

Welcome to Year 3

Parent/Carer meeting 19/9/2024



The Year 3 Team

Ms Dempsey
Phase Team
Leader

Mr Squires
3S

Mr
Houssana
3H

Ms Garcia
3G

Ms Stott
Learning
Support
Assistant

Ms Mills
ISA
Language
Support



SENDco: Miss Waxer



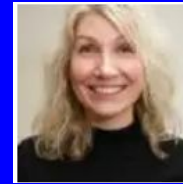
Family Support Worker: Ms Colley



School Counselor: Tara Green



SAFEGUARDING



Designated Safeguarding Leads (DSLs): Mrs Cooper and Miss Penn

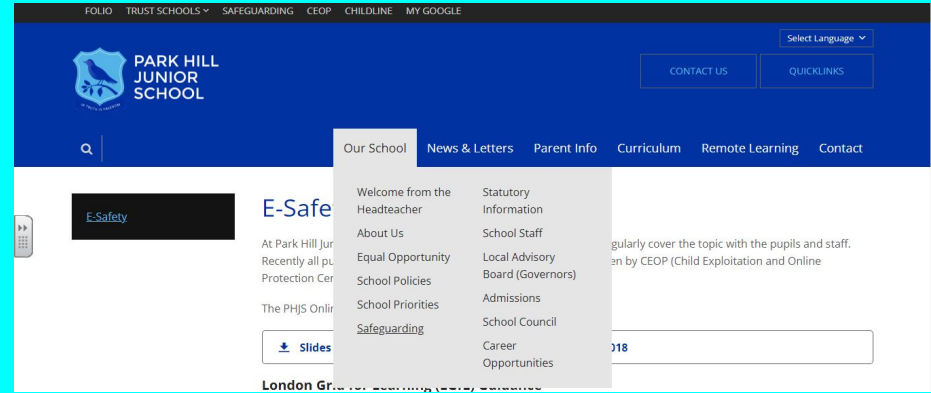
If you are concerned about the safety of a child
you can also speak to Mrs Pratt, Miss Waxer, Miss Turner,
Ms Dempsey, Ms Colley or Miss Job



SAFEGUARDING

E-Safety

We have extensive security measures in place at school and teach them regularly about potential dangers, unsuitable material and how to stay safe online.



It is important that these messages are also talked about at home especially when children are using computers, tablets or mobile phones independently.

www.thinkuknow.co.uk/parents/ www.internetmatters.org/



MOBILE PHONES and APPs

If your child has access to a mobile phone, tablet or other technology, please teach them about E-safety and reinforce the messages they receive from school.

If they have access to certain APPs please check their security settings and make sure you also have access to the phone.

Friendship issues can and do occur which then continue into school.



Attendance

- New guidance from the Department of Education - [see letter sent in July 2024](#)
- Morning registration - 8:50am - 9am. Please ensure your child is in the classroom, in time to be seated and starting learning by 9am.
- Removal of the H Code - Authorised Holiday in Term Time. Any holidays that are taken will be recorded with a G code - Unauthorised Holiday in Term Time, and you will be liable for a penalty notice.

Who is Liable for a Penalty Notice/Prosecution

Penalty notices/prosecution are now issued/sought for each parent for each child (per parent, per child). A parent refers to anyone with parental responsibility and may include carers, stepparents, grandparents, or any other adult with parental responsibility.

First Offence

The first time a penalty notice is issued for term time leave of absence or unauthorised absences the amount has increased to: £160 per parent, per child if paid within 28 days of being issued.

