

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem						
Ruby Being kind to someone	School Rules and Shared Partnership Vision, Mission and Core Values					
Diamond Solving problems	Reflectiveness - Planning Working learning out in advance	Reflectiveness - Revising Monitoring and adapting along the way	Reflectiveness - Distilling Drawing out the lessons from experience	Resourcefulness - Reasoning Thinking rigorously and methodically	Resourcefulness - Capitalising Making good use of resources	Resourcefulness - Questioning Getting below the surface; playing with situations
Emerald Attempting new challenges	Resilience - Absorption Flow: the pleasure of being rapt in learning		Resilience - Managing Distractions Recognising and reducing interruptions		Resilience - Noticing Really sensing what's out there	Resourcefulness - Imagining Using the mind's eye as a learning theatre
Sapphire Coping with distractions	Reflectiveness - Meta-learning Understanding learning, and yourself as a learner		Reciprocity - Empathy and Listening Getting inside other's minds		Reciprocity - Imitation Picking up other's habits and values	Reciprocity - Intendependence Balancing self reliance and sociability
Topaz Sharing ideas and valuing yourself and others						
Amethyst Working as part of a group						
	Learning to Learn Skills					

Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Trainers

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.'

In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Stationery

Writing equipment will be provided for your children in class but if your child prefers, they may bring in a pencil case with their own stationery resources. It is always a good idea to label all pens and pencil cases.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
 - plurals
 - pronouns and how used
 - collective nouns
 - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.

Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.



Year 3 Recommended Book List

Tales Told in Tents by Sally Pomme Clayton/
Sophie Herxheimer

The Enchanted Horse by Magdalen Nabb

The Frog Prince Continued by Jon Scieszka

Happy Families Series by Alan Ahlberg

The Cat Who got Carried Away by Allan
Ahlberg

Finding Fizz by J Alexander

Dinner Ladies Don't Count by Bernard Ashley

Marvin Redpost – Why pick on me? by Louis
Sachar

The Wolf's Story by Toby Forward and Izhar
Cohen

Tadpole's Promise by Jeanne Willis and Tony
Ross

Beware of Girls by Tony Blundell

The Mousehole Cat by Antonia Barbara/Nicola
Bayley

Dragon Ride by Helen Cresswell

The Queen's Knickers by Nicola Allen

Anancy and Mr Dry-Bone by Fiona French

Cup Final Kid by Martin Waddell

The Paper Bag Princess by Robert Munsch

Amazing Grace by Mary Hoffman

The Finger Eater by Dick King-Smith

Hmm... by Colin McNaughton

The Snow Maze by Jan Mark

Jamaica and Brianna by Janita Havill

Scarface Claw by Linley Dodd

**Year 3/4
Spelling List**

century	experiment	interest	peculiar	separate
certain	extreme	island	perhaps	special
accident(ally)	famous	knowledge	popular	straight
actual(ly)	favourite	learn	position	strange
address	February	length	possess(ion)	strength
answer	forward(s)	library	possible	suppose
appear	fruit	material	potatoes	surprise
arrive	grammar	medicine	pressure	therefore
believe	group	mention	probably	though
bicycle	guard	minute	promise	although
breath	guide	natural	purpose	thought
breathe	heard	naughty	quarter	through
build	heart	notice	question	various
busy	height	occasion(ally)	recent	weight
business	history	often	regular	woman
calendar	imagine	opposite	reign	women
caught	increase	ordinary	remember	
centre	important	particular	sentence	

Parsons Down Partnership



End of Year Expectations for Year 3

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Foundation Subjects

In KS2, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- French
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rocks and soils – compare and group different rocks	Animals including humans - nutrition	Animals including humans – skeletons and muscles	Plants – life cycle of flowering plants	Forces and magnets – compare how things move on different surfaces	Light - shadows
History	Stone Age -to know about changes in Britain from the Stone Age to Iron Age				Ancient Greece - to study Ancient Greek life and achievements and their influence on the Western World	
Geography			Volcanoes, earthquakes and mountains – locate physical features and know how they are formed			Greece – key human and physical characteristics

Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
 - 3-digit numbers and ones
 - 3-digit numbers and tens
 - 3-digit numbers and hundreds
- Add and subtract:
 - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply:
 - 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

Homework

Each week, the children will have a set homework task to complete; either linked to Maths, English or a foundation subject.

In addition to these homework tasks, the children will receive a weekly spellings list. They will be expected to read at home with an adult a minimum of four times a week, recording their reading in their journals. On top of this, children will also need to practise their times tables in preparation for the Multiplication Check test they will complete in Year 4.