St Michael with St Thomas CE Primary School

***Learn, Achieve, Love, Believe***

Y3 Class Handbook

2023 -2024

**You will find the following information in the Y3 handbook:**

* Details of the adults that will be working with your child this year
* Information about homework
* Information about reading in this year group
* Details about PE days and swimming (if applicable to the year group)
* Times of the school day
* Dates of class worships and parent insight sessions
* Long Term Plan for the year
* Details of any Statutory Testing (Y1, Y4 and Y6 only)
* Maths and English Key Performance Indicators (KPIs)
* A copy of the Home – School agreement to sign

Staff working in Y3 this year:

Class teacher: Miss Ashton

KS1/KS2 Leader:

Teaching Assistant: Miss Lavery

Student Teaching Assistant: none

**Homework**

Homework will be sent on each **Thursday** and will be collected in each **Tuesday**.

Weekly homework will consist of:

* Reading 5x a week
* Spellings – These can be practised via the games on Spelling Shed
* X Tables – These can be practised via the games on TT RockStars
* KS2 pupils – Reading Plus at least 2x a week

Spellings and times tables (in KS2) will be tested on a Tuesday or Wednesday and the scores recorded in the back of the child’s homework books.

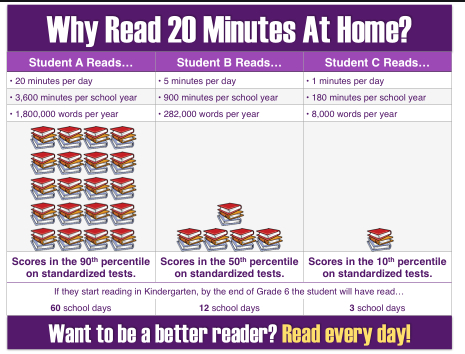
Each half term, every class will have a homework challenge mat with a range of different activities on. We ask that all children complete **at least 2 activities from the mat per half term.**

All log ins and passwords are on stickers in your child’s reading diary.

**Reading**

We ask that all children read at least 5 times each week at home. This is to support them with:

* Becoming more fluent with their reading
* Developing reading stamina, allowing them to read longer and more challenging texts
* Developing the speed in which they are able to read and comprehend at
* Developing Vocabulary
* Developing a love of books



**Reading in Early Years and KS1**

In Reception and KS1, pupils are no longer reading by ‘Book Band’. Instead, children will have a reading book that is matched to the phonics sounds that they are learning in their groups. This is to ensure that they have time to practise and rehearse the learning taking place in the classroom. Children will be reassessed in their phonics groups each half term. These books are to be read often as children build fluency through reading known texts. They will be changed twice a week.

Children will also bring home a second book, which is a sharing book. This book is for adults to read with their child to build a love of books, enjoying the story, discussing the language, characters and plot. This book is not for adults to try and make children read, as this will contain sounds that they have not yet been taught through phonics. These books will be changed twice a week, but children can also change these books whenever they are ready to from the class library.

**Reading in KS2**

Once children have finished the Read Write Inc Phonics programme at the end of KS1, they will be assessed in their reading using the KS2 book bands. Children will be given a book that matches their reading level to read each night at home. Pupils will still be expected to read at least 5 times each week, although as they get older, they may read independently at some points throughout the week. All children who meet this home reading target, will receive Dojo points and an extra in class reward.

Studies have shown that reading progress in KS2 often slows, as parents believe that now pupils can read competently, there is less need for them to read aloud with an adult. This is a misconception and it is essential that pupils still have time to read aloud and to discuss texts with someone, especially as the books they are reading are becoming more and more challenging. Please support your child by listening to them read regularly and discussing the text with them.

Pupils in KS2 will be assessed each term and the book band that they are reading at may change. However, this is based on more than just the ability to read the words, and the pupil’s comprehension of the text is equally important. Pupils who read widely and from a variety of different types of texts, will develop their reading and comprehension skills far more efficiently.

