



Year 3

Information Handbook for Parents

Welcome to your child's year book.

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Our school acknowledges its duties under the Equality Act 2010 and the SEND Code of Practice (2015).

We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination.

We welcome, respect and value the wealth of experience our diverse community brings to all staff, pupils, parents and governors.

Key information

The School Day

School gates open from 8:40am for a soft start

School starting time: 8.55am

Finishing time: 3.25pm

Contacting the school

If you wish to speak to your child's class teacher, please contact them through the school office and they will call you back as soon as is convenient.

primary@selwyn.waltham.sch.uk

020 85273814

Please ensure the office has your correct and up to date contact details in case of an emergency.

Attendance

Our school is committed to supporting our families to enable their children to attend school regularly. Attendance is statutory and poor attendance is closely tracked by the school. Failing to attend has a direct impact on your child's learning and outcomes. Children are expected to attend school every day.

If your child is unwell on any given day, please call the office to let the school know. If the school does not hear from you, we will call home, following our safeguarding procedures.

If you do not provide a reason for your child's absence, it will be marked as unauthorised.

Please be reminded that the school is unable to authorise holiday within the term time. If taken, this will be unauthorised and may result in a fine per parent per child.

Absence

If your child is unwell, please call the school office to let us know - we will be able to authorise medical illness. If we do not hear from you, the school will call to find out why your child is not in school. This aligns without safeguarding policy. Absence without reason will be logged as unauthorised.

Unfortunately, we are not able to authorise term time holidays or any absence from the school during term time.

School Uniform

Our school uniform consists of:

- Pale blue collared shirt
- Navy blue jumper/cardigan
- Navy blue fleece
- Navy blue trousers/skirt/pinafore
- Black school shoes (no trainers)
- White or navy blue socks/ tights
- Navy blue book bag

Our PE uniform consists of:

- Pale blue plain t-shirt
- Navy blue shorts or tracksuit
- Plimsolls or trainers

School dinners

This year all children from Reception to Year 6 are entitled to a free school meal. School dinners are served in the canteen. There are three meal choices each day which can be made in advance by looking on our website for the school menu. The meals are halal. Everyday children have a choice of fruit and salad available. If you prefer, your child may bring a healthy packed lunch from home. We are a nut free school. No sweets, chocolates or fizzy drinks are permitted in the packed lunches.

Wrap Around Provision

Bookings need to be made in advance using the application form on the website or via the school office. Payment needs to be made in advance via School Money.

Breakfast Club:

- 7.30am- 8.45am
- £5.00 per day per child (includes 3 items of breakfast) for Nursery age children
- £3.00 for children in reception through to Year 6 .

Teatime club:

- 3.25pm- 6.00pm
- £14.00 per day per child (includes a light dinner) for Nursery age children
- £9.50 per day per child for children in Reception through to Year 6

Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you. Paper copies can also be requested from the class teacher.

Reading books can be taken from class on a Monday and returned on a Friday.

PE

On the days when your child has PE they should wear their PE kit to school. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain white t-shirt/polo shirt and trainers or plimsolls.

Visits and Visitors

Each term children will have the opportunity to go on a trip or have a visitor in school to complement their learning in class. These trips and visits enrich and deepen the children's learning experiences and align closely to our curriculum. You will receive information about each trip closer to the time with specific information and details about the voluntary contribution if necessary.

We are looking for parent volunteers - if you are interested and able to support with trips this year, please contact the school office, where the staff will support you with the necessary registration. We do require an enhanced DBS for parent volunteers.

Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you.

Reading books can be taken from class on a Monday and returned on a Friday – after 72 hours in isolation, they will be added to the class library again for others to use.

PE

On the days when your child has PE they should wear their PE kit to school, as we will not be changing in school at the current time. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain blue t-shirt/polo shirt and trainers or plimsolls.

Arbor Academy Trust Curriculum Intention

Our curriculum is broad, research based and ensures deepened understanding of key concepts. It is sequentially broken into blocks of knowledge. The composites and components of knowledge are organised for systematic delivery that aligns with how children learn best and retrieve knowledge. It is designed to equip our children with the knowledge and cultural capital they need to succeed in a global community. We believe that our curriculum ensures the essential knowledge that introduces children to the best that can be taught and engender an appreciation of creativity and enjoyment. It enables children to explore the world around them and be curious about phenomenon. It promotes emotional security and development of character.

Our curriculum is underpinned by a pedagogical approach that enables the implementation, training and support of staff to deliver it as intended. It includes and extends beyond the requirements of the National Curriculum, in order to enrich the experience of the children. It promotes spiritual, moral, cultural, mental and physical development of children and prepares children for the opportunities, responsibilities and experiences of later life. We aim to teach our children to grow into positive and responsible citizens with the dispositions for success.

Reading

Our reading curriculum aligns with the National Curriculum and ensures that all children can read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure and information. They should appreciate our rich and varied literacy heritage and be competent in word reading and comprehension.

