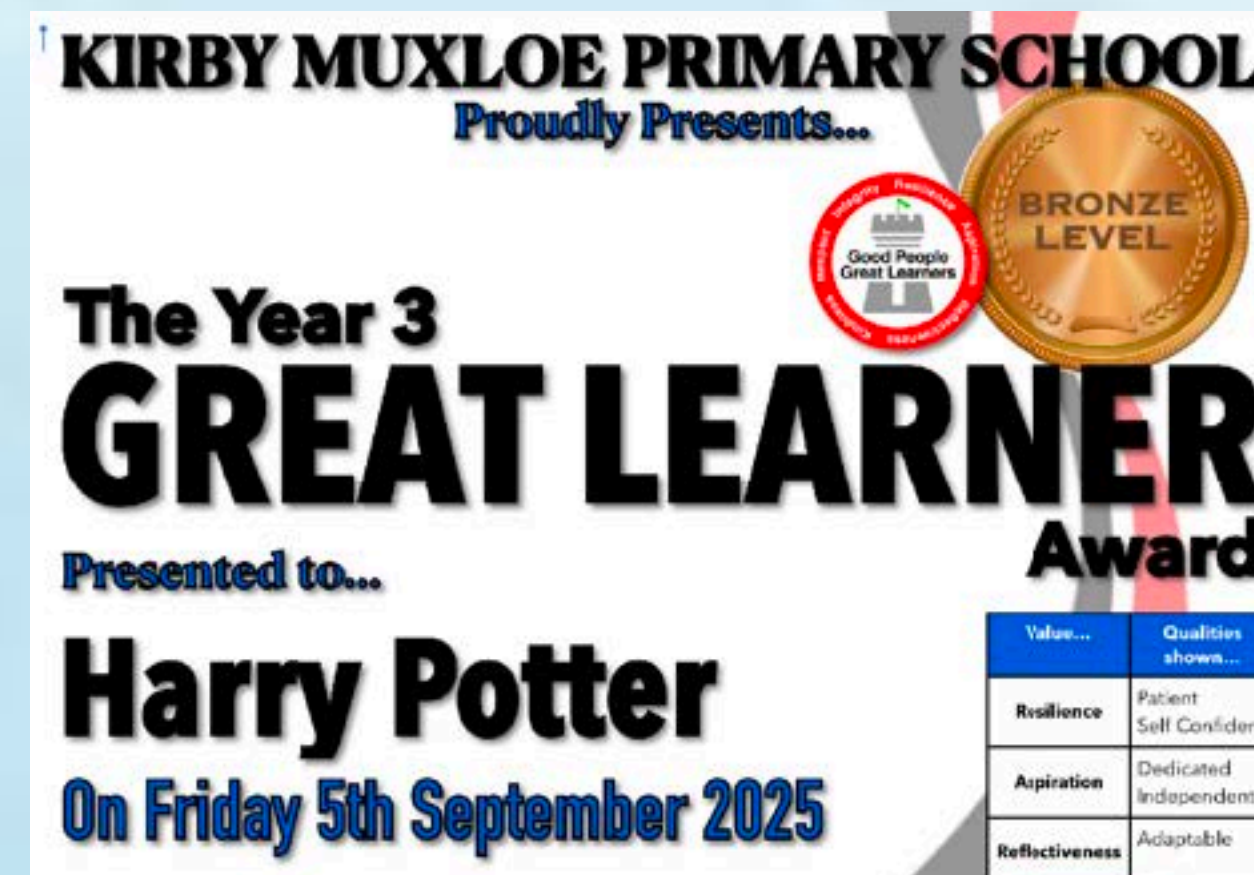
Aspiration by being: Dedicated, Independent, Organised and Problem Solvers

