Working together for our children

A Guide for Parents and Carers

Year 3

2024 - 2025





Working as part of the year 3 team to support your child through their learning journey are:

Miss Appleby – Owls Class Teacher

Mrs Annia – Owls Class Teacher

Mr Jackson – Badgers Class Teacher

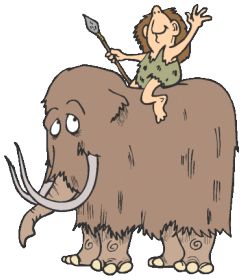
Other teaching assistants and care assistants will work with children in our year group. These are:

Hayley Key & Dawn Dabell

As a Year 3 team we work hard to provide a broad and balanced curriculum with fun and exciting learning opportunities for your child.

We teach a range of subjects to cover the National Curriculum.

Our Enquiries

Autumn	Spring	Summer
<u>What does it mean to 'Survive or Thrive?'</u> We begin this enquiry with a visit to Mansfield Museum where we explore the meaning of primary and secondary sources as a way of learning about the past. From this, we look at how pre-historic man progressed from the Stone Age to the Iron Age focusing on how they got food, where they lived, how they travelled and what resources they had. We explore a range of historical sources to help us develop our knowledge and consider how reliable they are. To conclude the enquiry we create a display to showcase our learning to the school and reflect on the question would we 'Survive or Thrive' in the Stone Age? 	<u>What does it mean to be European?</u> As part of this enquiry we explore five European countries, using physical and virtual resources to explore their location and compare the culture of each country including their food, geographical landmarks. For our authentic outcome we invite parents and adults into school to allow the children to share their learning with their adults in a very interactive manner. 	<u>How does Art inform us about the past?</u> To further develop our knowledge of Europe, we focus on Greece by exploring who the Ancient Greeks were and why they are still influential today. We explore a range of their art works and architecture. We look in detail at Ancient Greek vases before designing our own and making them out of clay. We also explore a range of contemporary and modern artists and compare the features of their work. 
<u>Dates</u> 12th September – Trip to Mansfield Museum 17th October – Harvest festival 	<u>Dates</u> Dates to be confirmed in the first week back. 	<u>Dates</u> Dates to be confirmed in the first week back. 

Autumn

Reading

To read, listen to and talk about a range of books. (Fact books, stories, comics etc)

To use a dictionary to check the meaning of a word.

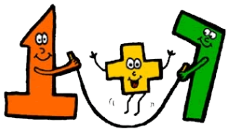
To retell stories including myths and legends and information texts.



To read a range of poems.

To read fiction and non-fiction books.

Maths



To solve number problems.

To add and subtract from a 3 digit number in 1's, 10's and 100's. *

To solve missing number problems including addition and subtraction..*

To divide quantities by 10 and find tenths.

To recognise, find and write fractions of a group of objects.

To draw 2D shapes and make 3D shapes using modelling material e.g. contraction, playdough, toys.

Encourage your child to draw a 2D shape picture. They could colour, label and decorate it.

To recognise 3D shapes and describe them.

Talk with your child about shapes in the environment. Can they spot a range of 2D and 3D shapes?

Time

*Adding and subtracting a 3 digit number to 1's



324 + 5 =

324 - 5 =

Adding and subtracting a 3 digit number to 10's

324 + 30 =

324 - 30 =

Adding and subtracting a 3 digit number to 100's

324 + 200 =

324 - 200 =

Writing

To use their best handwriting and form letters correctly.

To join their handwriting.

To think about things they have read to help with and use in their writing.

To talk about and write down ideas for writing.

To say sentences out loud and trying to include new words.

To write a story including a setting, character and a plot.

To re-read work to check all spelling and punctuation is correct.



Spelling, Punctuation And Grammar

(SPAG)

To add prefixes and suffixes to words

To use an apostrophe for possession and contraction. EG. Fred's shoes and don't, wasn't etc.

Using speech marks (inverted commas)

E.g "Good morning," said the boy.

To spell the year 3 National Curriculum words correctly.

To know vowels and constants.