Through reading, our children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. They will acquire knowledge and build on what they already know. They will develop good comprehension skills and good knowledge of the world they live in. This will help them to develop love for reading and gain access to the curriculum. We want our children to read widely which increases their vocabulary as they encounter new words that they can use in everyday speech. We also develop their imagination, wonder and curiosity. This will ensure our children are able to read fluently and with confidence.

Writing

Our writing curriculum aims to ensure that all our pupils acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistics convention for reading, writing and spoken language. They will achieve this by developing the ability to write clearly, accurately and cohesively, adapting their language and style in and for a range of contexts and audiences. Our children will become competent in spelling quickly and accurately through knowing the relationship between sound and letters (phonics) as well as understand the morphology (word structure) and orthography (spelling structure) of words. The curriculum will ensure that our children compose their writing effectively by forming, articulating and communicating ideas and then organising them for a reader. They will have clarity and awareness of the purpose, audience and context of their writing. They will develop an increasingly wide knowledge of vocabulary and grammar to support their writing. We also ensure that our children have clear, fluent, legible and speedy handwriting.

Maths

We have designed our curriculum to ensure that it meets the expectations of the national curriculum and enables our children to develop mathematical reasoning and understanding. Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We want all pupils to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Pupils need to be able to move fluently between representations of mathematical ideas making rich connections to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Numeracy

By the end of Year 3, most children should be able to...

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Fun activities to do at home

Can you tell the time?

Whenever possible, ask your child to tell you the time to the nearest 5 minutes. Use a clock with hands as well as a digital watch or clock. Also ask:

What time will it be one hour from now?

What time was it one hour ago?

Time your child doing various tasks, e.g.
getting ready for school;
tidying a bedroom;
saying the 5 times, 10 times or 2 times table...

Ask your child to guess in advance how long they think an activity will take.

Can they beat their time when they repeat it?

Fractions

Use 12 buttons, or paper clips or dried beans or...

Ask your child to find **half** of the 12 things.

Now find one **quarter** of the same group.

Find one **third** of the whole group.

Repeat with other numbers.

Order, order!

Each of you should draw 6 circles in a row.

Take turns.

Roll two dice and make a two-digit number (see Number games).

Write the number in one of your circles.

Once the number is written in a circle you cannot change it or move it!

The first to get all six of their circle numbers in order wins.

Number games

Roll two dice. Make two-digit numbers, e.g. if you roll a 6 and 4, this could be 64 or 46. If you haven't got two dice, roll one dice twice. Ask your child to do one or more of the activities below.

Count on or back from each number in tens.

Add 19 to each number in their head. (A quick way is to add 20 then take away 1.)

Subtract 9 from each number. (A quick way is to take away 10 then add back one.)

Double each number.

Cupboard maths

Ask your child to help you sort a food cupboard out, putting **heavier** items on the lower shelf and **lighter** items on an upper shelf.

Bingo!

One person has the 2x table and the other has the 5x table. Write six numbers in that table on your piece of paper, e.g.

4 8 10 16 18 20

Roll one or two dice. If you choose to roll two dice, add the numbers, e.g. roll two dice, get 3 and 4, add these to make 7.

Multiply that number by 2 or by 5 (that is, by your table number, e.g. 7×2 or 7×5).

If the answer is on your paper, cross it out.

The first to cross out all six of their numbers wins.

Pasta race

You need two dice and a pile of dried pasta.

Take turns to roll the two dice.

Multiply the two numbers and call out the answer.

If you are right, you win a piece of pasta.

The first to get 10 pieces of pasta wins.

Make 20

For this game you need to write out numbers 0 to 20 on a piece of paper. Make them big enough to put counters or coins on.

Take turns. Roll a dice. Put a coin on the number that goes with the dice number to make 20, e.g. throw a '4' and put a coin on 16.

If someone else's counter is there already, replace it with yours!

The first person to have counters on 6 different numbers wins.

Secret sums

Ask your child to say a number, e.g. 43.

Secretly do something to it (e.g. add 30). Say the answer, e.g. 73.

The child then says another number to you, e.g. 61.

Do the same to that number and say the answer.

The child has to guess what you are doing to the number each time!

Then they can have a turn at secretly adding or subtracting something to each number that you say to them.

Year 3 Numeracy Strategies

Addition

Vocabulary: more, add, sum, total, altogether, equals.

Objectives:

Say the number that is 1, 10 or 100 more or less than any 2 or 3 digit number.

Partition 3 digit numbers into Hundreds, Tens and Units e.g $345 = 300 + 40 + 5$

Know that addition can be done in any order.

Know that subtraction is the inverse of addition ($12 + _ = 36$ $36 - 12 = 24$)

Methods:

Count on in 100s, 10s and 1 e.g $225 + 325 = 225 + 100 + 100 + 100 + 10 + 10 + 5 =$

Use knowledge of bonds to 10 ($24 + 8 = 24 + 6 + 2 = 30 + 2 = 32$)

Add doubles and near doubles.