In addition to their home reading books, pupils in Years 3, 4, 5 and 6 have access to Reading Plus which is an online school subscription to improve pupils’ reading speed, comprehension and understanding of vocabulary. Pupils will complete an initial assessment in school and will then receive their log in details. Pupils are expected to complete at least 2 Reading lessons via Reading Plus each week. This, coupled with reading at least five times per week at home, would mean that the child had met their home reading target for the week. A four-week trial period in May 2021 proved to be very effective (as shown in the anonymised data of a cross-section of pupils below) with the pupils who regularly accessed the online lessons seeing great improvement in their reading speed, comprehension accuracy and progression through the reading levels.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading lessons** | **Reading lessons 80%+** | **Total words read** | **Average comprehension** | **Rate gain (words per minute)** | **Level Gain** |
| 31 | 29 | 26,694 | 92.1% | 50 | 2.4 |
| 20 | 20 | 15,271 | 96.9% | 30 | 1.6 |
| 19 | 18 | 9,970 | 94.4% | 25 | 1.2 |
| 4 | 1 | 5,590 | 63% | 0 | 0 |

**PE in Y3**

This year our PE days will be Monday and Friday. This means that children will be coming to school in their PE kits on these days. They will not require their school uniform on a Monday or Friday. We will also be starting swimming lessons in the Summer term – further information will follow nearer the time.

We are asking that pupils come into school in their PE kits on their PE days – this should be a plain white t-shirt, black shorts and trainers. In the winter, pupils can wear a plain, black tracksuit over their PE kits to keep them warm.

The only thing that pupils need to bring into school and leave there is a small PE bag with their indoor pumps in.

*Please ensure that tracksuits and shorts are plain black, with no stripes or logos down the sides.*

***No football/rugby kits will be allowed.***

**Times of the School Day:**

**Rec - Y3**

|  |  |
| --- | --- |
| 8.40am | School gates open |
| 8.45am | School starts |
| 8.55– 9.55am | Lesson 1 |
| 10am | Worship |
| 10.15am | Break time |
| 10.30 - 11:30am | Lesson 2 |
| 11:30am – 12pm | Phonics |
| 12pm – 12.45pm | Lunch |
| 12.45 -1pm | Wellbeing activities |
| 12.45/1.20pm – 3.15pm | Lesson 3, Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

**Y4 - Y6**

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| --- | --- |
| 8.40am | School gates open |
| 8.45am | School starts |
| 8.55 – 9.55am | Lesson 1 |
| 10am | Worship |
| 10.15am | Break time |
| 10.30 – 11.40am | Lesson 2 |
| 11.40am – 12.15pm | Lesson 3 |
| 12.15 – 1.00pm | Lunch |
| 1 – 1.15pm | Wellbeing activities |
| 1.15pm – 3.15pm | Lesson 4 and Lesson 5 |
| 3.15pm | Home time |

**Class Worship and Parent Insight Dates:**

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| --- | --- | --- |
|  | **Venue** | **Time** |
| **Class Worship** | School Hall | Wednesday 17th January 2024 – 9am |
| **Church Worship** | School Hall | Wednesday 20th May 2024 – 9 am |
| **Parent Insight sessions** | School | Tuesday 17th October 2023 – 2:15pm  Tuesday 23rd January 2023 – 2:15pm |

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| **Year 3 Reading KPIs** | **Assessment Period 1** | **Assessment Period 2** | **Assessment Period 3** |
| Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales. |  |  |  |
| Use intonation, tone and volume when reading aloud. |  |  |  |
| Take note of punctuation when reading aloud. |  |  |  |
| Raise questions during the reading process to deepen understanding e.g. I wonder why the character. |  |  |  |
| Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. |  |  |  |
| Justify responses to the text using the PE prompt (Point + Evidence). |  |  |  |
| Prepare for research by identifying what is already known about the subject and key questions to structure the task. |  |  |  |
| Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. |  |  |  |

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| **Year 3 Writing KPIs** | **Assessment Period 1** | **Assessment Period 2** | **Assessment Period 3** |
| Write effectively and coherently for different purposes (ensure use of vocabulary is accurate and appropriate to form and purpose) |  |  |  |
| Explore and identify main and subordinate clauses in complex sentences. |  |  |  |
| Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. |  |  |  |
| Select, generate and effectively use nouns, adjectives and adverbs. |  |  |  |
| Begin to group related material into paragraphs.  (Paragraphs to be taught using the ‘TIP TOP’ strategy. New paragraph to be used when there is a change in TIME (TI), PERSON (P), TOPIC (TO) or PLACE (P). This strategy should be applied for both narrative and non-narrative pieces.) |  |  |  |
| Use headings, sub headings and bullet points to organise information. |  |  |  |
| Punctuate sentences appropriately, including: consolidating KS1 expectations ( A . ? ! apostrophes for contractions); use commas to separate items in a list; inverted commas to demarcate speech. |  |  |  |
| Proofread to check for errors in spelling, grammar (include checking for tense) and punctuation in own and others’ writing according to year group expectations. |  |  |  |
| Spell words correctly from the Y3 and Y4 statutory spelling list |  |  |  |
| Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. |  |  |  |