To discuss word types, for example, a noun, an adjective or an adverb.



*To solve missing number problems:



☐ + 5 = 105

How to help your child

Reading



- Reading is an essential life skill and we highly encourage the children to read regularly.
- The children will take part in daily reading lessons in class and a reading for pleasure section each week alongside a shared story.
- Please encourage your child to read regularly and complete their reading diary. This will help them to read more fluently, gain a wider range of vocabulary and open their minds to a world of imagination and knowledge.
- The children will be responsible for choosing and changing their own book when necessary.

Maths

- Encourage your child to draw a 2D shape picture.
- Talk with your child about shapes in the environment. Can they spot a range of 2D and 3D shapes?
- Help your child to make a model using 3D shapes. You could use card, straws, plastercine, dried pasta, play-dough, sticks and twigs, etc
- Set your child challenges which involve adding and subtracting 1's, 10's and 100's from 3 digit numbers.
- Support your child to use an analogue clock to tell the time.
- Help your child to practice their times tables. This doesn't have to be a sit down written activity, you could do this walking home from school, in the car, in the bath, and up and down the stairs etc and use Timestable Rockstars.



Writing

- Practise the alphabet, and know what uppercase and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Help your child to think of a good sentence, get them to say it out loud 3 times and count how many words it has. Support your child to write their sentence in their best handwriting, using a capital letter and full stop.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.



Spelling, Punctuation And Grammar

(SPAG)

- Ask your child a year 3 spelling word they don't know, 4 to 5 times a day. Get your child to spell the word back to you.
- Help your child to write out the alphabet and highlight vowels in one colour and consonants in another colour.
- With your child, write some sentences which include speech. Don't forget to use inverted commas!
- Practice your weekly spellings in your Home/ School diary.



Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing.

If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Spring

Reading

To read aloud poems and stories, changing your voice to suit the text.

To ask questions about a book they have read.

To talk about how characters are feeling and why.

Visit the local library for more books.



Writing

To use their best handwriting and form letters correctly.

To join their handwriting.

To use paragraphs.

To use the correct layout and features for instructions.

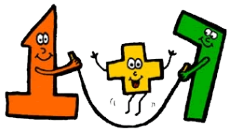
To read their writing and suggest ways to make it better.

To improve my work, making changes to grammar and vocabulary.

To read their work out loud.



Maths



To use column methods to add and subtract*

To know the 4 times table.

Estimate and check the answers to questions.

To answer multiplication and division questions using the times tables that they know.

To recognise and write fractions.

To recognise and draw fractions which are the same. E.g. 1/2 and 2/4

To measure, compare, add and subtract volume/ capacity.

(l/ml/)

To measure the perimeter* of 2D shapes.

To know the number of seconds in a minute, and the number of days in each month, year and leap year.

To understand the length of time things take.

To answer questions using information from graphs and tables.

Spelling, Punctuation And Grammar

SPAG

To spell words which sounds the same but are spelt differently. E.g. to, too, two and there, their and they're.

To spell the year 3 National Curriculum words correctly.

To write a simple sentence given by an adult, which includes the correct spelling and punctuation.

To use a conjunction in a sentence – when, before, after, while, so, because.

To use an adverb in a sentence – quickly, amazingly, then, next, soon, therefore.

To use prepositions in a sentence – before, after, during, in, because of.



*Perimeter:

The distance around the edge of the shape.



Column method to add and subtract:

Add numbers with up to three digits, using formal written (columnar) methods

Add to three digit numbers using physical and abstract representations (e.g. straws, dienes, place value counters, empty number lines)

- raws, dienes, place value counters, empty number lines

30 + 4	34
20 + 5	+25
50 + 9	59

200 + 30 + 4	234
500 + 20 + 7	+ 527
700 + 60 + 1	761
10	1

Revert to concrete representations if children find expanded/column methods difficult

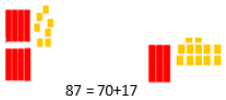
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

(1)Extended columnar - no exchange

Extended method 87 - 53 =

80 and 7
- 50 and 3
30 and 4 = 34

(2) Extended columnar – with exchange:
87-58 becomes
70 +1 7
-50 + 8
20 + 9



87 = 70+17

How to help your child

Reading

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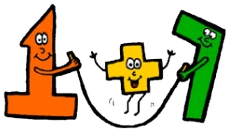
- Please encourage your child to read regularly and complete their reading diary. This will help them to read more fluently, gain a wider range of vocabulary and open their minds to a world of imagination and knowledge.
- The children will be responsible for choosing and changing their own book when necessary.