Reflectiveness by being: Curious, Adaptable, Creative and Analytical



Rewards

House points



Good People Great Learner
Awards

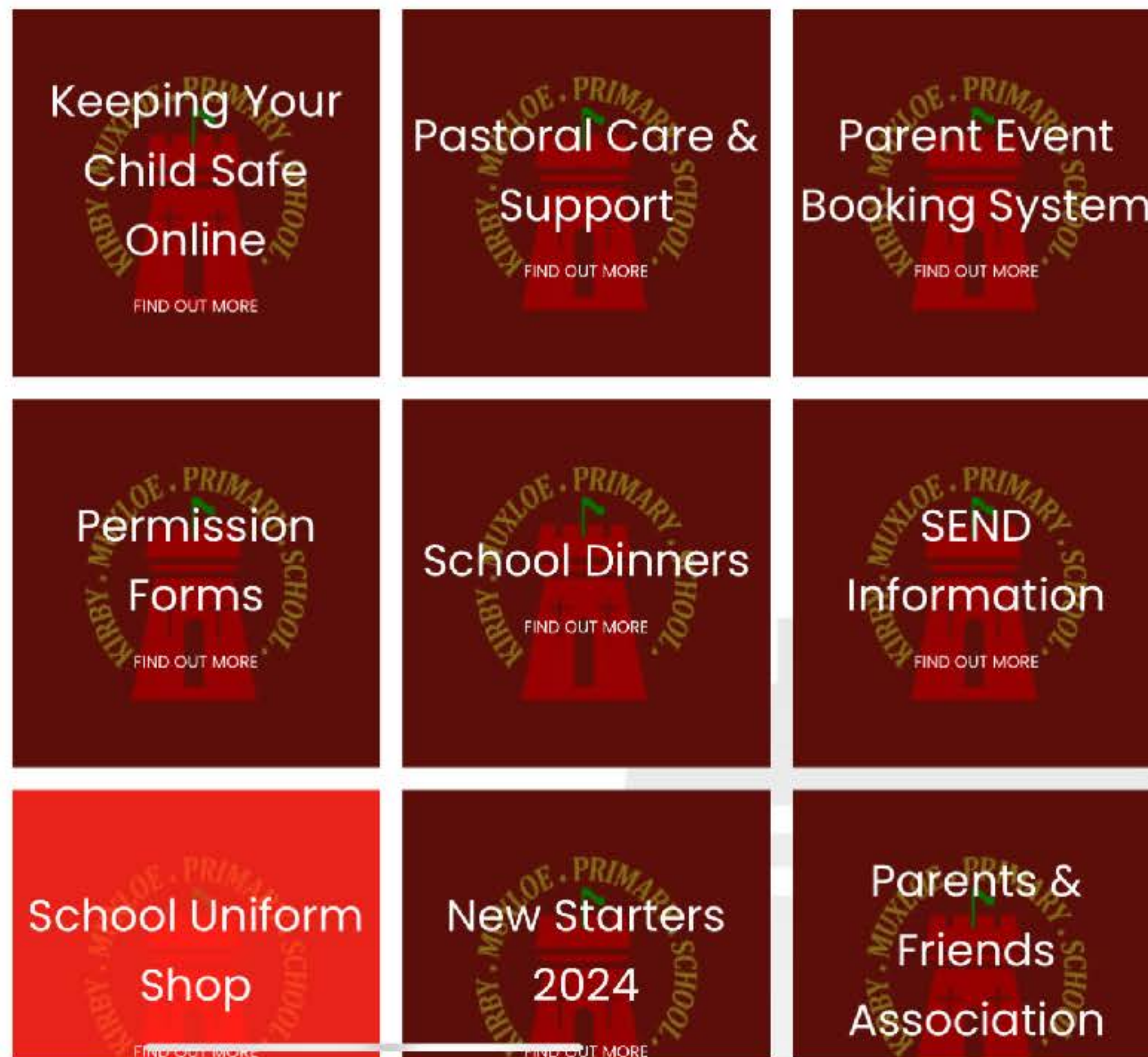
Compliments and
