



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Welcome to Year 3

A handbook for parents

A Welcome from the Headteacher

Welcome, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Headteacher

Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to be outstanding and remain outstanding.

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.

Our Values

We adopt the following Christian Values as guiding principles:

We are kind, helpful and polite
We do our best
We are honest

We share
We are peacemakers
We forgive others

We take care of everything,
and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care for.

Our Aims

To be a learning community where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

To be a Christian community where:

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

To be a local community where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Year 3

Mrs Walker	Class teacher	Mr Perks	Class teacher
Mrs Chuard	Teaching Assistant	Mrs Nicol	Teaching Assistant
Ms Peace	Teaching Assistant	Miss Hair	Deputy Headteacher
Miss Watson	Lower KS2 Phase Leader		

Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? Meals should be paid for using ParentPay. If you think your child may be eligible for a free school meal, please let us know.

At playtime, children are allowed to have a piece of fruit or vegetable. This should be brought in from home. We only accept fruit or vegetables (no dried fruit or fruit based products such as ‘fruit flakes’).

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)

Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade Green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (strictly no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy Blue zipped reversible fleece coat with school logo* or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo*
- Navy blue shorts
- Traditional black plimsolls
- Navy blue track suit (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communications

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address.

Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the school office.

Introduction

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

A new primary curriculum has begun in schools from September 2014. Much of the curriculum will remain the same, with similar content, but there are some exciting changes.

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

Tests your child will take

We use tests and other assessments at all stages of our work. For the most part, these are part of our normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

Children needing additional support

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations

- Add and subtract numbers mentally, including adding either 100s, 10s or 1s to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers

Fractions

- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Put a sequence of simple fractions into size order
- Add and subtract simple fractions worth less than one, for example $\frac{1}{7} + \frac{4}{7} = \frac{5}{7}$

Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

Shape and Position

- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

Science in Year 3

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 3, some of the skills your child might focus on include:

- Set up simple comparative tests, ensuring that they are carried out fairly
- Make systematic observations, using appropriate equipment and standard units
- Gather and record information to help to answer scientific questions
- Use results to draw simple conclusions or to raise further questions
- Use straightforward scientific evidence to answer questions

Rocks

- Compare and group different types of rocks based on their appearance and properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic material

Light

- Recognise that we need light to see things
- Notice that light is reflected from surfaces
- Know how shadows are formed, and identify how the size of a shadow changes

Forces and Magnets

- Notice that some forces need contact to act, but that magnetic forces can act at a distance
- Observe how magnets attract or repel each other, describing magnets as having two poles
- Compare and group objects according to whether or not they are magnetic

Parent Tip

Many families will have a magnet of some form about the house, and this makes a great tool for scientific investigation. A fun experiment is to compare whether household objects are attracted to magnets, such as keys, tins, cans, and even different denominations of coin.

English in Years 3

In Year 3, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need for standard English in some contexts
- Participation in plays, performances and debates
- Explain thinking and feeling in well-structured statements and responses

Reading skills

- Extend skills of decoding to tackle more complex words including those with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy stories and be able to retell some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes or suffixes, such as anticlockwise
- Spell some commonly misspelt words from the list for Years 3 and 4
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in stories
- Write interesting narratives in stories
- In non-fiction writing, use features such as bullet points and sub-headings
- Review their own work to make improvements, including editing for spelling errors

English in Years 3 (continued)

Writing skills (cont.)

- Read others' writing and suggest improvements
- Read aloud their writing to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

Present perfect verb tense:

A tense formed using 'have' or 'has' followed by a verb, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream

Fronted adverbial:

A word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."

Direct speech:

Words quoted directly using inverted commas, as opposed to being reported in a sentence.

Parent Tip

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

The Foundation Subjects in Year 3

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

Art

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 3, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. The full detail of skills progression can be viewed in our art policy.