Maths

- Help your child to learn their times tables. This doesn't have to be a sit down written activity, you could do this walking home from school, in the car, in the bath, and up and down the stairs and using Timestable Rockstars.



- Talk to your child about how long things take to do. E.g. how long dinner takes to cook or how long a car journey might be.
- Ask your child to guess how long an activity might take. E.g tidy the toys away. Time your child while they do this and see how close their guess.
- Learn this poem with your child:

30 days has September
April, June and November
All the rest have 31
And February's great with 28
But a leap year's fine with 29

Writing

- Practise the alphabet, and know what uppercase and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Alongside your child read some fact books. Identify headings and sub-headings.
- Write a fact file about your favourite animal, using headings and sub-headings.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.
- Encourage your child to read their work aloud.



Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing.

If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Spelling, Punctuation And Grammar

SPAG

- Ask your child a year 3. spelling word 4 to 5 times a day. Get your child to spell the word back to you.
- Say a sentence out loud and ask your child to write it down with the correct spelling and punctuation. Support them to identify any errors and correct them together.
- Help your child to use a conjunction in a sentence – when, before, after, while, so, because.
- Practise your weekly spellings in your Home/ School diary.



Summer

Reading

To read with words aloud with a range of prefixes and suffixes.
To read a range of texts and think about why you are reading them. E.g newspapers to find out what is happening in the world, comics for pleasure etc.

To identify similarities between different texts. (Texts with similar themes such as friends, hero's, princesses etc.)

Borrow and enjoy some poetry books from the local library.



Writing

To use their best handwriting and form letters correctly.

To join their handwriting.

To think about things they have read to help with and use in their writing.

To talk about and write down ideas for writing.

To say sentences out loud and trying to include new words.

To write a story including a setting, character and a plot.

To re-read work to check all spelling and punctuation is correct.



Maths

To know the all the times tables.

To solve missing number problems including multiplication and division using formal written methods*

To add and subtract fractions with the same denominator* e.g. 5/7 + 1/7 = 6/7

To compare and order fraction.

To solve problems using fractions.

To tell the time on an analogue clock.

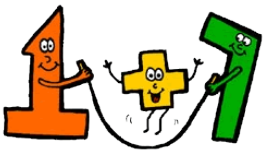
To write and compare time in seconds, minutes and hours.

To identify right angles.

To whether angles are greater than or less than a right angle.

To identify different types of lines e.g. horizontal and vertical.

To start recognising angles in shapes.



Spelling, Punctuation And Grammar

SPAG

To spell the year 3 National Curriculum words correctly.

To use paragraphs to group information.

To use headings and sub-headings for presentation.

To use past, present and future tenses correctly.

To check words in a dictionary.

To use 'a' or 'an' correctly.



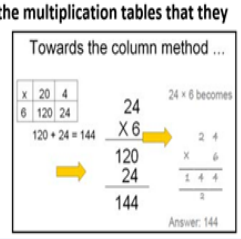
*Denominator:

The number at the bottom of the fraction. So in 5/7 the denominator is 7. This is the number of parts in the whole fraction.



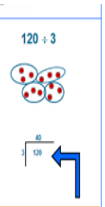
*Formal written methods for multiplication and division:

- write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, progressing to formal written methods
- Estimate before calculating
- Ensure written methods build on/relate to mental methods



Pupils should be taught to:
•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, (see Links from other strands, below.)

"I know 6÷3=2, so 60÷3=20."
"I know 12÷3=4, so 120÷3=40."



New written methods can be modelled alongside mental or informal methods to ensure understanding.

