



Welcome to Year 3

Holly Class



Hand in hand we learn, we grow, we soar.

Love Courage Respect

Holly Class Team . . .



Mrs Scott
Holly Class Teacher
Mon / Tues



Mrs Voke
Holly Class Teacher
Weds / Thurs / Fri

Mrs Lawson
Teaching Assistant



Miss Rogers
Teaching Assistant



Mrs Carr
Teaching Assistant

Ms Wyles
Teaching Assistant

Our Weekly Timetable

Holly Class

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9:15	Early Morning Work	Early Morning Work	Early Morning Work	Early Morning Work	Early Morning Work
9:15 – 10:00	MATHS	MATHS	MATHS	MATHS	MATHS
10:00 – 10:30	SHARED READING	SHARED READING	SHARED READING	SHARED READING	SHARED READING
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45 – 11.05	SPELLING	SPELLING	SPELLING	SPELLING	SPELLING
11.05 – 12:00	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
12:00-1:00	LUNCH				
1:00 - 1:20	DAILY MATHS	CLASS WORSHIP	Daily Maths	Daily Maths	Daily Maths
1:20 – 2:00	ENQUIRY	MUSIC	SCIENCE	COMPUTING	ART / D.T
2:00 – 2:45	LIBRARY	INDOOR P.E.	P.S.H.E	OUTDOOR P.E.	FRENCH
2:45 – 3:05	WHOLE SCHOOL WORSHIP	SINGING	CLASS WORSHIP	WHOLE SCHOOL WORSHIP- CLERGY	CELEBRATION WORSHIP

Our PE Days



Tuesday – Indoor P.E Thursday – Outdoor P.E

Please could you help us by making sure that your child:

- wears the correct P.E kit
- is able to either remove earrings (studs only) for P.E or have their own tape to be able to cover them.
- has their hair tied back (shoulder length or longer)
- all clothing items are labelled

P.E – EYFS, KS1 and KS2

Item	Colour
Polo shirt or T-shirt	Gold
Shorts or skirt	Green
Gym shoes or light trainers	Black or white
Jogging bottoms for outdoor P. E	Black
Sweatshirt for outdoor P.E. (a different sweatshirt from ordinary uniform)	Black

Please note that branded items of clothing are not part of our school uniform for P.E. and therefore all jogging bottoms and jumpers or hoodies must be plain black.

For safety reasons indoor P.E. which involves climbing or balancing apparatus is done without footwear. Gym shoes or trainers are necessary for indoor games and outdoor games. Football boots with studs must not be worn in P.E. lessons on the field. Boots with studs and shin pads may only be worn for football matches.

**** Please note a plaster will need to be in place to cover verruca's.. .**

Our school vision and mission statement

‘Hand in hand we learn, we grow, we soar.’

VISION: Our vision is for our children to be confident and thoughtful individuals with a love for learning.

MISSION: We create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential.

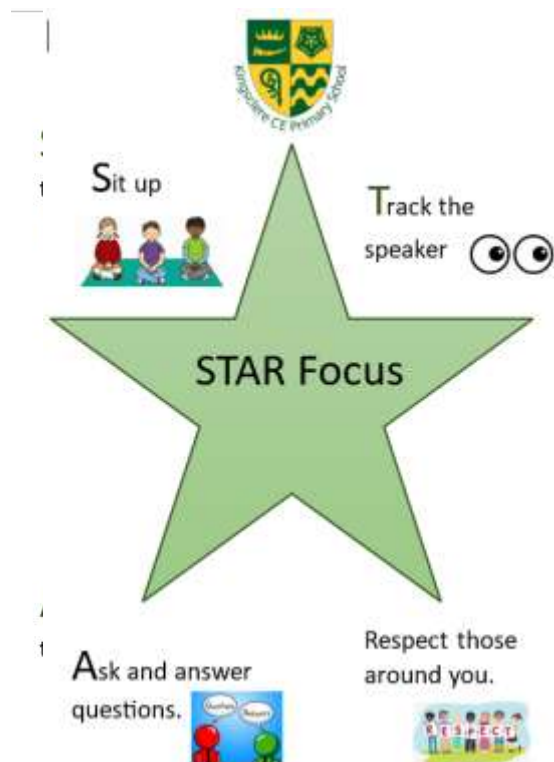
We achieve this through:

- the dedication and passion of our team
- excellence in teaching and learning
- strong partnerships between staff, families and the wider community
- through instilling our core values of Love, Courage and Respect



The Kingsclere Way

Rules –



Routines –



Expectations –

Our School Code of Conduct

We show *love*, *courage* and *respect* in all we do by;

Listening to and following instructions

Showing kindness and respect to others

Keeping ourselves and others safe



Our Enquiry Topics

This year our Enquiry questions are:

AUTUMN 1 and 2 : Where do rivers start and where do rivers end?



