



# Welcome to Year 3

***We are ACHIEVERS!***

***We are a COMMUNITY!***

***We are PROUD!***

***We are INCLUSIVE!***

# Staff working with your child this year

I: Mrs Kightley  
Miss Starke

PE: Coach Noyce + Coach Kightley  
I - Monday, Friday  
H - Tuesday, Friday

H: Miss Fisher  
Miss Tough

RE: Mrs. de Charmant  
I - Tuesday  
H - Monday

Music - Mrs Musson  
Both classes - Friday

# Uniform

Please note:

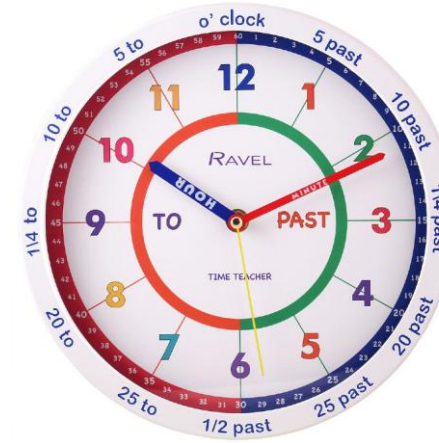
- ▶ Trainers may be worn but they must be PLAIN BLACK only with no coloured markings at all.
- ▶ Black leggings and cycling shorts are NOT school uniform and must NOT be worn as such.
- ▶ Trousers and skirts must be mid-grey school uniform trousers and skirts.
- ▶ Blue IHJS hoodies can be purchased from the uniform providers and may be worn inside school.

We have also made a change to our school uniform policy:

- ▶ On the days that classes have PE, children may come to school wearing their PE kits of blue shorts and their house T-shirt.
  - ▶ On cold days, children may wear PLAIN black or blue track bottoms and their IHJS sweatshirt.

PLEASE NOTE: PE shorts must be IHJS blue shorts and not cycling shorts.

- ▶ 7:45 Breakfast club opens
- ▶ 8:35 Gates open
- ▶ 8:45 School begins
- ▶ 8.50 Early Morning Learning
- ▶ 9:00 Guided Reading
- ▶ 9:30 Lesson 1
- ▶ 10:30 Assembly
- ▶ 10:45 Break
- ▶ 11:00 Lesson 2
- ▶ 12:00 Lunch
- ▶ 12:45 Daily mile
- ▶ 13:00 Lesson 3
- ▶ 14:00 Lesson 4
- ▶ 15:15 School day ends/ clubs begin
- ▶ 16:15 Clubs end
- ▶ 18:00 Wrap-a-round care ends



## Timetable for a typical day:



**1** We treat everyone with respect honesty and kindness.

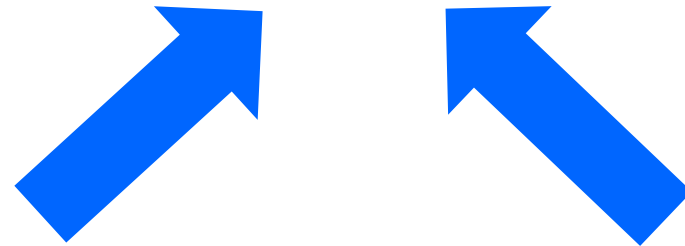
**2** We follow instructions the first time they are given.

**3** We always try our best.

# Behaviour

At IHJS we use our 'We are Proud of You' reward system to recognise children's high standards of behaviour. We identify 2 equally important elements to good behaviour.

## Ambassador Behaviour



### Conduct:

- Being polite
- kind
- lining up quietly
- sharing and taking turns
- following instructions
- etc



### Learning Attitude:

- Actively listening in class
- joining in with discussions
- starting tasks straight away
- completing as much of the learning as you can
- completing tasks to the best standard you can
- etc.

# Celebrating good behaviour

- When a child demonstrates **both** good conduct and learning attitude consistently over most of a day, their name will go on the Name & Fame wall in the classroom.
- If their name stays on the wall, at the end of the day, they will earn a ‘We are Proud of You’ stamp in their homework diary.
- If they earn stamps for 5 consecutive days (from Friday - Thursday of the following week), they will:
  - be mentioned in our Celebration Assembly on Friday
  - have their name printed on the Name & Fame Wall on the ground floor
  - Earn an extra playtime with Mrs. Anglin

Miss Ryan holds a weekly assembly to identify, develop and celebrate the features of good behavior within our school. This will help the children succeed in earning their ‘We are Proud of You’ stamp.

# Inappropriate behaviour

- Children will receive a warning should they demonstrate behaviour that is disruptive to themselves or others
- Continuous behaviour that is disruptive to themselves or others will result in a green card, which will be stuck into their homework diary for parents/carers to see and sign.
- Behaviour that is rude or unkind to others will result in an orange card, which will be stuck into their homework diary for parents/carers to see and sign.
- Serious or dangerous behaviour will result in a Red card. At this time you will be contacted by either an Assistant Head Teacher or the Head teacher to discuss the situation and the sanctions implemented.