Informal methods:

$$\begin{array}{r} 47 + 76 \\ 40 + 7 \\ \hline 70 + 6 \\ 13 \\ \hline 110 \\ 123 \end{array}$$

$$\begin{array}{r} 347 + 276 \\ 300 + 40 + 7 \\ \hline 200 + 70 + 6 \\ 13 \\ 110 \\ \hline 500 \\ \hline 623 \\ \hline 123 \end{array}$$

$$\begin{array}{r} 368 \\ + 493 \\ \hline 11 \\ 150 \\ \hline 700 \\ 861 \end{array}$$

Subtraction

Vocabulary: take away, subtract, how many are left, how much less is...than..., difference, how much more is... than..., how many more to make...

Objectives:

Say the number that is 1, 10 or 100 more or less than any 2 or 3 digit number.

Partition 3 digit numbers into Hundreds, Tens and Units e.g $345 = 300 + 40 + 5$

Know all addition and subtraction facts for each number to 20.

Know that subtraction is the inverse of addition.

Methods:

Counting on and back.

Partitioning.

Informal Method: $74 - 27$

$\begin{array}{r} 74 - 27 \\ 7 \quad 0 + 4 \\ : \quad 2 \quad 0 + 7 \\ : \end{array}$	$\begin{array}{r} 60 \quad 14 \\ 7 \quad \cdot \quad 0 + 4 \\ : \quad 2 \quad 0 + 7 \\ : \end{array}$
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	$40 + 7 = 47$
$741 - 367$ $700 + 40 + 1$ $300 + 60 + 7$	$600 \quad 130 \quad 11$ $700 + 40 + 1$ $300 + 60 + 7$ $300 + 70 + 4 = 374$

Multiplication

Vocabulary: double, times, multiply, multiplied by, multiple of, lots of, groups of, times as.

Objectives:

Count in steps 3 and 4, 50 and 100.

Know by heart the times table facts for 2x, 3x, 4x, 5x, 8x and 10x table.

Know doubles of numbers to at least 20.

Know that multiplication and division are inverse and halving and doubling are inverse.

Multiply a single digit by 1,2,3,4,5 or 10.

Methods:

Using grid method:

$$38 \times 7 = (30 \times 7) + (8 \times 7) = 210 + 56 = 266$$

x	30	8	
7	210	56	266

Leading to:

$$38 \times 7 = 266$$

$$30 + 8$$

$$x \quad 7$$

$$56 \quad 8 \times 7 = 56$$

$$210 \quad 30 \times 7 = 210$$

$$266$$

Division

Vocabulary: each, share, halve, divide, left over, divided by, equal groups of, remainder.

Objectives:

Count in steps 3 and 4.

Know by heart the multiplication and division facts for 2x, 3x, 4x, 5x, 8x and 10x table.

know halves of even numbers to at least 20, 10s numbers to 100 and 100s to 1000.

Know that multiplication and division, halving and doubling are inverse.

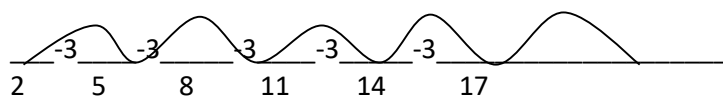
Divide 2 digit numbers by 2,3,4,5 and 10.

Find remainders in practical contexts.

Methods:

Using empty number line for repeated subtraction.

$$17 \div 3 = 5 \text{ jumps remainder } 2$$



Leading to:

$$\begin{array}{r}
 16 \\
 6 \overline{) 96} \\
 \underline{- 60} \\
 36 \\
 \underline{- 36} \\
 0
 \end{array}$$

6x

10x

16

Answer :

Year 3 Reading list

Fiction: Stories with familiar settings

Almond, D	Mouse, Bird, Snake, Wolf
Ardizzone, E	Tim's Friend Towser
Little Tim and The Brave Sea Captain	
Tim All Alone	
Atxaga, B	The Adventures of Shola
Barnett, M & John, J	The Terrible Two
Beatty, A	Iggy Peck, Architect
Bertagna, J	The Ice Cream Machine
Cameron, A	Julian Stories
Cross, G	Posh Watson
Daly, N	Pa's Poopy Chair
Dickinson, P	Chuck and Danielle
Duffey, B	How to be Cool in the Junior School
Dunmore, H	Allie's Rabbit
Fine, A	Care of Henry
Design a Pram	
Diary of a Killer Cat	
Jennifer's Diary	
Loud Mouth Louis	
Only a Show	
Press Play	
French, V	Morris and the Catflap
Garland, S	Dad on the Run
Gates, S	Beware the Killer Coat
The Last Sniffer	
Pet Swapping Day	
Grey, M	Traction Man is Here
Traction Man meets TurboDog	
Traction Man and the Beach Odyssey	
Hermelin the Detective Mouse	
Haddon, M	Sea of Tranquility
Hawkins, E	Hamster in Danger
Monster of a Hamster	
Hendry, D	Thing-on-two-legs
Hughes, S	Tales of Trotter Street
Hussenot, V	The Spectators
Impey, R	Jumble Joan
More Dog Trouble	
TJ's Sunflower Race	
Johnson, P	Bug Brother
Joy, M	You're in the Juniors Now
See You at the Match	
King-Smith, D	The Guard Dog
Happy Mouseday	
Invisible Dog	
The Magic Carpet Slippers	
Mr Potter's Pet	