How to help your child

Reading



- Reading is an essential life skill and we highly encourage the children to read regularly.
- The children will take part in daily reading lessons in class and a reading for pleasure section each week alongside a shared story.
- Please encourage your child to read regularly and complete their reading diary. This will help them to read more fluently, gain a wider range of vocabulary and open their minds to a world of imagination and knowledge.
- The children will be responsible for choosing and changing their own book when necessary.

Maths

- Help your child to learn all their times tables. This doesn't have to be a sit down written activity, you could do this walking home from school, in the car, in the bath, and up and down the stairs and using Timestable Rockstars.
- Ask your child on a regular basis "What time is it?" Support them with reading the time on an analogue clock.
- Work alongside your child to know the following facts about time:

There are 60 seconds in 1 minute.

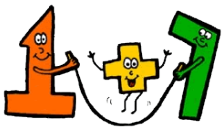
There are 60 minutes in 1 hour.

There are 24 hours in 1 day.

There are 7 days in 1 week.

There are 52 weeks in 1 year.

There are 12 months in 1 year.



Please try and talk to your child every day and ask them what they have done at school. Ask your child to show you some examples of what they have been doing.

If your child completes any of the above things at home, please encourage them to bring it to school to show a teacher or TA, where they will be rewarded with lots of spotty stickers!



Writing

- Practise the alphabet, and know what uppercase and lowercase letters look like.
- Have a go at joining letters in the correct way.
- Help your child to think of a good sentence, get them to say it out loud 3 times and count how many words it has. Support your child to write their sentence in their best handwriting, using a capital letter and full stop.
- Work alongside your child to read and check the sentences they have written. Encourage your child to identify any errors in their sentence and support them to correct them.



Spelling, Punctuation And Grammar

SPAG

- Ask your child a year 3 spelling word 4 to 5 times a day. Get your child to spell the word back to you.
- Encourage and support your child to look up words in a dictionary.
- When speaking with your child, model the correct tense. If your child does not use the correct tense, support them to use the right tense.

I was busy at the weekend **rather than** I were busy at the weekend.

- Practise your weekly spellings in your Home/School diary.



Challenge your child at home!

We recognise that in year 3 we have children that are gifted and talented in a variety of areas. At school we try to challenge children every day, however it is important that you challenge your child at home as well!

To challenge your child, you could practise things which they have been doing at school such as:

Year 3 spellings

Times tables

Maths challenges – ask them trickier questions!

English challenges – ask them to write trickier sentences!

There are also a range of books which you can buy to support challenging your child.



How your child will be assessed?

We are continuously assessing your child against the Year 3 National Curriculum objectives.

Your child may also sit some more formal assessments over the course of the year.

It is important that your child tries their best in every lesson, as each lesson counts towards a final assessment which is passed onto their next teacher.

The children will either be working towards the age related expectations, working at age related expectations or working above the age related expectations.

In each session, the teacher and teaching assistants will be checking off each objective for each individual child, this is then recorded on our school tracking system.

If you have any concerns about your child's progress or assessments or you would to discuss this in more detail, please do not hesitate to call us!



What to do if you need any help:

If you need to speak to one of us, please do not hesitate to come and catch us in the morning. If a longer time is needed you can make an appointment at a convenient time. Miss Tucker is also on the playground in the mornings.

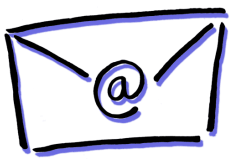
You can also contact Miss Appleby, Mr Jackson or Mrs Annia via email.

To contact Miss Appleby, Mr Jackson or Mrs Annia you can use:

aappleby@greenwoodprimary.org.uk

hannia@greenwoodprimary.org.uk

ajackson@greenwoodprimary.org.uk



Homework

Homework will be set weekly on a Tuesday and needed to be handed in on the following week.

Your child also needs to practise their times tables. They will be tested on these each week.

Please support your child to learn their weekly spellings which will be out by and their Year 1, 2 and 3 spellings which will be tested every half term.