SPRING 1 : Would you prefer to live in the Stone Age or the Iron Age?



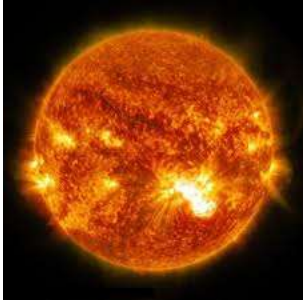
SPRING 2 – North Wessex Downs: What makes this an area of outstanding natural beauty?



SUMMER 1 and 2 – What mattered to the Ancient Greeks?



Our current enquiry:



Enquiry Point 1:

What is a river?



Enquiry Point 2:

What rivers do we have in the UK?



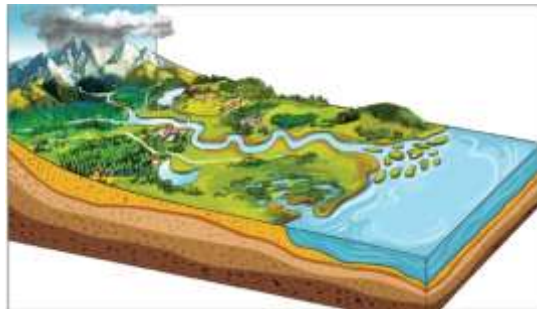
Enquiry Point 3:

Why is the water cycle important?



Enquiry Point 4:

How can rivers go wrong?



Our learning this half term:

Each half term, an enquiry web will be uploaded to the school website in ENQUIRY CURRICULUM

On this, you can find out what learning we will be doing in each subject area.

Supporting Your Child's Learning

*We will be using **scaffolds**, **cut away groups** and **interventions** to support children's learning:*

Interventions might include:-

- Precision spelling
- Priority Readers
- Weekly surgery
- Maths top up
- IDL
- ACE dictionaries
- Early Morning work
- Scaffolds such as word banks, reminders, visual representations



Presentation of work

- Date and LO
- Seesaw symbol if needed
- Purple pen for editing
- Long writes – every other line
- Handwriting - cursive
- Pride in work

5 Star Spelling



	Say it in a spelling voice	
	Clap the syllables	
	Say the sounds (phonemes)	
	Write the code	
	Check for patterns	







5 Star Writing



	Punctuation	. ? ! . : ; - ()
	Sentence Structure	
	Spelling	
	Paragraphing	
	Effect	

5 Star Maths



	Short date every session	05.09.22				
	1 digit per square	<table border="1"><tr><td>2</td><td>4</td></tr></table>	2	4		
2	4					
	Number formation	1 2 3 4 5 6 7 8 9 0				
	Purple pen corrections	<table border="1"><tr><td>3</td><td>2</td><td>3</td><td>3</td></tr></table>	3	2	3	3
3	2	3	3			
	Rulers for straight lines					

Important dates for this term

Trips planned so far:



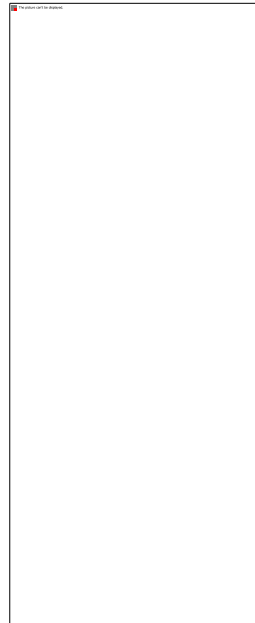
AUTUMN TERM:

Geographical fieldwork trip to Kingsclere Brook.



SPRING TERM:

Stone Age Experience Day



SUMMER TERM:

Ufton Court

Online platforms

Program/App	Purpose
Weduc	All information for parents and carers about school trips, meals, events, activities, daily organisation, school newsletter.
School Website: Kingsclere CE Primary School	The school website has lots of information for parents and carers from curriculum information, lunch menu, handwriting font, calendar, wrap around care etc.
Seesaw (Year 1 – 6) Tapestry Year R only)	Shows children's learning – for staff evidence and also to enable children to record their learning through different ways, e.g., not just always writing but videos, photos.
TT Rock Stars	Times tables practice
Phonics and/or Spelling Shed	Phonics or Spelling practice
SORA – Reading	Stories online – audio and to read

Home Learning

Take Your Pick Home Learning: Year 5/6 Autumn Term

Where is the best place for a UK staycation?