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

In Year 3 children will undertake the following units of work:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are programmers	Programming an animation	Programming
We are bug fixers	Finding and correcting bugs in programs	Computational thinking
We are presenters	Videoing performance	Creativity
We are network engineers	Exploring computer networks, including the internet	Computer networks
We are communicators	Communicating safely on the internet	Communication/Collaboration
We are opinion pollsters	Collecting and analysing data	Productivity

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

Design and Technology

This subject includes cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science here as children incorporate levers, pulleys or electrical circuits into their designs for finished products.

The year 3 units are:

Unit 1	Textiles (2-D shape to 3-D product)
Unit 2	Food Healthy and varied diet <i>(including cooking and nutrition requirements for KS2)</i>
Unit 3	Structures (Shell structures) <i>(including computer aided design)</i>

Geography and History

In Geography and history, children will follow these units of work:

History: Prehistoric Britain	Children will learn about changes from the Stone Age to the Iron Age.
Geography: Physical and human geography of a region	Children will learn about The Chilterns (link with rivers, geology – chalk and clay).
History: Egypt	Children will study all aspects of ancient Egypt, from mummies to pyramids, from gods to everyday life!

Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

In year 3, children follow a year-long project to learn a brass instrument, taught by a music specialist from the Buckinghamshire Learning Trust Music Service.

Physical Education

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition.

Generally, children will have two PE lessons each week.

In Year 3, children undertake four gymnastics units, one games units, two dance units, and one athletics units. Additionally, children will attend weekly swimming lessons for two terms at Aqua Vale swimming pool. Detailed unit plans are available to parents on request.

Religious Education

We follow the locally agreed syllabus for RE. Children in Year 3 learn about, and from, religions. Our curriculum is based on 'Big Questions'.

In Year 3, we follow the following units of work:

Autumn 1	Do Christians have to take communion?	Worship, Places of Worship, Community & Symbolism Is there any point to worship? How do worship and rituals express different beliefs about God and the world? What holds communities together? What do our celebrations show us about what we think is important in life?
Autumn 2	Is light a good symbol for celebration?	Festivals & Symbolism What do our celebrations show us about what we think is important in life? What different beliefs about God are expressed during festivals? How do celebrations and festivals help express meaning and purpose in our lives?
Spring 1	Is a Jewish /Hindu child free to choose their beliefs?	Traditions, Rites of Passage, Ethics & Moral Issues Who and what influence my views and opinions? What do different religions, beliefs and groups within religions believe about how we should live our lives? How can religion and belief help provide something to live for? Where do our ideas of right and wrong come from?
Spring 2	Does Easter make sense without Passover?	Sacred Texts, Festivals & Symbols How might religious people interpret their sacred texts differently? How do celebrations and festivals help express meaning and purpose in our lives? How do symbols help us make sense of our experience and feelings?
Summer 1	Does Jesus have authority for everyone?	Founders & Prophets, Traditions, Ethics & Moral Issues What qualities do we most admire in people and why? How do the lives, teachings and example of the key religious figures in the different religions influence the lives of individuals and communities? How do the lives, teachings and example of the key religious figures in the different religions provide a sense of something to live for?
Summer 2	Can made-up stories tell the truth?	Sacred Texts & Traditions What guides us through life? What rules for living are found in different sacred texts? How are symbolic pictures, images, shapes and language used to convey deep feelings, ideas and beliefs?

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 3 we follow these units:

Unit 1: Getting to Know me Unit 2: Feeling Good, Feeling Sad Unit 3: Take Care, Be Safe	Unit 4: Families! Unit 5: Why Should I? Unit 6: Living with Difference Unit 7: I Belong
Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety, Sex and Relationships Education	

Languages

For the first time, a foreign language is compulsory in schools for children in Key Stage 2 (Years 3 to 6). Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

Children will work through 12 modules in Year 3:

Module 1 - Greetings

Module 2 - French Names and Classroom Instructions

Module 3 - Numbers 1 - 12

Module 4 - Days and Months

Module 5 - Christmas

Module 6 - Colours

Module 7 - Where Do You Live?