Kvecses, A	One Thousand Things
Laybourn, E	Monster Shoes
Lindgren, A	Lotta Says 'No'!
Mancuso, J.C	Hudson in Provence (A Paris-Chien Adventure)
Manning, M & Granstrom, B	William Shakespeare: Scenes from the life of the world's greatest
Mark, J	The Snow Maze, Taking the Cat's Way Home
Mayne, W	In Natalie's Garden
McKay, H	Echo in the Chimney
Mooney, B	But You Promised
It's Not Fair	
Promise Me You Won't Be Cross	
Why Me?, Why Not?	
Morpurgo, M	Albertine
Goose Queen	
And Pigs Might Fly	
Jigger's Day Off	
Martians at Mudpuddle Farm	
Mossop's Last Chance	
Mum's the Word	
Nimmo, J	The Stone Mouse
Phinn, G	Bad Becky
Potts, G	Witch in the Classroom
Powling, C	Harry Moves House and other books in the Harry series
Phantom Car Wash	
Rae, A	Moonhead and the Music Machine
Rosselson, L	Rosa's Singing Grandfather
Bernie Works a Miracle	
Rylant, C	Henry and Mudge
Simon, F	Helping Hercules
	Horrid Henry Series
Sparrow, J	The Hunter
Toksvig, S	Unusual Day
Tomlinson, J	The Cat Who Wanted to Go Home
	The Otter Who Wanted to Know
	The Owl Who was Afraid of the Dark
Umansky, K	Three Days with Jim
Waddell, M	Cup Final Kid
Wiesner, D	Hurricane
	Spot
	Sector 7
	Flotsam
Wilson, B	Pump Street Primary: Flying Flo (and other titles in the series)
Wilson, J	Dinosaur's Packed Lunch
	Monster Story Teller

Myths, legends, fables, parables, traditional stories and stories with related themes

Aesop's Fables	
Agard, J	Brer Rabbit: Great Tug-o-war
Andersen, Hans Christian	All tales would be suitable.
Anholt, L	Little Red Riding Wolf

Eco-wolf & the Three Pigs	
Barber, A	Mousehole Cat
	Noah & the Ark
Cresswell, H	The Sea Piper
Croser, J	Baleen
Fine, A	The Twelve Dancing Princesses
French, V	The Boy Who Walked on Water
	Aesop's Funky Fables
Brothers Grimm	Any of their traditional stories would be suitable.
Hull, R	Stories from West Africa
Impey, R	Over the Stile & Into the Sack
Kerven, R	Enchanted Forest
Leeson, R	Why's the Cow on the Roof?
Mayo, M	Fiery Phoenix & the Lemon Princess
	Magical Mermaid & Kate Crackernuts
McCaughrean, G	Daedalus and Icarus (292)
Wooden Horse and Pandora's Box (292)	
Mitton, T	Excalibur the Magic Sword
Naidu, V	Stories from India (398.2)
Patten, B	Beowulf & the Monster
Pirotta, S	Stories from the Amazon (398.2)
Stories from China (398.2)	
Riordan, J	Robin Hood & the Silver Arrow
Rosen, M	South and North, East and West
Storr, C	Last Stories of Polly and the Wolf (and other in the series)
Trivias, E	Three Little Wolves & the Big Bad Pig
Troughton, J	How Rabbit Stole the Fire
Monkey and the Water Dragon	
	The Tiger Child
Wilkes, A	The Adventures of King Arthur
Williams, M	King Arthur & the Knights of the Round Table
Zeff, C	The Amazing Adventures of Hercules, Jason and the Gold Fleece

Adventure and Mystery Stories

Blackman, M	Wizziwig
Blyton, E	Any Famous Five title
Bradman, T	Tommy Niner and the Mystery Spaceship
Brennan, H	Eddie & the Bad Egg; Eddie & the Dirty Dogs
Cooper, C	Tramp: Lost in the Caves
Dahl, M	Scooter Spies: The Ghost that Barked
Defoe, D	Robinson Crusoe (retold by Angela Wilkes)
Deary, T	Time Detectives series
Donkin, A	Cosmic Kev: The Footprints Mystery
Duffey, B	Pet Patrol: Wild Things (or any other Pet Patrol title)
Frost, A	Harry, Rabbit on the Run
Garland, S	Shadows on the Barn
Gutteridge, A	Ghost Riders
Hamley, D	Tunnel Rescue; Iron Ship
Hawkins, E	Henry's Most Unusual Birthday