Please see our behaviour policy on the school website for further details.

## Supporting Year 3 to understand the expectations

- ▶ As Year 3 are new to the system, we will not give out any behaviour cards for the first half term.
- ▶ If a child does behave inappropriately, staff will discuss it with them and explain what card it would get (if necessary). Staff will also inform parents of this so we can all get an understanding of what the expectations are.
- ▶ After half-term, Year 3 can receive behaviour cards along with everyone else for inappropriate behaviour.

# Communication

Good communication is vital between child, parents and school.

## Key messages:

- Your child's class teacher is your main point of contact for the vast majority of communications
- Contact should mainly be through using your child's Homework Diary
- You may also speak to your child's teacher at the end of the school day on the playground
- If there is something sensitive or urgent, please contact the school office to arrange a call back from or an appointment with the class teacher
- Please do NOT try to speak to the class teacher on drop-off as all staff are busy settling your children in ready for the school day
- Medical appointments should also be shown to Mrs. O'Donoghue in the school office

## Other messages:

- A weekly Newsletter will be sent at the end of each week which will contain some information for upcoming events as well as celebrations for things that have happened in school that week
- Also look at the school calendar on the school website - do not look at term dates as this is Bucks and does not include INSET days
- Mrs. Anglin will send out a half-termly list of key dates

Please refer to the full policy on the school website for further details.

# Our Curriculum

- ▶ We have developed our curriculum to ensure it engages and challenges every child.
- ▶ Over this upcoming year your child will cover many areas of learning including:

Rainforests, Romans, Coding, Forces and Magnets, Rocks and Soils, Athletics

**For a copy of the full curriculum please visit our website.**

# Learning Expectations

- ▶ So you can better understand the challenges your child will face, here are some actual examples of Age Related Questions from the end of Year 3



# Maths

12

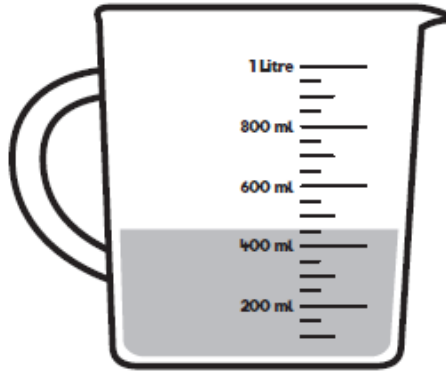
Complete the number statements.

$$340 + 20 = 339 + \boxed{\phantom{00}}$$

$$340 - 20 = 339 - \boxed{\phantom{00}}$$

7

Here is a jug of water.



How much water is in the jug?

ml

1 mark

Steph uses 175 ml of the water.

How much water is left?

14

$$54 \times 4 =$$

2 marks

1 mark

16

In a jar, there are red, purple and green sweets.

$\frac{2}{5}$  of the sweets are red.

$\frac{2}{5}$  of the sweets are green.

12 of the sweets are purple.

How many sweets are there altogether?

Show  
your  
method

2 marks

# Reading

11	<p>Think about the rhyme in the poem. Which of the following sentences is true?</p> <p>Tick <b>one</b>.</p> <table border="1" data-bbox="321 458 1009 686"> <tr> <td>There are no rhyming words in the poem.</td> <td></td> </tr> <tr> <td>Only the first four lines contain rhyming words.</td> <td></td> </tr> <tr> <td>There is some rhyme but no clear pattern.</td> <td></td> </tr> <tr> <td>The last word of every other line rhyme.</td> <td></td> </tr> </table>	There are no rhyming words in the poem.		Only the first four lines contain rhyming words.		There is some rhyme but no clear pattern.		The last word of every other line rhyme.		1 mark
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There is some rhyme but no clear pattern.										
The last word of every other line rhyme.										
12	<p>There are two examples of alliteration in this poem. <b>Find and copy one</b> example of alliteration.</p> <p>_____</p>	1 mark								
13	<p>The poet makes the shady character seem a bit scary. How does he do this? Explain your answer as fully as you can, using the poem to help you.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	2marks								

5	<p>The giant calls Jack <i>a little rascal</i>. Tick the words below with the <b>same meaning</b> as the word <i>rascal</i>.</p> <table border="1" data-bbox="1633 368 2028 608"> <tr> <td>mischief-maker</td> <td></td> </tr> <tr> <td>friend</td> <td></td> </tr> <tr> <td>scary creature</td> <td></td> </tr> <tr> <td>joker</td> <td></td> </tr> </table>	mischief-maker		friend		scary creature		joker		1 mark		
mischief-maker												
friend												
scary creature												
joker												
6	<p>a) What was Mr Giant's life like when he lived <b>in his castle</b>?</p> <p>Tick <b>two</b>.</p> <table border="1" data-bbox="1574 872 2084 1172"> <tr> <td>He felt peaceful and happy.</td> <td></td> </tr> <tr> <td>He had nothing to do.</td> <td></td> </tr> <tr> <td>He didn't have any friends.</td> <td></td> </tr> <tr> <td>He had lots of hobbies.</td> <td></td> </tr> <tr> <td>He felt a bit cramped.</td> <td></td> </tr> </table> <p>b) How has his life changed since he moved <b>to the village</b>? Explain your answer as fully as you can, using the story to help you.</p>	He felt peaceful and happy.		He had nothing to do.		He didn't have any friends.		He had lots of hobbies.		He felt a bit cramped.		1 mark
He felt peaceful and happy.												
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# SPaG

9 Tick the box to show which one of these sentences contains an exclamation mark.

What are you doing?