Remember children should complete one task every two weeks, so three tasks by half term (17th October). Presentation is a high priority and pupils should choose whether to return a paper presentation or post the learning on Seesaw. They can be as creative as they choose with their responses but should **invest about an hour for each task**. The last Collective Worship of each half term will reward the **most creative submission** for each class.

Research a popular UK holiday destination and write 5 questions relating to this.	Present a photograph from a holiday you, or someone you know, has taken. Annotate around it with activities or quotes from people who were there.	Research Thomas Cook. Include at least three paragraphs of information and 2 short stories. You could do this by hand or using a computer.	Plan a train journey to your favourite seaside destination. Can you compare it with another form of transport? eg which takes longer, is more convenient etc?	Create a questionnaire to investigate what types of UK holiday your friends and family have taken. Present as a graph with a summary of the results.
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Ask a family member about their favourite UK holiday. What did they enjoy most about it and why? What was the worst part of the holiday?	Make a bingo card/ app game of coastal features someone could use on a day trip.	Create a menu for a seaside cafe. Include a price list and any dietary considerations. What would your family order?	Can you think of a famous beach with a story in it? Summarise the story in 50 words.	Investigate the Box Brownie – what was so special about them?
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Create a set of key vocabulary words related to holiday destinations in the UK. Make a word search using the vocabulary.	Invent a gadget to prevent seasickness from starting your trip.	In science we are exploring forces – gravity, friction, air and water resistance. Using BBC Bitesize as a starting point, create a fact-sheet to show the important facts of one force.	Make a model to show something you have learned about coast – it could be out of anything you choose – clay, clay, ink or even salt!	Draw a portrait of Isaac Newton.
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Take one picture from an accommodation you might rent for a staycation (eg tent, hotel, cottage etc). Write a poem to accompany it.	Make up a song or a jingle to advertise a seaside town.	Using one of the PE lessons from this term, design a poster to explain the rules of a game you played or will you develop? Include advice for safety and equipment.	What is the closest coast to Kingsclere in the UK? Which coast is the furthest away without crossing any sea? How far away are they in time and distance? Explain how you know.	In science we are exploring forces – gravity, friction, air and water resistance. Can you plan an experiment for one of these forces, which you could safely conduct at home?
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____

Parent/Carer: Home learning is an important part of your child's academic learning. Please support your child with their homework by talking to them about what they have been learning and making sure they are managing their time well to complete the tasks effectively. If there are any problems please contact the teacher in good time so provision can be made to support your child.



Year 5/6 Home Learning – Friday 9th September – Friday 16th September 2022

Daily Reading Please continue to read with your child. All children who record their reading 5 times per week or more will be celebrated. Please continue to send your child's reading diary and books to school each day.	Spelling EdShed Please encourage your child to practise spelling words using Spelling Shed or on paper. Year 5/6 Key Words average, awkward, category, cemetery, controversy Try writing these words in sentences.	Reminders: <ul style="list-style-type: none"> Children should wear P.E kits to school on Tuesdays and Thursdays. We will be starting the school library next week so children may bring home a reading for pleasure book.
Take Your Pick Please complete one activity each fortnight from the Take Your Pick menu linked to our enquiry "Where is the best place for a UK staycation?"	Times Tables Children should continue to practise the tables sent home with them each Friday please.	

Our Sticky Question for the week is:
 If we moved the school building to the other side of town, but left everything and everyone here, where would the school be?



Home Learning

- Take your pick grid for the enquiry journey
- Reading 4 times a week
- Weekly **spelling** focus
- Times Tables** Rockstars
- A **maths** focus that can be practised with your child at home or independently, e.g., telling the time

Reading

Please create a slide linked to the importance of reading.

On this slide(s), please provide families with 50 Recommended Reads, linked to cultural themes, ensuring regular reminders are shared throughout the academic year to encourage reading.

50 Recommended Reads' (<https://www.booksfortopics.com/booklists/recommended-reads/>)

Include SORA guidance for families and log in details.