Hunter, J	Pet Detectives
Jarman, J	Sewer Sleuth
Johnson, P	Pirate Brother
McBratney, S	Fishy Business for Francis Fry; Francis Fry, Private Eye
Mark, J	Snow Maze
Matthews, A	Super Spy, Miskin Snythely (and other titles in the Bunch of Baddies series)
Matthews, N	Extraordinary Adventures of Joe Sloop
McKay, H	Treasure in the Garden
Mitchelhill, B	Damien Drooth Series
Morpurgo, M	Black Queen
	Dancing Bear
Mould, C	Treasure Island
O'Brien, J	Alfie Green series
Odgers, D	Jack Russell: Dog Detective
Offen, H	Rita and the Flying Saucer
Paiba, H	Adventure Stories for Seven Year Old
Peyton, K	The Pony that Went to Sea
Powling, C	Hoppity-Gap
Ryan, M	Hover Boy: Missing Moggy Mystery
Shire, P	Magic Pony Carousel: Flame
Smith, A McCall	Bubblegum Tree; Bursting Balloons Mystery
Strong, J	Sir Rupert and Rosie Gusset in Deadly Danger
Swift, J	Gulliver's Travels (retold by Beverly Birch)
Swinnerton, B	The Curse of the Dolphin
Waddell, M	Doris Bean and the Queen; Perils of Lord Reggie Parrot
Wallace, K	Fearless Fiona: the Mothproof Hall Mystery and the Purple Poodle Mystery
Wilson, J	Cliffhanger

Non-Fiction

Engelman, L	The Field Guide: Creatures Great and Small
Ganeri, A	I Wonder Why Series: Camels Have Humps
Labrecque, E	I Wonder Why Series: Co-ordination
Go! Series: Deep Ocean	
McGough, R	Until I Met Dudley: How Everyday Things Really Work
Messner, K	Over and Under the Snow
Mist, R	I Wonder Why Series: Earth and Mars
Orme, H & D	Go! Series: Aerial Earth
Powell, P.H & Robinson, C	Josephine, The Dazzling Life of Josephine Baker
Rickard, R	Go! Series: Mo Farah
Scott, K	Animalium Activity Book

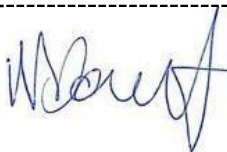
Year 3 - Spellings

1. accident	25. eighth	49. remember	72. early
2. accidentally	26. experience	50. special	73. experiment
3. actual	27. famous	51. strange	74. exercise
4. actually	28. forward	52. probably	75. continue
5. address	29. fruit	53. woman	76. difficult
6. arrive	30. imagine	54. women	77. weight
7. build	31. length	55. surprise	78. straight
8. calendar	32. library	56. suppose	79. sentence
9. century	33. minute	57. perhaps	80. history
10. circle	34. natural	58. interest	81. your
11. complete	35. lesson	59. question	82. losing
12. heart	36. using	60. think	83. writing
13. decide	37. easily	61. village	84. quite
14. walked	38. surely	62. quiet	85. started
15. walking	39. upon	63. welcome	86. turned
16. much	40. goes	64. quit	87. woke
17. outside being	41. paid	65. today	88. appear
18. busy	42. allow	66. group	89. speech
19. December	43. July	67. Saturday	90. October
20. month	44. May	68. Friday	91. June
21. Sunday	45. November	69. March	92. February
22. Tuesday	46. September	70. Monday	93. week
23. Year	47. April	71. Thursday	94. August
24. Wednesday	48. January		



Homework Policy

November 2023

Signed (Chair of Trustees):	
Date:	November 2023
Date of Review:	November 2024

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Background

At Arbor Academy Trust, we believe that homework is vital to children's progress. On entry to school, all children and parents sign a pre-school agreement in which roles and responsibilities are outlined. Within this agreement are references to children completing homework as well as the parental responsibility to both ensure that homework is completed and that necessary help and support is provided at home. Homework tasks are set for pupils at our school with the purpose of supporting the ongoing progress and achievements for all pupils.

2. Aims

We view the purpose of homework as:

- Developing an effective and supportive partnership between the school, parents and community in realising the aims of the school;
- Consolidating and reinforcing knowledge and understanding, particularly in literacy and numeracy;
- Exploring resources for learning in the home environment;
- Extending and complementing school work and supporting independent study skills, and
- Developing pupils' skills of organisation and self-discipline and preparing pupils for the demands of their future studies.

3. Foundation Stage Homework

In Reception and Nursery, homework is about parents talking to their children about:

- The things they do during the day;
- The work they bring home;
- Reading books;
- Phonics practice;
- Key words to learn, and
- investigating topics.

4. Key Stage 1

In Key Stage 1, homework is set to support and to develop key knowledge in all areas of learning. It is about developing the children to become independent learners. We focus homework in Key Stage 1 in the following areas:

- Reading and phonics
- Mathematics; and
- Investigating skills.

Homework activities set in Key Stage 1 are to provide encouragement and enjoyment for children, to use and develop the skills they have been learning about in the school day:

- Phonics sheets
- Speaking and listening activities
- Reading out loud and being read to by parents/carers
- Talking about what they have done in the day
- Spelling practice
- Counting and number tasks
- Problem solving, and
- Finding out about key topics, e.g. seasons, families, favourite things, weather.

The following will be sent home on a weekly basis:

- Spellings of key words
- Phonics practice
- Topic work investigations
- Numeracy activities, and
- Reading books and reading journals.

Key Stage 2

As pupils enter into Key Stage 2, homework provides them with an opportunity to develop the skills of independent learning. It should be clearly understood that the demands placed on Year 3 pupils will differ widely from Year 6 pupils. Homework tasks set for Key Stage 2 pupils will gradually encourage them to devote periods of time to study on their own. By the time pupils reach Year 6, their homework programme should cover a wide range of tasks and curriculum content.