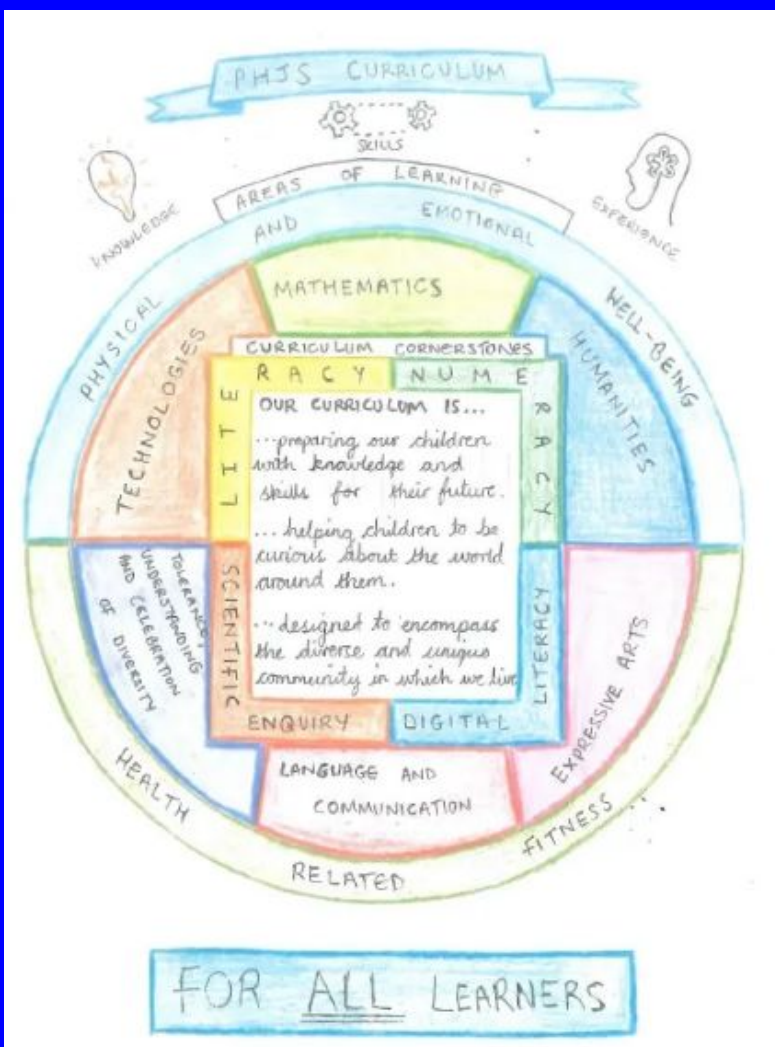
Second Offence

If a second penalty notice is issued for term-time leave of absence or unauthorised absence within a three-year period, there will not be a discount for early payment.

Third Offence/Any Further Offences Within a Three Year Period

If there is a third instance of term time leave of absence or unauthorised absence, a penalty notice will not be issued. Any further cases will be referred directly to the Magistrates' Court for prosecution. Magistrates can impose a fine of up to £2500 per parent, per child. If a parent is found guilty of an offence, this is recorded as a criminal offence and will show on any DBS (Disclosure and Barring Service) checks as "Failure to Safeguard a Child's Education"

Please be aware, your child will not be allowed to attend activities such as discos or maths challenges if attendance or punctuality is of concern.



The PHJS Curriculum - Our Intent

- 3 main aims
- Our learning in lessons helps us to achieve the aims
- Planned and sequenced
- Broad and ambitious
- Promote their curiosity
- Cultural Capital



PHJS Curriculum

There is lots of information about the school curriculum on our website under the curriculum tab.



PHJS CURRICULUM

HOME ABOUT US **CURRICULUM** NEWS AND LETTERS PARENTS JOIN US CONTACT

QUICKLINKS +

CURRICULUM

- CURRICULUM STATEMENT
- YEAR 3 CURRICULUM
- YEAR 4 CURRICULUM
- YEAR 5 CURRICULUM
- YEAR 6 CURRICULUM
- EXPERIENCES - TRIPS & VISITS
- GROWTH MINDSET
- SKILLS BUILDER
- ZONES OF REGULATION

SUBJECTS

- ART
- COMPUTING
- DESIGN TECHNOLOGY
- GEOGRAPHY
- HISTORY
- MATHEMATICS
- MODERN FOREIGN LANGUAGES
- MUSIC
- OUTDOOR LEARNING
- PHSE AND RHSE
- PHYSICAL EDUCATION (PE)
- RELIGIOUS EDUCATION (RE)
- SCIENCE

PHONICS, READING AND WRITING

- PHONICS
- READING
- WRITING

LEARNING AT HOME

- HOME LEARNING
- REMOTE LEARNING
- ONLINE RESOURCES

BE RESPECTFUL, RESILIENT, REFLECTIVE, RELATIONAL

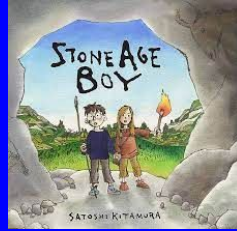
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Year 3

