



**Year 3**  
**Dolphins Class**  
**Miss Mani**



**Class Information Booklet**  
**(2018 – 2019)**

## Welcome to Year 3!



Welcome back to Provo Primary School and a hearty welcome to The Year 3 Dolphin Class. I cannot quite believe it, but this is now my eleventh year on the island; I really do seem to have become 'hooked' on the beauty and community of the 'rock' and the special ethos of Provo Primary. I originally come from the Middle/East of England but lived and worked in the North West for quite a while. Before and in between, I worked, lived and travelled around Europe, Australia, parts of the Pacific and S.E. Asia. I have now been teaching for 22 years, phew!

I am continually learning, and each teaching year has proved to be so different, let's see what wonders unfold in this academic year!

Year 3 is quite a big step forward for the children (moving from Key Stage 1 to Key Stage 2), they really are 'growing up' fast now and, as with each new year they will be faced with new and exciting challenges. Hopefully this booklet will be helpful in highlighting some of the activities and concepts covered throughout the year. Do remember, however, if you do have any questions or concerns, do come and have a chat and I will do my best to answer any queries or concerns.

*Miss Mani*

### STRUCTURE of the DAY:

-  School day begins at 8.15a.m. (students may come into school from 8.00 a.m. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.10a.m.). Learning activities and circle times will begin at 8:15 a.m. so please make every effort to arrive on time. Children will be marked late in the register if they arrive after 8:15a.m.
-  Morning break is from 9.55 to 10.25a.m. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning. I encourage all children to bring plenty of water to drink throughout the day. Being well hydrated is an essential ingredient for having a healthy and happy mind!
-  Lunchtime is from 12.30 to 1.15p.m. A varied and healthy menu of cooked lunch is offered, or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Again, water comes with our highest recommendation!
-  School day ends at 3.00p.m. (unless clubs are being attended). Students should be collected on time – after 15 minutes, a 'late fee' may be charged as teachers have other responsibilities from 3.15p.m.
-  Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

## UNIFORM:

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skirts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc. are not suitable. Socks should be white. Hats are a necessity on our island – we have hats as part of our uniform.

No jewellery should be worn – although watches and small stud ear-rings are permitted. Long hair should be tied back off the face, to ensure safety in science, PE and other curriculum areas. Nail varnish should be removed before coming to school.

### P.E. Kit:

Our PE kit is a white, Provo Primary School T-shirt, navy shorts and trainers/sneakers. Long hair should be tied back and no jewellery (including watches) should be worn. **A hat is ESSENTIAL for outdoor PE.**

In Year 3 we have 2 PE sessions each week. Our PE days are **Tuesday** and **Thursday** mornings. On these days, children should come to school in PE kit and bring their uniform to change into afterwards. Extra water is needed on these days.

When swimming, a comfortable swimsuit should be worn. UV shirts can be worn on top. Children will need their own towel.

## GENERAL EXPECTATIONS:

Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property



Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

### Behaviour & Attitude

-  As some of the older members of our school, Year 3 are expected to be our ambassadors and be exemplary role models to the younger children.
-  We have a lot of work to do, so students are expected to be ready to work and fully engaged in all aspects of their lessons.

## Effort and Achievement

- ✿ As individuals, students are encouraged to achieve their full potential. However, we realize that all students have different strengths and weaknesses, so their rate of progress is judged accordingly. Alongside this, every student is expected to give consistent and significant effort to their work in school. Effort – and attitude – is rewarded by Golden Time each Friday. Extra Golden time can be awarded by filling a jar with Golden pebbles. These are earned through increased efforts and positive behaviours.
- ✿ Numeracy, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and definitely at the end of each half term. The results of some of these assessments will be included in written reports that I will send home to parents. These will also be discussed at Parent-Teacher Consultations and used to create targets.
- ✿ Parent-teacher Consultation Meetings are held each term. Parents are invited to come to the school and confer with their child’s teacher at a scheduled time. A parent or teacher may also request a conference at any time during the school year.
- ✿ Written reports are produced and sent home in January and June.