Please encourage your child to read regularly and complete their reading diary. This will help them to read more fluently, gain a wider range of vocabulary and open their minds to a world of imagination and knowledge.



Websites

Below are some useful websites which you could use at home.

Oxford Reading Owl – http://www.oxfordowl.co.uk/

*Please see attached note for how to log on!

http://www.ictgames.com/

http://www.phonicsplay.co.uk/

http://www.bbc.co.uk/education/levels/zbr9wmn

http://www.woodlands.kent.sch.uk/page/?title=Subjects&pid=205

https://www.thenational.academy/pupils/years/year-3/subjects

http://www.dkfindout.com/uk/

Timestable Rockstars (your child has the password for this in their reading diary)

Purple Mash (your child has the password for this in their reading diary)

Have a look on the school website on the Year 3 Owls and Badgers page.

You can also use App Stores to download 1-Minute Maths (by White Rose) and Teach Your Monster to Read.

*Oxford Owl Reading

Oxford Owl is an online resource for reading. The children can log in and read books which are book banded like the books they read in school. They are able to listen to the books being read to them, and it also recommends books for the children to read following on from the one they have read.

You can access Oxford Owl by visiting the website below:

http://www.oxfordowl.co.uk/

Once you get onto the page, you need to click on the button which says 'My class login'.



Once you get onto the page, you need to click on the button which says 'My class login'.

Owls Class

User name: OwlsAALG

Password: Owls123

Badgers Class

User name: Badgersaj

Password: Badgers123

Once the children enter the site they are then able to select books which they would like to read by choosing the age ranges and the text. Once this is selected a range of books available are show. If you click onto a book you want to read, there is an option to read to the story, or have it read to you.

There is also a parents section for you to have a look at too! There are ways to support your child with their reading too!

Session times and Independence

Session Times

Foundation Stage:

Nursery (Foundation 1): Caterpillars

Morning: 8.40 a.m. – 11.40 a.m.

Afternoon: 12.20 p.m. – 3.20 p.m.

Classroom doors open from 8.35am. Children go straight to the classroom when they arrive. Children MUST be in class by 8.45am. Gates locked at 8.45am. If children arrive after this time, they must enter via reception where a reason for lateness must be given.

Session Times

Reception (Foundation 2):

Red Admirals

Purple Emperors

8.45 a.m. – 12 noon

1.00 p.m. – 3.15 p.m

Key Stage 1 (Infants):

Year 1 – Turtles and Dolphins

Year 2 – Seahorses and ??

8.45 a.m. – 12 noon Morning session

1.00 p.m. – 3.15 p.m. Afternoon session

Key Stage 2 (Juniors):

Year 3 – Owls and Badgers

Year 4 – Chameleons and Goats

Year 5 – Tigers and Orangutans

Year 6 – Orcas and Penguins

8.45 a.m. – 12.15 p.m. Morning session

1.15 p.m. – 3.15 p.m. Afternoon session

Arriving at school on time is vitally important. As adults we know how flustered we can be if we are ever late for something. This feeling is much stronger in children. They don't know what they've missed. They could have missed what's happening that day, friendship conversations or vital teaching that happens early when children are most focussed amongst other things. For a teacher a late arrival is VERY disruptive as they can't start the day over again for everyone. There is not time in the packed school timetable to do this.



PLEASE ENSURE YOUR CHILD IS IN CLASS BY 8.45AM EVERY DAY.

Greenwood Primary & Nursery School

Positive Behaviour Policy

"Make Every Day Count"

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future.

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Greenwood is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to evidence this in all aspects of school life - in our ethos, environment and curriculum, supporting the social, emotional and mental health of the whole school community.

A simple set of school agreements ensures clarity for all. Everyone in the school community is expected to respect and follow these agreements. The children are reminded of the agreements frequently and they are displayed in every classroom and in shared areas around school.

<u>School Agreements</u>

Greenwood Stars:



St*a*y safe

T*a*ke care of each other

A*l*ways do our best

R*e*spectful of ourselves and our environment

Our School Agreements are underpinned by our School Values and it is recognised that in following our school agreements, our school values will be promoted.