Key Stage 2 Examples

- Speaking and listening tasks
- Reading texts for understanding
- Reading comprehension exercises
- Reading journals
- Learning spelling through dictionary/ literature exercises
- Sentence construction and grammatical exercises
- Number bonds and times table exercises
- Mathematical problem solving and data gathering
- Practising informal and formal methods of number calculations
- Investigating science topics in the home
- Gathering data/ resources for school-based learning; and
- Project work.

5. Requirements of the Class Teacher

- Homework consolidates what the children have been learning in class and is planned to support the pupils' learning needs
- Homework challenges but does not defeat the pupil;

- Homework is given, marked and discussed consistently;
- Teachers apply the same high expectations to homework as class work;
- Appropriate resources are available if required;
- Pupils have the opportunity to complete a variety of good quality tasks, and
- Teachers should liaise with parents where necessary.

6. Allocation of Time

- Homework goes out on Friday's and is returned by Thursday morning the following week;
- Key Stage 1 and Foundation Stage homework should reflect the essentials taught in the early years; largely dominated by basic number facts and phonics to ensure, upon entry to a more formal curriculum, the children are equipped with the basics.
- Key Stage 2 homework should become more formalised, with demands gradually increasing. One piece of written homework is required for literacy and numeracy. Spellings, times tables, word lists and research should also be set as homework on a weekly basis.
- Expected timings for daily Key Stage 2 homework are outlined below:
 - Year 3 (25mins)
 - Year 4 (30mins)
 - Year 5 (45mins)
 - Year 6 (60mins)

7. Special Educational Needs

Homework should be set for pupils with SEND to share fully in the work of the class, whilst considering individual learning needs. Homework tasks need to be clearly adjusted according to needs and should show some correlation to targets set within the pupil's IEP. The purpose of homework remains the same for SEND pupils as with any pupil, in that it should support the ongoing learning needs of the child.

Guidance on appropriate homework for SEN pupils can be sought from the SENCO and the Phase Leaders will liaise with the SENCO when monitoring homework.

8. Monitoring and Evaluation

To judge the value and effectiveness of the school's homework policy, the Phase Leaders will:

- Monitor all homework books termly;
- Judge the quality and relevance of set tasks;
- Judge the quality of presentation;
- Examine consistency and parity between year groups and as a phase;
- Examine consistency and quality of marking in accordance with the school Marking Policy; and
- Feedback finding to phase members, as well as informing SLT of the need of future developments.

To judge the effectiveness of The Trust's Homework Policy, the Headteacher/ Head of School and Senior Leadership Team will monitor and evaluate:

- The quality of work and presentation;
- The relevance of tasks; and
- The consistency of approach to tasks across The Trust.

In addition, the Headteacher/ head of School and Senior Leadership Team will:

- Review the homework policy annually;
- Support teachers in the implementation of this policy; and
- Ensure home school support through the use of the Home/ School Agreement.

9. School-Based In-service and Parent Support

The Trust will offer parents training opportunities through regular coffee mornings and input from Subject Leaders. To support the importance of homework, The Trust will refer to its value in documentation. The Trust will be aware of up-to-date educational initiatives concerning homework. The school will continue to hold high expectations and encourage parents to support their child's learning at home.

10. Resourcing

- In the main, the tasks set for homework will not require pupils to use resources that they cannot access from school or home, e.g. pens, paper, pencils and homework books.
- When homework tasks do require research skills, teachers will need to provide pupils with the appropriate resource (books from the school library or suggest where information can be found both within the local community and the Internet) for the pupil to complete their work.
- The quality of resources provided for homework should be of a high standard.
- Every pupil is provided with a homework book specifically for the use of homework.
- On occasions pupils will be expected to complete homework tasks using a resource other than their homework book.



School Uniform Policy

Selwyn Primary

September 2023

Signed (Chair of Trust Board):	
Date:	September 2023
Review:	November 2024

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Introduction

It is the Trust's policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform in our school prospectus and attached at Appendix 1.

2. Aims and Objectives

Our policy on school uniform is based on the notion that school uniform:

- promotes a sense of pride in the school;
- engenders a sense of community and belonging towards the school;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is regarded as suitable wear for school and good value for money by most parents;
- is designed with health and safety in mind.

3. Jewellery

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance, such as a crucifix on a chain. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury.

4. Extreme Haircuts

The Trust does not permit children to have 'extreme' haircuts that could serve as a distraction to other children.

5. Footwear

The Trust wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in any of our schools. We do not allow children to wear trainers or boots to school. This is because we think that this footwear is appropriate for sport or for leisurewear, but is not in keeping with the smart appearance of a school uniform. We require all children to wear shoes as stated in the uniform list.

6. Cost of school uniform

The school does not require branded items for school uniform. Generic items which are widely available across a number of suppliers are appropriate school uniform. Please refer to Appendix 1 for the colour and style requirements.