Home Learning

- All children will have a folder to keep any paper tasks in, their 'Take your pick grid', log on codes for spelling, Seesaw and times tables rock stars
- All children have a Seesaw account with a 'Home Learning' folder so that children can share more creative responses to home learning
- Reading books can be changed in school
- Library books can be changed weekly



See Saw



- All children have a unique log on to Seesaw. This is stuck in their reading diary
- Seesaw - has our electronic exercise books – there is a folder for each subject
- We use Seesaw to record and capture non-book-based learning e.g. videos, group work, photographs of activities
- There is a Home Learning Folder where we will occasionally upload a game or revision. This is optional and will be mentioned on the home learning letter that is sent home on a Friday

Seesaw provides a window into our curriculum

Attendance

WHAT IS YOUR ATTENDANCE?

Right to education (Article 28)



**Platinum
100%**



Well Done!

High attendance leads to improved and high achievement which means greater success.

97%

UP TO 6 DAYS
ABSENCE FROM
SCHOOL



96.9% - 93%

UP TO 14 DAYS
ABSENCE FROM
SCHOOL



Worrying!

Too many missed school days.
Less chance of success.

92.9% - 90%

UP TO 20 DAYS
ABSENCE FROM
SCHOOL



Concern!

Reduced chance of success.
Possible court action.

Below 90%

CONSIDERABLE
ABSENCE FROM
SCHOOL



Serious!

Lowest chance of success.
Possible court action.

There are 175 non school days a year.
That's plenty of time to go on visits, holidays, shopping and other appointments.

Attendance and Attainment

- If your child is feeling unwell in school, we will contact you if they are unable to continue with learning and other school activities
- If your child feels better during the school day, please bring them in
- We can administer medication and Calpol with your permission if this is needed or helps your child to attend school
- If there is anything we can do to support a health concern, please let us know
- Please arrive at school by 08:45 – children will have an Early Morning Task to complete on arrival
- At 08.45 staff will open classroom doors for their class to enter school. A morning task will be ready for them.

positive effect on academic attainment



School attendance has a positive effect on academic attainment ¹ ² ³ . Students with the highest attendance throughout their time in school gain the best GCSE and A Level results ¹ . Pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well ¹ . Missing out on important parts of the curriculum due to lower attendance may result in poorer performance in school exams, increased risk of dropout, and a lower likelihood of progressing to higher education ² . The higher the absence rate, the lower the likely level of attainment ³ .

Learn more: [1. educationhub.blog.gov.uk](#) [2. strath.ac.uk](#) [+1 more](#)



Snacks



Snack Box

- healthy snacks please - bread-based or a piece of fruit or vegetable
- snacks into the snack box to avoid time lost at breaktime getting snacks from bags
- please pop names on snacks where possible
- water in bottles please

Safeguarding



School Site:

- safety access codes
- visitors only access via the front entrance – sign in
- ↯ CCTV around the school
- ↯ If driving on the school site, please obey the speed limit and stop at the zebra crossing – no tail gating

Staff Training:

- ↯ annual safeguarding training and set agenda on all Staff Meetings
- ↯ report any concerns to a member of staff – DSL – and DDSL and who they are

Children:

- Curriculum focus through PSHE, SMSC, RSHE and Collective Worship focus

Our safeguarding team



Designated Safeguarding Lead (DSL), Prevent Lead, Attendance Champion

Jo Messenger

Contact details: adminoffice@kingsclere.hants.sch.uk



**Phase Leader Year R and Key Stage 1
Deputy DSL and Senior Mental
Health Lead: Lindsey Bowden**



**School Finance Officer
Deputy DSL:
Lesley Dudman**



**SENCO and Safeguarding Officer
-Deputy DSL:
Attiya Khawaja**



**Phase Leader: Key Stage 2
Deputy DSL
Caroline Williamson**

**Weekends, holidays or evenings safeguarding concerns
in the local community:**

**Please contact the police on either 101 or 999 or Children's
Services:**

**Contact Children's Services | Children and Families
| Hampshire County Council**



Artificial Intelligence (AI) Policy

- **Staff will begin to use AI to enhance teaching, reduce workload, and support personalised learning.** All AI outputs are fact-checked, sense-checked, and remain the professional responsibility of the staff member. **Decisions are human based NOT AI.**
- **The school is only using approved AI tools:** this includes so far Copilot, Chat GPT, Key, Canva, Google translate, Google Gemini and Teach Mate
- **Staff are not able to include any personal, sensitive, or identifiable data into AI tools**
- **AI must not be used to generate offensive, discriminatory, or harmful content, nor to impersonate others.**



AI Policy

- **Safeguarding is a priority: any AI-related concerns must be reported immediately to the DSL.**
- **Staff will guide pupils to understand both the benefits and risks of AI, encouraging critical thinking.**
- **Pupils will use AI only under supervision for learning support or research at school. It can be used at home for research but not for completing home learning please.**



Keeping Children Safe Online

We value what an incredible learning tool the internet and technology can be and know that this is the future. We educate the children through our curriculum about online safety.