Autumn

Stone Age
Iron Age



Spring

Landscapes
Indian and
UK
Geography



Summer

Victorians
Forces





<p>MATHS</p> <p>Children will learn:</p> <ul style="list-style-type: none">Number bonds to 100.Place value up to 1000Finding 1, 10 and 100 more or less than a given numberComparing objects and numbersMental and written strategies for addition and subtraction		<p>READING AND WRITING</p> <p>Children will use VIPERS and take part in Non-fiction Fridays in Guided Reading sessions.</p> <p>The class books they will be reading are: Just So Stories</p> <p>In grammar lessons the children will learn about:</p> <ul style="list-style-type: none">Nouns, adjectives and verbsDeterminersPast tenseParagraphs <p>In writing the children will be using their knowledge to write:</p> <ul style="list-style-type: none">A comparison of geographical and human features of India and the UKA non-Chronological report of the fauna and flora in IndiaDescriptive, narrative writing	
<p>GEOGRAPHY</p> <p>In geography children will learn:</p> <ul style="list-style-type: none">To use atlases maps and globes to locate India.Describe India according to these key terms: hemisphere, other places and time zone.About the human and physical features of India including the flora and fauna.To name and locate countries and cities in the UKTo name and locate continents of the worldTo describe and compare physical and human characteristics of India and the UK		<p>SCIENCE</p> <p>Children will learn:</p> <p>Working scientifically</p> <ul style="list-style-type: none">To ask relevant questions and use different types of scientific enquiriesTo use evidence to answer questions <p>Animals including humans</p> <ul style="list-style-type: none">To recognise that animals (including humans) need the right types and amounts of nutritionTo identify food groups and their impactTo recognise what makes a balanced dietTo identify skeletons which are used for support, protections and movementTo identify that animals have muscles to help them move	
<p>RE</p> <p>Children will be learning about:</p> <p>World Views</p> <ul style="list-style-type: none">What is it like for someone to follow God?Bible storiesCovenantWeddings			

<p>PE</p> <p>Children will learn:</p> <ul style="list-style-type: none">About passing and receivingTo explore effective teamworkThe basic principles for attacking and defendingTo compete against others in a controlled mannerTo begin to move and use actions with co-ordination and Control which will be explored through netball and hockey <p>Gymnastics with a focus on the cognitive skill</p> <ul style="list-style-type: none">To use their body to make different shapesTo travel in different ways on the floor and apparatusTo balance in different waysTo begin to make simple sequences using balance and travel		<p>ART and DESIGN and TECHNOLOGY</p> <p>In art the children will learn:</p> <ul style="list-style-type: none">To use sketchbooks to make observations and review their art work.To use different techniques to shadeTo use symmetry in their artTo use basic shapes to represent animals and people <p>In Design and Technology children will learn:</p> <ul style="list-style-type: none">To plan, make, change and evaluate a moving boat	
<p>MUSIC</p> <p>Children will learn:</p> <ul style="list-style-type: none">To recognise different musical genres and instrumentsTo begin to use musical terminologyTo begin to explore musical notation		<p>COMPUTING</p> <p>Children will learn:</p> <ul style="list-style-type: none">E-safetyHow to use Google ClassroomTo touch type	
<p>FRENCH</p> <p>Children will learn:</p> <ul style="list-style-type: none">To introduce themselvesNumbers 1-12Saying their age		<p>PSHE</p> <p>Children will be following the Jigsaw programme and learn:</p> <ul style="list-style-type: none">To recognise their worth and achievementsTo set personal goalsTo face new challenges positivelyAbout rules, roles and responsibilitiesHow to make responsible choices	

YEAR 3 ANIMALS INCLUDING HUMANS KNOWLEDGE ORGANISER

KEY VOCABULARY AND SPELLINGS

Energy – the property that gives us strength of body or mind to do things or work

Nutrition – the process of providing or obtaining the food necessary for health and growth

Skeleton – a framework of bones supporting the body

Muscle – a soft tissue in the body that contracts and relaxes to cause movement of the skeleton

Healthy – in good physical condition

Consumers – living things that eat other living things to get energy

Vitamins – substances found in foods that keep you healthy

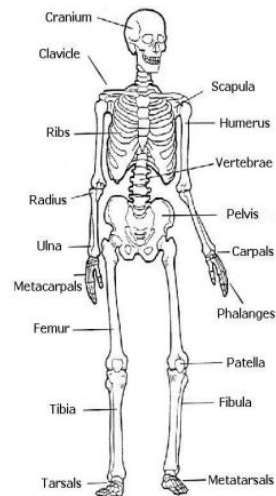
Diet – the foods that a person, animal or community habitually eat

Invertebrate – an animal which does not have a back bone/spine

Vertebrate – an animal which has a back bone/spine.

HUMAN SKELETON

The bones in our skeleton provide support so we can stand, movement and protection of our organs.