Module 8 - Numbers to 31

Module 9 - Classroom Objects

Module 10 - Brown Bear

Module 11 - All About Me

Module 12 - The Very Hungry Caterpillar

The Foundation Subjects in Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	3.1 We are programmers	3.2 We are bug fixers	3.3 We are presenters	3.4 We are network engineers	3.5 We are communicators	3.6 We are opinion pollsters
Science	Forces and Magnets		Rocks		Sound and Light	
Geography & History	H: Prehistoric Britain: Changes from the Stone Age to the Iron Age		G: Physical and human geography of a region: The Chilterns (link with rivers, geology – chalk and clay)		H: Egypt	
Physical Education	Gymnastics 1 Gymnastics 2 Swimming		Gymnastics 3 Dance 1 Swimming		Gymnastics 4 Dance 2 Games Athletic Activity	
Music	This year, the Year 3 children are undertaking an exciting project to learn a brass instrument. More information to follow!					
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Textiles 2-D shape to 3-D product		Food Healthy and varied diet <i>(including cooking and nutrition requirements for KS2)</i>		Structures Shell structures <i>(including computer aided design)</i>	
Religious Education	Do Christians have to take communion?	Is light a good symbol for celebration?	Is a Jewish /Hindu child free to choose their beliefs?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made-up stories tell the truth?

French	Module 1 - Greetings Module 2 - French Names and Classroom Instructions Module 3 - Numbers 1 - 12 Module 4 - Days and Months Module 5 - Christmas Module 6 - Colours	Module 7 - Where Do You Live? Module 8 - Numbers to 31 Module 9 - Classroom Objects Module 10 - Brown Bear Module 11 - All About Me Module 12 - The Very Hungry Caterpillar				
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Home Learning

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practising multiplication tables (for ‘Cracking Times Tables’ and number bonds)
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record. In Year 3, however, we would still expect to see a regular parental comment in the book, please.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern. These will be sent home in the form of a list for learning at home.

‘Take Away Learning’ at Key Stage 2

Children in Years 3 to 6 will have additional home learning tasks which will support their learning in school.

There is great benefit to be had from learning at home:

- Helps your child to take responsibility for his or her learning
- Enables parents to support their child’s learning
- Prepares your child for secondary school

Our approach to home learning is called ‘Takeaway Learning’. At the start of a new topic of work and/or term, your child’s teacher group will create a list of home learning tasks. The actual number of tasks will vary and will be determined primarily by the length of time the topic/term will run for and by the age of the children, but we would hope that approximately 15 tasks would be available.

The tasks will be differentiated: some will be fairly straightforward to understand and complete and others will be more difficult and require greater consideration or involve more higher-order thinking skills. The tasks will be presented as a ‘Takeaway Menu’.

Over the course of the following weeks, whilst the topic is being covered, the children will be entirely free to pick and choose which homework tasks they attempt – with your support.

Depending on the tasks and the age of the children, a suggested expectation of accomplishment will be indicated on the menu. For example, a menu might state that at least two ‘medium difficulty’ tasks are to be attempted. Another might say that each child should attempt at least one ‘difficult challenge task’.

The home learning tasks will be presented as a ‘menu’ and, where possible, will be linked to the theme of the topic work. The homework menus will be clearly displayed in every class and on the school website.

Each child will be expected to place any completed tasks into the ‘Takeaway Learning’ tray in his or her classroom.

During the term, your child’s teacher will review any learning tasks which have been completed and an overall comment will be made – either in writing or verbally to your child. This will include some recognition of what the child has been particularly successful with, but might also contain suggestions for further actions or make reference to specific pieces giving ideas for further consideration.

At the end of the topic work or term, each class will hold a sharing session where the children can display their completed take-away homework tasks. This will give children in the class the opportunity to look at the work of their peers and have their own work and effort recognised.

Summary – What to expect in Year 3

- Regular reading
- Cracking Times Tables
- Spelling of High Frequency words and spelling patterns
- Takeaway Learning Menu