<u>School Values</u>

1. Kindness
2. Confidence
3. Respect
4. Responsibility
5. Creative Thinking
6. Aspiration
7. Perseverance
8. Pride
9. Resilience

Rewards

It is a firm belief at Greenwood that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect from all in school.

We praise our children in a variety of ways:

Verbal praise and smiles (must be sincere, targeted and proportionate) Whole class reward systems

Individual rewards Star of the Week assembly Golden Tickets Headteacher Awards

<u>Whole Class Reward</u>

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working as a team by respecting our School Agreements and School Values. The children are working towards a whole class treat each term that will last for about 1 hour.

<u>Star of the Week</u>

Children from each class are awarded a Star of the Week certificate presented in a celebration assembly (1 star for a School Value, 1 star for scholastic excellence).

<u>Golden Tickets</u>

If a child has achieved success against the school's current termly development focus (related to the behaviour or academic curriculum), they are awarded a golden ticket. The child takes their golden ticket and sticks it onto the Head Teacher's door. The Head Teacher will visit the child in class to praise them for their achievement in front of the class, thus reinforcing expectations. The child then takes the golden ticket home to share success. Golden tickets can be awarded by any staff member in school. Once earned, the ticket must never be taken away from the child.

If children do not follow the school agreement, the following steps are taken:

Greenwood Staff's Behaviour Steps Guide			
Step	**Action**		
1.	**A Reminder** A quiet, calm reminder of the School Agreement that is being compromised is given. This is followed this swiftly by a positive.	**Pupil Voice** Discussion about repair. This in an option at any stage if you think appropriate, if at all. *How could we repair what has happened? What does the child think the consequence should be?*	A Restorative Approach **W.A.R.M.** Conversation **W**hat happened? *Tell the story.* **A**ffect/explore the harm. *Who do you think was affected? In what ways?* **R**epair. *How are we going to repair what has happened?* **M**ove forward. *How can we make sure this doesn't happen again?* (Monitoring) *The last step has to be followed up not once, but often, to ensure that the repair has happened.*
2.	**Reflection time in my classroom** Most appropriate adult quietly talks to the child about their behaviour.		
3.	**Reflection time in another classroom** If the issue persists, child is taken by the most appropriate adult to the classroom of another teacher. *Parents must be informed by the class teacher that the child has had reflection time in another classroom due to behaviour.*		
4.	**Collected by a senior staff member** If the issue persists a senior staff member will be called for. The senior staff member discusses: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how the child can move forward when they return to the classroom (repair)		
5.	**Collected by the Head Teacher** The most appropriate adult requests for the HT to collect the child. The HT listens to the child's account and supports them to understand the points at which different action could have been taken and the effect on others. HT agrees the next step with the child depending on the situation.		
If a child has been referred to a senior staff member more than twice in a ½ term, the class teacher will seek advice from the Behaviour Lead. Actions could include: ~ daily/weekly messages to parents ~ peer buddy ~ social group intervention ~ pastoral/ELSA referral ~ behaviour plan – Appendix 5 The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.			

Depending on the severity of the incident, steps 1 to 4 will be bypassed in order for the Headteacher to ensure the safety of everyone involved.

EVERY SCHOOL DAY COUNTS

There are 175 NON-SCHOOL DAYS a year to spend on holidays, family time, visits, shopping, dentist appointments, etc.

190 School Days in each year 190 Days for education	180 Days attended =95% (10 days absent)	171 Days attended =90% (19 days absent)	161 Days attended =85% 29 days absent/Half a term missed	152 Days attended = 80% 38 days absent	143 Days absent = 75% 47 days absent
100%	95%	90%	85%	80%	75%

GOOD	WORRYING	SERIOUS CONCERN
Best chance of success. Children find it easier to make progress	Less chance of success. Makes it harder to make progress.	Not fair on your child. Court action likely

Please don't let your child miss out on the education they deserve.

Please make every school day count.

Following Government policy, we cannot authorize term-time holidays. Please do not take term-time holidays or you will receive a penalty notice payable to the local authority. When children are absent it not only affects their academic attainment but also friendships and confidence. The pace of the curriculum is so fast, children find it hard to catch up and fill gaps in their knowledge. Please help your child be successful.