### WEEKLY TIMETABLE:

	8.15-8.30	8.30 – 9.30	9.30 – 9.55		10.25 – 11.25		11.30 – 12.30		1.15-1.30	1:30 – 2:45	2.45-3.00
<b>MON</b>	KS2 Assembly	Guided Reading / Comprehension		Break 9.55-10.25	Science	Brain Gym/Water break	Math	Lunch 12.30-1.15	Quiet Reading	Social Studies Art/D.T.	Reflections/Story Time
<b>TUE</b>	Morning Starters	P.E.			Guided Reading/ Comprehension		Math		Quiet Reading	Theatre Arts / Music Spanish (Miss Helen)	
<b>WED</b>	Morning Starters	Literacy/ Spelling/ Grammar	Guided Reading/ Comprehension				Math		Quiet Reading	Social Studies Art/D.T.	
<b>THU</b>	Morning Starters	P.E.			Literacy/ Spelling/ Grammar		Math		Quiet Reading	Computing	
<b>FRI</b>	Morning Starters	Literacy/ Spelling/ Grammar	Mental Maths/ Tables		Science		MindUp		Share Time	Star of the Week  Golden Time	

### SPECIALIST TEACHERS:

We are fortunate at Provo Primary that we can have specialist teacher to further enrich our children’s learning. This year following teachers will be working with Year 3:

- ✿ Mrs. Niki – Theatre Arts / Dance
- ✿ Ms. Alison – Music
- ✿ Mrs. Helen – Spanish
- ✿ Ms. Jane / Mrs Rochelle – classroom assistant. We may be fortunate to have our wonderful volunteer Mrs Betty working with groups on Literacy based activities.

## **CURRICULUM:**

### Literacy:

In Literacy, we group children within each class and use resources specific to the level of each student. Literacy units will be taught in line with the Topic / Theme being taught in class. By embedding our literacy work in larger topics, children's writing becomes more purposeful, informed and imaginative. Students are able to draw on knowledge and experiences gained across the curriculum to add detail to their work.

Term 1	Term 2	Term 3
<b>Fiction Reading &amp; Writing:</b> Adventure stories Poetry – Creating Images and Humorous and Shape poems	<b>Fiction Reading &amp; Writing:</b> Myths and Legends stories Stories by the same author Poetry - Traditional and Performance	<b>Fiction Reading &amp; Writing:</b> Stories from other cultures Dialogues and Plays Poetry - Traditional
<b>Non-Fiction Reading &amp; Writing:</b> Instruction/Explanation writing Information writing Letter writing	<b>Non-Fiction Reading &amp; Writing:</b> Recount writing Report Writing Information writing	<b>Non-Fiction Reading &amp; Writing:</b> Persuasive writing Report writing Instruction/Explanation writing
Spelling, handwriting, sentence structure, grammar, punctuation and research skills are taught throughout the year at differentiated levels to suit the needs of each individual. Students will be encouraged to read and review books regularly too.		

Many genres in Literacy are approached more than once, to reinforce and extend learning. Spelling, grammar, punctuation, handwriting, reading and comprehension skills will be on-going throughout the year. Later on during the second part of the first term there will also be Guided Reading sessions each week whereby children will read, analyse and question a variety of texts.

### Numeracy:

In Numeracy lessons, children are also grouped with others of similar ability. This allows the teacher to provide appropriate levels of challenge to all students while encouraging partner discussions and group work. Sometimes the school will take the decision to group children across classes, in order to better meet the needs of all students. If this is the case with your child's class, we will inform you of our plans in advance. We cover a variety of topics falling under the main Primary Strategy headings of using and applying Numeracy skills, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. Topics are approached more than once over the year in order to gradually consolidate and make progress.

### Year 3 Numeracy Objectives:

- Count from 0 in multiples of 4, 8, 50, find 10 or 100 more or less than a given number.
- Compare and order numbers up to 1000.
- Add and subtract numbers mentally, including round numbers to HTU+U, HTU+T, HTU+H.
- Add and subtract using standard column method.
- Estimate answers to calculations and use the inverse to check answers.
- Know 3x, 4x and 8x tables.
- Count up and down in tenths.
- Understand that tenths are objectives or quantities divided into ten equal parts.
- Compare and order simple fractions.
- Recognise and show equivalent fractions.