INVERTEBRATES AND VERTEBRATES

VERTEBRATES are animals that have a backbone inside their body. The major groups include fish, amphibians, reptiles, birds and mammals.

INVERTEBRATES do not have a backbone. They have a soft body, like worms and jellyfish or a hard outer casing covering their body like spiders and crabs.

BALANCED DIET - Unlike plants, humans do not make their own energy so they need to eat to get energy. In order to be healthy we need to eat a balanced diet with more of some things and less of others.



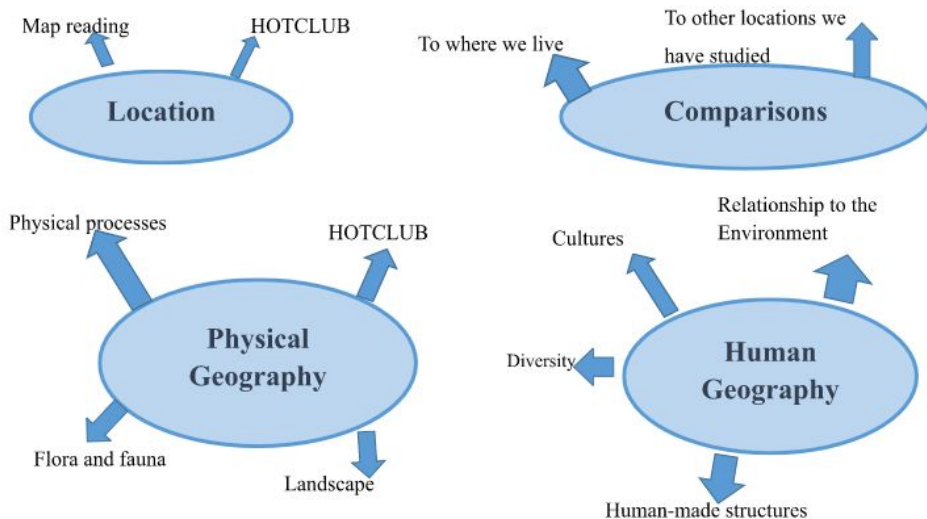
PROTEIN – required for growth and repair of our bodies. Found in meats, poultry, fish, dairy products, eggs and beans.

CARBOHYDRATES – provide energy for the body. Found in grains, cereals, potatoes, bread, pasta and in some fruits and vegetables.

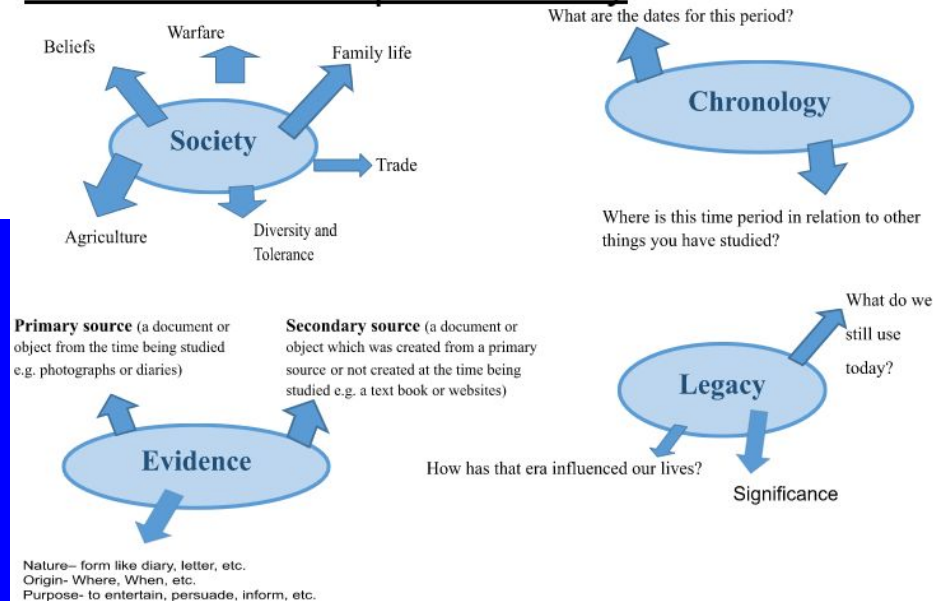
FATS – provide energy and help with building our bodies. Found in dairy products, red meats and some poultry and fish.

FIBRE – Help you digest your food. Found in cereals, fruit and bread.