Attendance

Improving Attendance and Punctuality at Greenwood

At Greenwood Primary School we aim to develop good habits for attendance and punctuality that will support the children as they move through school and onto the world of work.

Every week we have an attendance challenge. Any classes with over 98% attendance is rewarded with a non-uniform day the following week.

Attendance and punctuality at school is monitored by our Family Support Officer Mrs Moorhouse and by Mrs Gilbody (Deputy Head Teacher). Where patterns of poor attendance or lateness are noticed, letters are sent to parents/carers to remind them of their responsibility and the effect poor attendance and persistent lateness has on their child's progress. Where this continues, parents are invited into school for an attendance panel to discuss how improvements can be made.

Please inform school by 9am if your child is going to be absent. Holidays in term time will NOT be authorised for any reason. Parents who take holidays in term time will be issued with a penalty notice by NCC enforcement team if their child is over 5.

Medical appointments- wherever possible these should be made for outside school hours. If this is not possible parents should provide either a letter or an appointment card for school records. Children should only be absent for the time it takes to attend the appointments.

If a child has to leave during the school day then a named adult must inform the school office. When the child is due to leave, they must be collected by an adult from the school office.

Bullying

The school takes bullying seriously and the school has a behaviour policy which is published on the school's website. To help us discuss bullying we use - STOP.



As a school we recognise that bullying is

Several
Times
On
Purpose

If a child is being bullied we encourage them to

Start
Telling
Other
People

We recognize that families at home may have experienced various degrees of bullying in their own childhoods. It is really important not to impose your own emotional response onto your child and label them as 'being bullied'. It may be that children have had a fall out with friends or someone has misunderstood a look or an action that happened once. Where this happens. children say they are being bullied when they aren't and it's hard to change that mindset.

Please can we also ask that you allow us to deal with this in school. We mostly know the whole picture and can act appropriately. Sometimes parents try to 'sort it out' and always make the issue worse for themselves as well as their child.

Physical Education at Greenwood

Mrs Aspinall, our Sports leader, teaches the children each week. All children have a one hour P.E. lesson and in addition to this



The following year groups will go swimming:

Year 4 – Autumn Term

Year 2 – Spring Term

Year 5 – Summer Term 1

Year 6 – Summer Term 2

If your child is swimming can you please ensure they have a one piece costume or trunks (not shorts) without pockets as this is the policy of the swimming baths.

We have a specialist dance teacher who works across all year groups in Key Stage 1 and 2.

Year 3	Autumn Term 1	Year 5	Spring Term 2
Year 1	Autumn Term 2	Year 2	Summer Term 1
Year 4	Spring Term 1	Year 6	Summer Term 2

For P.E. children must wear:

P.E. Indoor Kit	P.E. Outdoor Kit
T-shirt: Plain white or pale blue	Sweatshirt
Shorts: Black or navy	Tracksuit bottoms
Plimsolls	Trainers

Long hair must be tied back

All jewellery MUST be removed for P.E. lessons. If your child can not take part in a P.E. session a note must be sent to school for the attention of Mrs Aspinall

Home-Learning in KS2



Aims of home-learning

- To strengthen the partnership between home and school
- To raise the level of achievement for all children and to encourage independent learning
- To allow time for rote learning such as times tables
- Independent work will be usually connected with class topics. Home-learning tasks will usually be given on an agreed day
- Home-learning is not used to form a judgement about a child's ability or mastery of a skill.
- A variety of tasks will be given for home-learning depending on the year group.

These will include: times tables, spellings, maths pre learning tasks, independent research, planning for a project and revision.

Reading should be completed regularly.

How you can help

- Encourage your child to read for at least ten minutes and set the time aside and discuss the book with your child.
- Encourage your child to read widely from a range of authors including fiction and non fiction texts.
- Give help with learning spellings and times tables.
- Encourage your child to work independently.
- Try to provide a quiet place where home-learning can be done without distraction.