What we do:-

- ✓ Teach lessons each half term with a focus on e-safety – if anything makes you feel uncomfortable or upset, talk to a trusted adult
- ✓ Have internet safety code of conduct that the children know and follow
- ✓ Monitor their internet use
- ✓ Work with parents and carers to address any concerns
- ✓ Seek professional advice where we need to
- ✓ Have a school governor, DSLs and DDSLs and digital leaders to support e-safety
- ✓ Work closely with our IT support team if we have any concerns

Keeping Children Safe Online



Talk with your child about responsible use of their tablet

Discuss what is okay and not okay to use it for and look at the possible risks. Tell your child what they should do if something goes wrong while using it. This could be to turn off the screen and tell an adult.



Think about the location of the tablet

Will it be in a shared family space or in a bedroom? Where will the tablet charge overnight? Think about: setting time limits; reminding your child about the risks of communicating online with people that they do not know; and encouraging them to come to you with any worries.

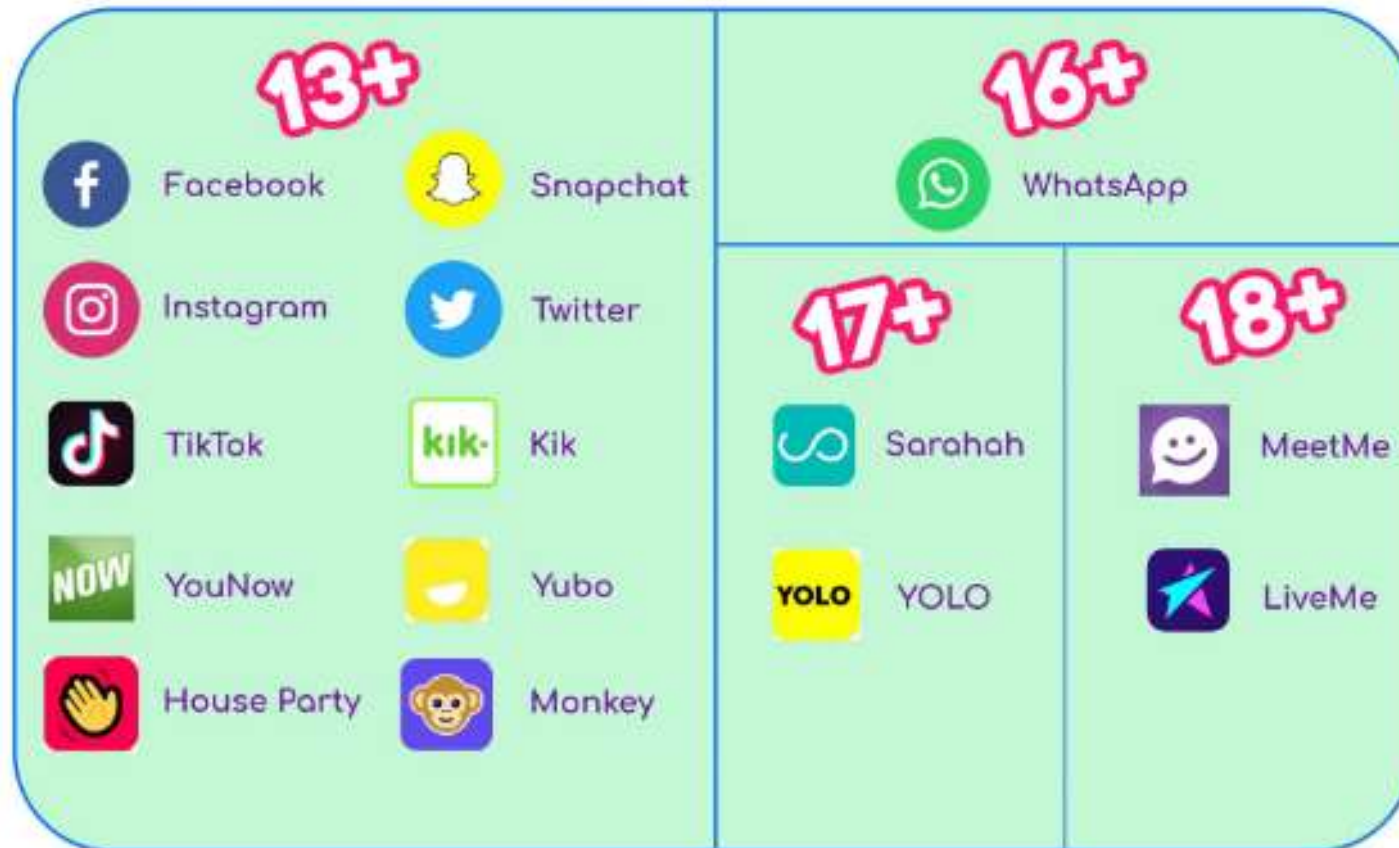


Explore parental controls

Take a look at the controls available both on the tablet itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

Age Limits

APPS AND THEIR AGE RATINGS



Sustainability and Environment

As part of the DfE's New Sustainability Guidance, parents now need to know about the schools Climate Action Plans where the school is outlining strategies to reduce carbon emissions, enhance energy efficiency, and promote sustainability within the school community:

1. Integration of Climate Education

We incorporate climate change education into the curriculum, teaching students about environmental issues, sustainability practices, and the importance of taking action to address climate change. In our year group we teacher pupils about:

**ADD HERE any bullet points FROM SCIENCE, GEOGRAPHY, ENGLISH, SHARED READING etc.
– that link to this topic please**

Sustainability and Environment