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| **Year 3 Maths KPIs** | **Assessment Period 1** | **Assessment Period 2** | **Assessment Period 3** |
| 3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. |  |  |  |
| 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. |  |  |  |
| 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. |  |  |  |
| 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. |  |  |  |
| 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. |  |  |  |
| 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. |  |  |  |
| 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: 80 + 60 = 140 and 140 – 60 = 80 as well as 30 x 4 = 120 and 120 ÷ 4 = 30. |  |  |  |
| 3AS–1 Calculate complements to 100, for example: 46 + ? = 100 |  |  |  |
| 3AS–2 Add and subtract up to three-digit numbers using columnar methods. |  |  |  |
| 3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. |  |  |  |
| 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. |  |  |  |
| 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. |  |  |  |
| 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). |  |  |  |
| 3F–3 Reason about the location of any fraction within 1 in the linear number system. |  |  |  |
| 3F–4 Add and subtract fractions with the same denominator, within 1 |  |  |  |

**Long term plan**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | **Number sense and exploring calculation strategies**  **Place Value**  **Addition and Subtraction** | **Addition and Subtraction**  **Length and Perimeter**  **Graphs** | **Time**  **Fractions**  **Faces. Shapes and Patterns; lines and turns** | **Time**  **Fractions** | **Angles and Shape**  **Measures** | **Exploring calculation strategies and place value**  **Times tables and Division facts** |
| * Read, write, order and compare numbers to 100 * Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference * Derive new facts from a known fact * Read, write, represent, partition, order and compare 3-digit numbers * Find 10 and 100 more or less * Round to the nearest multiple of 10 and 100 * Develop and use a range of mental calculation strategies * Illustrate and explain formal written methods – column method | * Develop and use a range of mental calculation strategies * Illustrate and explain formal written methods – column method * Measure, draw and compare lengths * Add and subtract lengths * Calculate perimeter * Collect, interpret and present data using charts and tables | * Tell the time on an analogue clock: quarter past, quarter to and five- minute intervals * Calculate durations of time in minutes and seconds * Sequence daily events * Minutes in an hour and hours in a day * Part-whole relationships * Fractions as part of a whole or whole set * Relate to division * Equivalent fractions * Explore, sort and describe 2-D shapes * Lines of symmetry in 2-D shapes * Identify 2-D shapes on 3-D shapes * Compare and sort 2-D and 3-D shapes * Use language to describe position, direction and rotation to follow a route. | * Tell, record, write and order the time analogue and digital * 12-hour, am, pm * Measure, calculate and compare durations * Part-whole relationships * Fractions as part of a whole or a whole set and as a number * Add, subtract, compare and order fractions | * Identify angles including right angles and recognise as a quarter of a turn * Identify and draw parallel and perpendicular lines * Draw / make, classify and compare 2-D and 3-D shapes * Measure the perimeter * Read scales with different intervals when measuring mass and volume * Weigh and compare masses and capacities with mixed units * Estimate mass and capacity | * Add and subtract mentally * Find 10, 100, and 1000 more or less * Order and compare beyond 1000 * Round numbers * 2, 3, 4, 5, 6, 8, 9, 10 x tables |
| **English** | **The Bear and the Piano**  **Inform and entertain:**  **Diary**- to write in character of the bear thinking about his experience before and after he became famous.  **Informal letter**- to write as the bear to explain his thoughts to his friend, the grey bear.  **Setting description** – Children to set the scene, thinking about atmosphere and character’s feelings. | **The Invisible**  **Inform and persuade:**  **Character description –** Children to describe the main character in detail**.**  **Recount –** Children to write in the shoes of Isobel, retelling the events of her day.  **Letter –** Children to write a letter thanking Isabel for the kind things she has done.  **RRSA – Article no 2, the right to no discrimination.** | **The Dragon Machine**  **Letter of persuasion –** Children to write in the role of the George’s parents, persuading George to return home.  **Narrative –** Children to write their own versions of The Dragon Machine focusing on showing character.  RRSA – The right to an education. Rights for children seeking refuge.  FBV – Link to liberty. | **The Truth Pixie**  **Entertain: Character description**- create and describe their own pixie with a troublesome quality.  **Poetry**- create a poem describing their pixies predicament.  **Narrative**- what the Truth Pixie did next- children to create the next chapter.  RRSA – Right to share  their thoughts freely. | **Flat Stanley**  **Inform and entertain:**  **Diary** – To write in the character of Stanley.  **Informal letter** – To write in the shoes of Stanley to his friends and family.  **Internal monologue** – to reflect upon what has happened to Stanley.  **Adventure story –** to inform a wider audience. | **The Boy who grew Dragons**  **Inform and entertain:**  **Description – Children will create their own description if their ‘Dragon plant’.**  **Instructions –** Children will create their own instructions on how to care for a dragon.  **Non-Chronological report –** Children will write to inform all about dragons. |