praise notes

Teacher and
headteacher
awards/praise



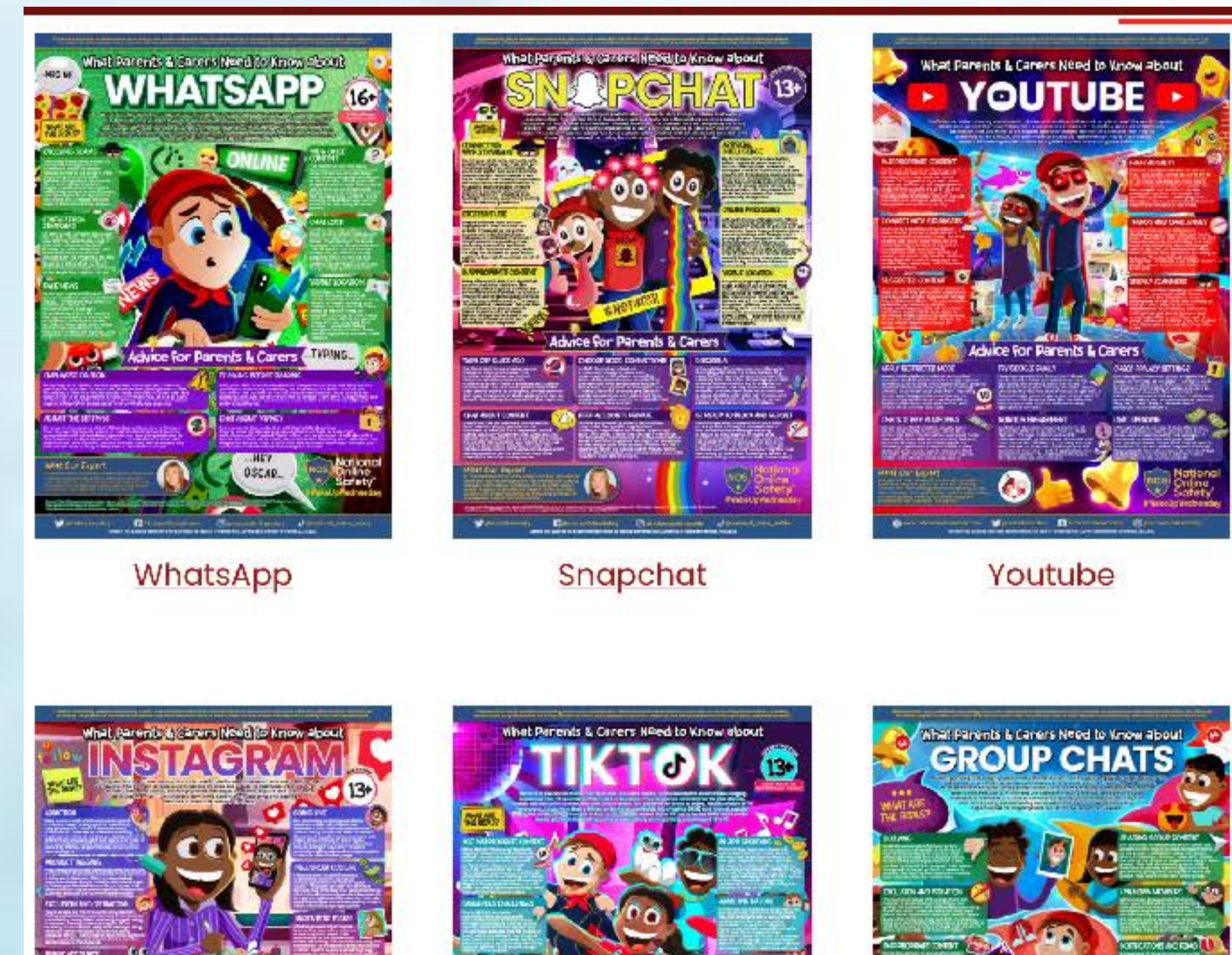
E-safety and online safety

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!