7. Provision of second-hand uniforms

Second-hand school uniforms are available for parents to acquire through periodic second-hand uniform sales or swap shops through the school Parent Teacher Association (PTA). Details of dates and times will be published on the school website for parents and perspective parents.

8. PE Kits

The school does not require different P.E. kits for different sports. Options for appropriate P.E. kit to match the warmer and colder months are listed. No branded items are required for P.E.

9.. The Role of Parents

- a) We ask all parents who send their children to our schools to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean and in good repair.
- b) If any parent would like the Trust to modify the uniform policy, they should make representation, in the first instance, to the Executive Principal. The school welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, the Trust will look sympathetically at such requests.

10. The Role of Local Governing Board

- c) The Local Governing Board supports the Headteacher/ Head of School in implementing the school uniform policy. It considers all representations from parents regarding the uniform policy and liaises with the Headteacher/ Head of school to ensure that the policy is implemented fairly and with sensitivity.
- a) It is the Local Governing Board's responsibility to ensure that the Trust uniform meets all regulations concerning equal opportunities.
- b) Local Governing Boards ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

11. Monitoring and review

The Local Governing Board monitors and reviews the school uniform policy through its committee work by:

- seeking the views of parents, to ensure that they agree with and support the policy;
- considering, with the Headteacher, any requests from parents for individual children to have special dispensation with regard to school uniform;
- requiring the Headteacher/ Head of School to report to the governors on the way the school uniform policy is implemented.

Appendix 1

Selwyn Primary School Uniform

School uniform should be chosen from the agreed items below.

Light blue collared shirt
Light blue polo shirt
Navy blue pinafore
Light blue summer dress

Navy Blue skirt
Navy Blue trousers

Navy Blue shorts

Navy Blue tights

Navy Blue headscarves

White socks

Black school shoes

Navy Blue school jumper

Navy Blue school cardigan

Navy Blue school fleece

P.E. kit

Light Blue t-shirt

Navy Blue P.E. shorts

Navy Blue tracksuit bottoms/ top

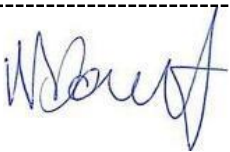
Black trainers/ plimsoles

*Note – schools to inset pictures of uniform without logos.



Attendance and Punctuality Policy

November 2023

Signed (Chair of Trustees):	
Date:	November 2023
Date of Review:	November 2024

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The law requires compulsory attendance at school for pupils five years old and above. As an Academy Trust, our expectation is that all pupils should strive for full and punctual attendance. However, we do recognise that some individual pupils and their families may need support in order to achieve this. In considering the authorisation of absences, the school will take into account any circumstances that are in line with the protected characteristics as outlined by the Equality Act 2010.

1. Key Points

A written explanation will be required for every occasion on which a pupil is absent from school.

If, following enquiries, no satisfactory reason has been provided, the absence will be regarded as unauthorised and the register will be annotated accordingly.

The Trust reserves the right to query the validity of an explanation and refuse to authorise an absence.

Parents/Carers do not have the automatic right to remove a child from school for family holidays during term time. The Governors have agreed that any holidays or visits should be confined to school holidays and will not be authorised if taken during school time.

The Trust works closely with the Education Welfare Service to promote regular attendance and punctuality.

2. Registration

Registration times for the morning and afternoon sessions are between 8.55am – 9.10am and 1.00pm – 1.15pm. Registers should be completed between these times and returned to the office promptly.

Any pupils arriving after 8.55am will report to the office to be marked late.

3. Avoiding Unauthorised Absences

We encourage parents/carers of children who are absent from school to inform us and explain the reason for non-attendance by 9.30am on the first day of absence. A member of the office staff will attempt to contact all parents/carers who have not telephoned the school, to try to ascertain a reason for the child's absence.

All messages received regarding absence will be recorded. Verbal and telephone messages are acceptable and will be noted by the person receiving them. A written explanation for which a pupil is absent from is also acceptable. A member of the office staff will then enter the reason for absence into the computer system. Copies of all letters/doctor's notes or appointment cards received will be placed in the child's file. Letters regarding unexplained absences and lateness will be sent home weekly.

If a child is away from school for a period of 2 days, and after attempts have been made to contact the family by telephone, the Education Welfare Officer will be asked to visit the home address.

4. Medical Appointments and Sickness

If your child is unwell, please contact the school on the first day of absence. If the illness is prolonged, we will request that you provide medical evidence. This can be in the form of a doctor's note or certificate. We encourage parents to make doctors/dentist appointments outside of school time so as not to disrupt your child's learning. Where this is not possible we will require proof of appointment, such as a medical card/ appointment letter, this will allow us to authorise the absence. Where possible, we expect you to inform the school in advance that your child will be absent. Prolonged absence (3 days or more) for medical reasons will require additional evidence in addition to parental notes. Absences will not be authorised without medical evidence.

5. Holidays

Parents do not have a legal right to take their children out of school on holiday. Arbor Academy Trust is committed to a policy of minimum unavoidable absence from school during school time. In light of this Arbor Academy Trust will only grant 3 days absence from school for **exceptional circumstances**.