Threshold Concepts – Geography



Threshold Concepts – History



Broader Development

Access to a wide, rich set of experiences:

- Trips
- Themed days and weeks (STEAM, British Values, Multicultural, Black History Month, Neurodiversity)
- Clubs
- Curriculum showcases
- Skills Builder
- Outdoor Classroom
- Outdoor Learning



Skills Builder - Broader Development



- Complements our curriculum intent - skills for their future.
- 8 Essential Skills
- Supports the emotional wellbeing and academic success of children
- Prepares them for life beyond school.



Skills Builder - Broader Development

- Each skill is broken down into steps
- The children will be taught lessons specific to the skill and the step they are working on
- They then apply it to their other lessons and subjects, ensuring that the skill and step becomes embedded.



Pastoral support

Well-Being is very important to us at PHJS



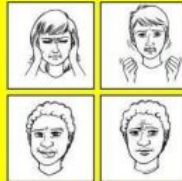
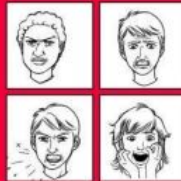
- Jigsaw (PSHE) lessons rights and responsibilities, aspirations, friendships, hygiene, SRE, transition.
- Well-being Wednesdays
- Zones of Regulation
- Molly



Zones of Regulation

A tool we use in school to help children identify their feelings and learn to self-regulate.

No emotion is bad, we all feel them at some point.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



What children need to bring to school

- Water Bottle
- Reading Book
- Planner
- Fruit snack for breaktime (if needed)

Being prepared helps the children to have a positive attitude towards their learning and commitment to their education



Reminders

- Yr 3 PE days - **Wednesday** and **Thursday**.
- Spellings tested on a Friday
- Home learning and planners signed due in on a Monday




Attendance and Punctuality



Behaviour for Learning and Personal Growth

Goal Reality Options What's next

Growth LEVEL	BEHAVIOURS	RESPONSES
LEVEL 1 All adults at Park Hill Junior School	<p style="text-align: center;">Not following the Golden Rules:</p> <ul style="list-style-type: none"> • Hurting someone or their feelings • Interrupting • Wasting your own or other people's time • Covering up the truth • Wasting or damaging resources. 	GROWth reminder by any adult
LEVEL 2 Behaviour requiring a consequence or response given by the teacher.	<ul style="list-style-type: none"> - Repeatedly failing to follow the Golden Rules - Rudeness to adults/children - Telling lies / blaming others - Refusal to follow instructions - Refusal to take responsibility for their choices and actions. 	Growth Conversation with your class teacher/phase team leader
LEVEL 3 Escalated or repeated behaviours requiring intervention that SLT/CLT will need to be kept informed about	<ul style="list-style-type: none"> - Repeatedly not following specific Golden Rules after level 2 consequence: - Swearing or racism - Deliberately physically hurting or pushing. - Provoked retaliatory behaviour - Physical abuse/aggressive playground behaviour- storming off/ threatening behaviour/ stampeding - Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources e.g. scissors - Minor theft e.g. taking items off the teachers table or other pupils' belongings. - Deliberate and repeated refusal to comply with adult requests, open rudeness refusal to come into class - Verbal abuse - deliberate swearing, racism, sexism, homophobia, religious intolerance and offensive name-calling or other bullying or harassment - Misbehaviour when in playtime referral - Leaving the classroom without permission 	<p>Growth action plan shared with parents</p> 
LEVEL 4 Behaviours requiring SLT/CLT formal follow up.	<ul style="list-style-type: none"> - Repeated deliberate physically hurting after level 3 consequences - Repeated deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class/walking out of class without permission after level 3 consequences have been carried out - Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/spitting on others - Physically hurting causing physical injury - Bullying including Cyber-bullying, emotional, verbal, physical - Repeated racism, homophobia, religious intolerance, sexualised behaviour, deliberate swearing - Dangerous behaviour - self/others - Running out of school/leaving their group on school trips - Significant theft e.g. iPad/money etc 	<p>- Internal seclusion</p> <p>- May result in a Behaviour Support Plan monitored by SLT</p>
LEVEL 5 Behaviours that require immediate involvement from Headteacher	Extreme Behaviour	Suspension

Helping your child at home

- Become familiar with our website - curriculum section in particular
- Ensure children are in school and punctual. The gates open at 8:40am and close at 9:00am
- A good nights sleep and nutritious food, encourage them to go outside often
- Read to or listen to them read daily
- Encourage them to complete their home learning, including learning spellings, TTRS, Lexia, Spelling shed and mathletics
- Read the newsletter and curriculum newsletters