2. Role of Parents and Carers

Parents and carers play a crucial role in supporting school sustainability initiatives by participating in sustainability programs, e.g., walk to school week where possible, and encouraging environmentally friendly practices at home.

3. Decarbonisation Efforts

Schools are encouraged to take steps to reduce carbon emissions by becoming more energy efficient, such as upgrading heating systems and improving insulation. Our new roof will support with energy efficiency.

4. Eradication of Single-Use Plastics

The DfE aims to eradicate single-use plastics in schools and encourage the use of reusable and recyclable materials, promoting a culture of sustainability within the school community. We presently use recycled card for take away food options, we are setting up a more robust recycling for unavoidable plastics, we encourage staff and pupil use of reusable water bottles



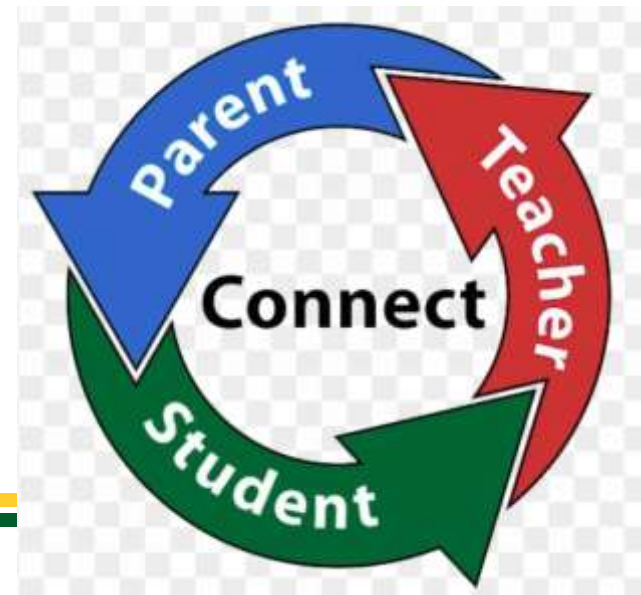
Rewards and Responsibilities



- ▶ Reading Rewards and Reading Trophy
- ▶ House Points
- ▶ Celebration Friday
- ▶ Star Awards each Half Term
- ▶ Mrs Titcomb's Tidiest Classroom Trophy
- ▶ Class Monitors
- ▶ School Council Representatives
- ▶ Courageous Advocacy Trophy
- ▶ Times Tables RockStars

If you need to contact us

- A quick catch up with the class teacher or TA at drop off and pick up times
- Email the admin team who will ensure the right person receives your email
- Please phone the office to arrange a team to meet – the meeting can be online, a telephone call or in person



If we need to contact you...

- A quick catch up at drop off or pick up times
- A phone call after school
- A message via Reach More Parents
- Letters and forms via Reach More Parents

Can you help?



- ▶ Hearing readers / playing maths games morning or any afternoon from 13:15
- ▶ You are **always welcome to come into year 3 to lend a hand** – just let us know when you are available and any areas of expertise! (DBS check)

If you are free to help, please let us know 😊



Thank you for coming.
Any questions?