Holidays taken during term time will not be approved, therefore will be marked as unauthorised. In such cases, a fixed penalty notice referral will be forwarded to the Education Welfare Officer.

6. Monitoring of Attendance and Punctuality

The school will check pupil attendance records fortnightly. If it is found that a child's attendance has fallen below **95%**, a standard letter will be sent to the parent/carer. **Where absence has been agreed for exceptional circumstances, or where there is a known serious illness, this will be taken into account.** Further monitoring will be carried out to see if attendance shows improvement. Additional absence will result in a further letter being sent home. If poor attendance continues, an official referral will be made to the Education Welfare Officer and a home visit will be made. Copies of all letters sent will be placed in the child's file.

7. Registration of Pupils

Roles and responsibilities of the Headteacher/ Head of School, teachers

The **Headteacher/ Head of School** will ensure that:

- Pupils are registered accurately and efficiently
- Attendance targets are set for individual pupils, classes and year groups
- Parents/carers are contacted when reasons for absence are unknown or unauthorised
- Pupil attendance and lateness are monitored regularly
- The reward system for good attendance is implemented
- School attendance statistics are reported to the LEA and Local Governing Body
- The LEA officer is provided with registers of attendance and supported in following up long-term absences
- Pupils absent for long periods because of ill-health receive appropriate learning support

All **teachers** are expected to:

- Register pupils accurately and efficiently
- Report pupil attendance and lateness daily
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences

Pupils will be encouraged to:

- Attend school regularly
- Inform staff if there is a problem that may lead to absences

Parents and carers will be asked to:

- Ensure the child attends school regularly
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (e.g. family holidays, special occasions).

The **Local Governing Board** will ensure that the LA is informed about the long-term absence of any pupils.

8. Punctuality

Persistent lateness does not constitute full school attendance (Section 444 of the Education Act 1996).

Pupils arriving after the opening of the register up to and including the 30th minute will receive an 'L' (Late) coding and those who arriving after the 31st minute will receive an unauthorised 'U' coding.

A member of the office staff will check the computer records fortnightly. If it is found that a child has been late on one or more occasion, a letter will be sent home reminding parents/carers of the need for punctual attendance. If a child is late on two further occasions a second letter will be sent, with a warning that further lateness will be referred to the Education Welfare Officer. After monitoring the situation for a further two weeks and if there is no improvement a referral to the education Welfare Officer will be made. Again copies of all letters sent will be placed in the child's file.

9. Fixed penalty Notices

Under section 23 of the Anti-Social Behaviour Act 2003, local authorities are required to issue Fixed Penalty Notices to the parent/carers of a child who has irregular school attendance, where the absence is unauthorised by the school. The penalty notice imposes a fine of £100, which is reduced to £50 (per child) if paid within 28 days. If the fine is not paid within 28 days or £100 in 42 days from the first date when the notice is issued, the parent/carers will be prosecuted in a Magistrates Court for the offence under Section 444 of the Education Act 1996.

10. Parental Responsibilities

It is the parents/carers legal responsibility to ensure their children receive full time education. This extends beyond ensuring regular and punctual attendance and requires that the child comes to school in a fit state to learn. Parents cannot determine what constitutes authorised absence; this is for the Headteacher/ Head of School and Local Governing Board to decide. The fact that a parent/carer has offered a reason for absence does not oblige The Trust to authorise the absence, if the reason given is not regarded as a valid justification for non-attendance. If we have reason to believe parents/carers are condoning unjustified absences, the education Welfare Officer will be involved at the earliest opportunity. Furthermore, excessive amounts of authorised absence will seriously disrupt the continuity of learning for the pupil. Any patterns for individual pupils or families which emerge during monitoring will be investigated.

It is the parent/carers responsibility to inform the school of the reason for a child's absence on the first day and if required, to provide any further information. The school accept notification by personal contact, telephone message or by note. If absence is due to illness, the school should be notified of the nature of illness and if possible the date a child is expected to return to school.

As a parent you are committing an offence if you fail to make sure that your child attends school regularly.

Arbor Academy Trust working alongside the Education Welfare Service will be monitoring and targeting pupils who:

- Have below 95% attendance
- Have unauthorised absences
- Are persistently late to school
- Have a number of absences due to sickness/medical reasons
- Have requested/taken leave for holiday purposes

11. Parental Responsibilities when collecting their child from school and afterschool clubs

It is the parent/carers responsibility to collect their child from school. It is the parent/carers responsibility to inform the school if they will be late and/or if an alternative carer will be collecting their child.

If the parent/carer is late then the child will be automatically placed in afterschool club, where the parent/carer will be expected to pay a fee of £5 in the first 30 mins, £10 for the following hour and £20 for the final hour.

If the parent/carer is late in collecting their child after 6.00pm, then the parent/carer is expected to make contact with the school. If the parent has made contact - from 6.05pm the school will charge a fee of £5 per child that will be expected to be paid immediately. If the child has not been collected within 30 minutes of contacting the school, then the school will make contact with Social Services.

If the child has not been collected and the parent has made no contact with the school then Social Services will be called immediately, just after 6.00pm.