- Find and write fractions of a set of objects.
- Add and Know 3×, 4× and 8× tables subtract fractions with common denominators (less than one).
- Measure, compare and calculate measures using standard units.
- Measure the perimeter of simple 2-D shapes.
- Add and subtract money, including giving change.
- Tell and write the time from an analogue clock, including using Roman numerals.
- Estimate and read time to the nearest minute.
- Identify horizontal, vertical, parallel and perpendicular lines.
- Identify whether angles are greater or less than a right angle.
- Interpret and present data using bar charts, pictograms and tables.

**Other curriculum areas:**

In Year 3, we will be approaching our topics through a ‘creative curriculum’. By centring learning on one topic area, children are able to apply their newly acquired skills in a meaningful and purposeful way across the curriculum. Children will learn to adopt a multi-disciplined approach to their work in order to research, investigate, reason and inquire. We are approaching the Curriculum through termly ‘Topic-based’ activities. Areas, where relevant, will be closely connected to the main termly theme. Some areas, however, will stand alone and will be taught independently.

A brief overview of the topics covered are outlined below, with the linked subjects highlighted.

<b>Science</b>	<b>Social Studies (Geography &amp; History)</b>	<b>Computing</b>	<b>D.T. (Design Technology) Art and Design</b>	<b>P.E. (Physical Education)</b>	<b>P.S.H.E. / MindUp (Personal, Social, health and Economic Education)</b>	<b>R.E. (Religious Education)</b>
Plants Rocks and Soils  <b>Forces</b> – Magnets and Springs Light and Shadow  Teeth Healthy Eating and Digestion	<b>Where in the world?</b> - Countries, Seas and Continents T.C.I. Studies – Vegetation, Location and Settlements History, culture and traditions  <b>Ancient Egyptians</b> Achievements of early civilizations  <b>Native Americans</b> Settlements, land use, energy and food. History, culture and traditions	<b>Technology in our Lives</b> Combining text and graphics Programming  <b>Multimedia</b> Manipulating Sounds Emailing  <b>Data Handling</b> Exploring Simulations  <b>E-Safety</b>  <b>Programming</b>	Pottery  Drawing/Painting skills/Colour mixing/ texture and pattern  Portraits/shade and tone  Moving Parts    Collage/Printing  Sandwich Making	Athletics  Soccer  Basketball  Squash / Volleyball  Personal Fitness & Performance Analysis  Dance  Outdoor & Adventurous activities  Swimming  Dance	New beginnings Getting on and falling out Getting Focused Sharpening your Senses  Going for goals! Good to be me It’s all about Attitude  Relationships Changes Taking Actions Mindfully  Personal Growth - Mindset	What do we know about Jesus? How and why do Hindus celebrate Divali?  What is the Bible and why is it important to Christians? Holy Books from other Faiths  What is faith and what difference does it make? What do signs and symbols mean in religion?

N.B. Music and Spanish programmes will also be delivered in accordance with curriculum expectations for children working at a Year 3 level.

## ASSESSMENT - MARKING & FEEDBACK:

- ✿ Our 'Marking and Feedback' policy is based on 'success and improvement'. It is designed to clearly show how children have achieved against the learning objective and to identify ways in which they can improve.
- ✿ Ways in which teachers mark are standardised across the school.

Here is an outline of the main points of our policy:

At Provo Primary School, we believe that students should receive quality feedback on their work. This may be given in a variety of ways including marking, rewards, oral and body language (smiles, thumbs up, eye contact etc). Research shows that oral feedback is the most natural and effective for children. Feedback, in whatever form is powerful and must focus on success and improvement.