It's coming ...

Help!

I ate lots of ice-cream.

P  
1 mark

10 Add the correct conjunction to this sentence.

I would love to come out to play \_\_\_\_\_ I've finished my dinner.

G  
1 mark

11 Add **two** adjectives to this sentence to give more information.

Jo has a \_\_\_\_\_ coat.

G  
1 mark

13 **Spelling thirteen:** the word is **supermarket**.  
We go to the **supermarket** at the weekend.  
The word is **supermarket**.

14 **Spelling fourteen:** the word is **presentation**.  
Please try to improve your **presentation**.  
The word is **presentation**.

15 **Spelling fifteen:** the word is **double**.  
Sam works at **double** the speed of Mark.  
The word is **double**.

17 **Spelling seventeen:** the word is **unique**.  
You are all **unique** individuals.  
The word is **unique**.

18 **Spelling eighteen:** the word is **expression**.  
When you eat something very cold, your face makes a strange **expression**.  
The word is **expression**.

19 **Spelling nineteen:** the word is **chemist**.  
You can ask the **chemist** for some medicines instead of the doctor.  
The word is **chemist**.

# Reading

- ▶ Our reading scheme colours vary from the ones used at the infant school.
- ▶ Over the first two weeks of term we will hear all of the children read and assess their understanding of some texts with some questions.
- ▶ Each child will be assigned a coloured band based on this and they will complete a written comprehension assessment to consolidate what we have found.
- ▶ All of this information will be used to determine which coloured band your child will start on.
- ▶ Reading books will come home from **Friday**.

# Home learning

We have based our home learning approach on educational research as well as our observations on what supports better outcomes for children in this school.

Each week we expect your child to:

- ▶ Read for 10 minutes a day Monday-Friday
- ▶ Learn their weekly spellings
- ▶ Spellings quizzes will be held on a selection of spellings every Friday
- ▶ Complete daily sessions of 10 minutes on ttrackstars
  
- ▶ Occasionally, the class teacher may set an additional task to consolidate something the class have learned or prepare them for an upcoming lesson/unit.
  - ▶ E.g. a screen time diary for internet safety lessons.
- ▶ We recognize that some parents like their children to have access to additional learning opportunities outside of school so we have set up a learning zone page on our website, which has a wide range of links for websites that can support you in this.

Please refer to the full policy on the school website for further details.

# Attendance

Research has shown that good attendance and punctuality are vital to success.

**Attendance below 90% is identified as persistent absenteeism by the Government.**

As per government requirements, we have a new attendance policy. Schools are now expected to send details of persistent or unauthorised absence to the local authority for fining. For example, if you book a week's holiday (10 sessions) during term-time you may now be fined £80 per parent per child. If this is not paid within 21 days, the fine could go up to £160 and beyond!

## Celebrating Success

At Iver Heath Junior School we feel it is important to reward children who have achieved good or improved attendance. Our weekly 'Attendance Challenge' allows classes to celebrate their collective attendance successes. When a class wins the 'Attendance Challenge' by achieving 100% attendance for the previous week, this will be announced in our 'Celebration Assembly' and they will receive a mufti day.

Any child who achieves 100% attendance for a term will receive a book token and a mention in the school newsletter.

# Punctuality

Punctuality is a life-skill.

If learners are late, it could seriously affect their learning.

Over a school year if your child is late every day by:	They will miss approximately:	Which is equivalent to:
5 minutes	3.5 school days	20 lessons
10 minutes	7 school day	40 lessons
20 minutes	14.5 school days	82 lessons
30 minutes	22 school days	123 lessons

If your child is late, they are required to book themselves in using the system at the front office



## *We are a COMMUNITY!*

Our children and staff work hard to live out our school values everyday. As a school, we are richer for the amazing people in our school community who help us; those who come in to hear our children read; those who work tirelessly on our PTA; those who share their expertise with us and support us with sowing lessons, DT lessons special days that make our children's school experience fuller and those who come and help us out doing small jobs around the school for free for us. We are incredibly grateful for these people, especially as role numbers fall and school budgets get tighter every year. If you could help us out, if you could share you talents and skills, we would be very grateful. Contact the school office or your class teacher to tell us how you can join us living out this important IHJS value.

## **PTA**

We have a wonderful, hard-working PTA here at IHJS. Supporting the PTA to run special events and take part in a wide range of school events is hugely supportive for the children in this school. The PTA has enabled us, as a school, to purchase a wide range of enriching items we couldn't have afforded without their help.

**If you are interested in joining our PTA, or want more information, please fill in the sign-up sheet or contact the school office so that we can let them know.**