

KERR MACKIE PRIMARY SCHOOL

YEAR HANDBOOK

SEPTEMBER 2012



Welcome to the Year 3 class booklet, providing information about the year group and class your child will be in next year, September 2012.

We know that a huge number of the school's parents and carers want to support their child's experience at school as much as possible and we hope that you find the information provided in this booklet helpful.

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## **STAFFING IN YEAR 3**

Rowan Class teacher: Miss H. Howard

Alder Class teacher: Mrs K. Davies

Miss Horwell will teach music in Y3

Teaching Assistants

Miss J. Scaife

Miss L. De Fenzi

## **CURRICULUM**

The curriculum is made up of the following subjects

- English
- Maths
- Science
- ICT (computers)
- Geography
- History
- Design Technology
- Art
- Religious Education (RE)
- Music
- Personal, Health and Social Education
- French

Currently, apart from RE there is a statutory national curriculum for children in Y3 covering the above subjects. For RE the school follows Leeds agreed syllabus. Your child will receive reading, writing and maths lessons every day, two hours of P.E. per week, one hour of music and R.E. per week, at least one hour of ICT per week and half an hour French every week. The school is currently revising the curriculum and further information about the topics your child will cover will be provided in September.

A curriculum newsletter is sent home at the beginning of each half term which details what your child will be learning in a range of subjects and the skills that will be developed.

There are set national expectations for the end of each year group. We know that some children will exceed these expectations and some may not acquire all of them. Our job is to ensure that your child achieves his/her full potential.

## **Reading**

By the end of Y3 most children are expected to

- Read on to search for the meaning of unfamiliar words.
- Use knowledge of the alphabet to locate information in dictionaries.
- Comment on the way characters relate to each other.
- Use a range of strategies to read unfamiliar words.
- Can comment on the way non-fiction text is organised.

## **Writing**

By the end of Y3 most children are expected to

- Use a wider range of connective words.
- Able to group ideas into paragraphs.
- Use exclamation marks.
- Use speech marks.
- Use apostrophe for omission.
- Mostly correct spelling of high/medium-frequency words.
- Neat and legible handwriting with some joining of letters.

## **Maths**

By the end of Y3 most children are expected to

- Read, write and order numbers to 1000; know value of thousands, hundreds, tens and units.
- Count on and back in ones, tens or hundreds from any number under 1000.
- Know by heart addition & subtraction facts to 20.
- Use pairs of numbers that total 100 (and subtraction facts).
- Add and subtract one digit and two digit numbers.
- Know by heart  $\times 2$ ,  $\times 3$ ,  $\times 4$ ,  $\times 5$ ,  $\times 6$  and  $\times 10$  (and division facts).
- Do simple divisions, e.g. 27 divided by 5.
- Find simple fractions, e.g.  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$  of shapes & amounts.
- Use £.p and know value of amounts.
- Tell time to nearest 5 minutes.

## ASSESSMENT

Your child's learning is assessed continually by the class teacher and each half term the teacher submits the level your child is working at in reading, writing and maths to the Headteacher. This helps the school monitor how well your child is learning, and identify how we can challenge and support your child so they achieve their full potential.

Your child's class teacher will discuss with you at parents' evenings the level your child is working at and the level they are expected to achieve by the end of the year. You will receive regular updates on how well your child is doing and guidance on how you can support at home.

The national expectation is for children to achieve a secure level 2 (2a) or just beginning to work within level 3 (3c) by the end of Y3 if they are to achieve level 4 by the end of Y6.

The following table shows the level most children are expected to be working at by the end of each school year.

	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a
Y1												
Y2												
Y3												
Y4												
Y5												
Y6												

## HOMEWORK

Each week your child will receive a list of spellings to learn, some maths facts to practise and a learning log. The purpose of the learning log is for your child to show their learning based on what they have been learning in school in any way they choose. Children have an opportunity to share their learning logs with the rest of the class.

## **ATTENDANCE**

Good attendance plays a crucial role in helping your child achieve well at school. The Department for Education recommends that primary school children should have a minimum attendance of 95%. We will always phone on the first day of your child's absence so we can accurately record the reason for your child's absence. If the school begins to have a concern regarding your child's attendance, the school's attendance officer will make contact and discuss with you whether there are any particularly issues that are affecting your child's attendance and if there is anything the school can do to help.

An attendance rate of 90% is the equivalent of being absent for **one half-day every week**.

**90%** attendance is equivalent to missing **four whole school weeks** in the school year.

15 minutes late each day means **10 days** lost to school each year.

## **AFTER SCHOOL CLUBS**

During the first term the following After School Clubs are available to your child in Y3

Monday – Drama and Football

Tuesday – Computer Club and French

Wednesday – Multisport

Thursday – Cricket, Glee Club and Art/Craft

Friday – Commando Joe

Parents and carers will receive more detailed information in September

## **KEEPING HEALTHY**

The school is committed to supporting parents and carers help their child make healthy life choices. The work school has done in this area was recognised as good by Ofsted. Your child will learn about healthy foods and the importance of exercise whilst in Y3 and will receive two hours of P.E. every week. The school has worked closely with parents and carers and governors to develop guidance on providing healthy packed lunches. Please find the guidance below, I hope it is useful.

The guidelines that we are proposing are a combination of those suggested by the Schools Food Trust and Education Leeds.

### **Proposed guidelines**

For a balanced packed lunch please try to include one each of these healthier foods and drinks. You will see that there are five components (plus a drink) which make up an 'ideal' lunch:

Fruit	Essential for vitamins and minerals. Try to include at least one portion of fruit (fruit juice can count as one portion).
Vegetables	Again for vitamins and minerals. Try to include at least one portion of vegetables.
Protein	Required for muscle growth. Add some protein, for example lean meats, fish, eggs, tofu, pulses, nuts or beans.
Starchy foods/carbohydrates	Starchy foods are great for energy. These include bread, rice, chapattis, and pasta. Unprocessed types are best such as wholemeal bread rather than white.
Milk and dairy foods	Crucial for healthy bones and teeth. Choose from milk, cheese or yoghurt.

Please try to avoid:

Crisps

Chocolate

Snacks which are high in fat, sugar or salt

Drinks

Water                      Fresh, cooled water will be freely available for your child on the table at lunchtime.

Healthier drinks        If you would like to put a drink in your child's packed lunch please try to include water, milk, fresh fruit juice or fruit smoothies.

Please try not to include any drinks sweetened with sugar or artificial sweeteners (such as aspartame), or flavoured milk.

Packed lunches should not include fizzy drinks or sweets.

## FEEDBACK

This is the second time we have produced a handbook for each year group and the school would welcome your comments.

In September you will receive a model timetable showing a typical week in Y3. If there is other information you would like, please let us know by returning this sheet.

Thank you for taking the time to read this booklet.

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I think the handbook is a good idea

agree/do not agree

I found the handbook helpful

agree/do not agree

Further information I would like to receive

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