### Literacy and written work:

The following symbols will be used consistently across the school:

- sp In margin to highlight incorrect spelling somewhere on that line. Student locates and corrects it.
- ^ Omission
- // New paragraph or new line in poetry
- Circle non-existent or incorrectly placed punctuation, including capitals.

### Numeracy:

The purpose of marking is primarily diagnostic. It will communicate whether the child is successful and should act as a motivator. Comments made should encourage the child to feel safe when tackling problems and will encourage further development.

- ✓ correct answer in Numeracy
- incorrect answer in Numeracy
- Ⓞ incorrect work now corrected

In Year 3 the children will gradually begin to mark and evaluate their own work. The children will be encouraged to self-assess using a range of written or visual means. We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning and progression.

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means. We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.

Numeracy, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and at the end of each half term. The results of some of these assessments will be included in my written reports to parents.

## **HOMEWORK:**

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Homework will provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop their ability to work independently. Homework is modified to suit the individual needs of each student.

Homework can have several purposes:

- **Practice** exercises to reinforce or embed learning in class
- **Preview** assignments to prepare for subsequent lessons
- **Extension** activities to transfer learned skills or concepts to new situations
- **Creative** activities to integrate many skills toward the production of a response or product

In Year 3, homework will be given out on a Tuesday and expected in by the following Monday, if it is completed earlier, children can hand it in. Please check your child has completed the homework given. The homework will generally consist of a:

- Weekly spelling activity. This may include a reinforcement grammar activity that revises grammar rules and spelling patterns, with weekly words to read and learn.
- Maths activity, which will usually be connected to work approached in the classroom
- A Literacy focused activity which could be a grammar, spelling pattern, hand writing, sentence structure, comprehension, punctuation or a directed writing activity.

Sometimes the homework will be project based and will relate to other subjects or topics being approached in class.

Instructions explaining the homework and dates of handing in and out will be placed on the inside cover of the **Green Homework Book**. Please do ask if you need any verification or further explanation in relation to the HW given.

Please do sign and date the **Yellow 'Home/School Book'**, as reading and discussion of a text is also an important part of weekly homework.

Focused Spelling Activities will be given out in a separate **Spelling Homework Book**, on a separate day to the regular Homework; details will be given out nearer the time.

## **AFTER-SCHOOL CLUBS:**

After school clubs are offered to all age groups. The focus of our clubs ranges widely, covering such areas as Sports, Art, Computers, Drama and Music. We also offer a Homework Club. After school tutoring is also available, enquire for pricing at the office and speak with the teacher you would wish to tutor your child to discuss timings.

## HOW YOU CAN HELP?

-  Talk to your child positively about their day.
-  Encourage your child to read regularly and sign the Yellow Home/School Booklet at least twice a week.
-  Discuss homework with your child and encourage them to do their best and provide a suitable space and time for homework to be completed.
-  Encourage and help with the regular practice of spellings and times tables.
-  Read and respond to Assessment information and Reports shared with you about your child's progress.
-  Provide healthy snacks and lunches.
-  Provide enough water for daily needs (more on PE days).
-  Remind your child to wear PE kit on PE days and to bring their uniform to change into.
-  **Label** all clothes and equipment including lunch boxes.
-  Please inform the school in relation to any absences from school.
-  Check email regularly for updates on school information and events.
-  Make sure that your child gets adequate rest.
-  If you would like to help in our class – either regularly or for specific events – this would be gratefully received, so please let me know and I will let you know of any specific projects that we may be working on.

## COMMUNICATION:

-  Each term I will send home a Newsletter detailing the work being covered in that time. It will also include information about visits / visitors and special events taking place. This will not only give you an overview of your child's work, but will also allow you to perhaps add resources, expertise or experiences you (or a friend / family member / associate) may have.
-  There will be trips organised throughout the year – Information such as times and costs will be given as early as possible.
-  I have an open-door policy; if you have any questions / problems / issues please come and speak to me. The beginning and end of the day are easiest for me and if it requires longer, I am willing to make an appointment to meet with you at a mutually convenient time.

## AND FINALLY. . .

I thank you in advance for your help and support over the year!

*Miss Mani*