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| **Subjects taught discretely throughout the year:** | | | | | | |
| **SCIENCE** | **Plants** | **Forces** | **Animals including Humans** | **Animals including Humans** | **Rocks** | **Light** |
| * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in   the life cycle of flowering plants, including pollination, seed formation and seed dispersal | * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles   predict whether two magnets will attract or repel each other, depending on which poles are facing | * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement   v | * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and | * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter | * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their   Eyes  • recognise that shadows are formed when the light from a light source is blocked by an opaque object   * + find patterns in the way that the size of shadows change |

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| **PSHE & RSE** | **Throughout the year, we will use our Jigsaw PSHE materials to study the following topics:** | | | | | | | | | |
|  | **Being in my world** | **Celebrating Difference** | **Dreams and Goals** | | **Healthy Me** | | **Relationships** | | | **Changing Me** |
|  | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices  Seeing things from others’  perspectives  FBV – linked to individual liberty and rule of law. | Families and their differences  Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful  Giving and receiving compliments  FBV – linked to individual liberty  FBV – Linked to mutual respect  and tolerance. | Difficult challenges and achieving success Dreams and ambitions New challenges  Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings  Simple budgeting | | Exercise Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs Keeping safe and why it’s important online  and offline scenarios Respect for myself and others  Healthy and safe choices | | Family roles and responsibilities  Friendship and negotiation Keeping safe online and who to go for help  Being a global citizen Being aware of how my choices affect others Awareness of how other  children have different lives Expressing appreciation for family and friends  FBV – Linked to mutual respect and tolerance | | | How babies grow  Understanding a baby’s needs Outside body changes  Inside body changes Family stereotypes Challenging my ideas  Preparing for transition |
| **PE** | **Skill Development.** | | | | | | | | | |
| Games | Dance | Gymnastics | athletics | | orienteering | | Games | | |
|  | football | basketball | Quick cricket | dodgeball | | netball | | rounders | | |
| **RE** | **We follow the Blackburn diocese scheme of work to study the following topics throughout the year:** | | | | | | | | | |
| 3.6 Harvest.  Revisit Sukkot  3.1 Called by | 3.2 Christmas.  God with us. | 3.3 Jesus the man who changed lives. | | 3.4 Exploring the sadness and joy of Easter. | | 3.5 Which rules should we follow?  Does everyone follow the same rules? | | S10 Proverbs | |
| **COMPUTING** | **Connecting Computers**  Health, well-being and lifestyle  Online relationships  Online reputation  Privacy and Security | **Sequence in music**  Health, well-being and lifestyle  Online relationships  Online reputation  Privacy and Security | **Animation**  Copyright and ownership  Managing online information | | **Branching databases**  Privacy and security | | **Events and actions**  Health, well-being and lifestyle | | | **Desktop and publishing**  Copyright and ownership  Managing online information  Health, well-being and lifestyle  Privacy and security |
| **Subjects taught through the LUNAR curriculum:** | | | | | | | | | | |

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| **HISTORY** |  | **Monarchs**  **Is change a good thing?**  Throughout this unit, pupils will study the lives of several monarchs, such as William the Conqueror and King Henry VIII. They will look at their roles as monarchs and how this shaped the country at the time. They will end the unit by comparing the changes the monarchs made to answer the above question. |  |
| **GEOGRAPHY** | **Rivers**  **How has the physical geography of water shaped the human geography around it?**  In this unit, pupils will learn how rivers are formed, how they contribute to sustaining life and explore the consequences of water shortages. They will also study the River Mersey, how it has changed and the impact of humans.  Article 24 – right to clean water. |  | **What makes the**  **UK a great place to live?**  Throughout this unit, pupils will explore the physical and human geography of counties and cities in the UK. They will use maps to find and locate cities and counties in the UK. They will also compare cities in the UK to ones in Europe and South America, to discuss and compare the geography of both places.  Individual Liberty/  Mutual Respect.  Article 27- food, clothing and a safe home. |
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| **ART** | GESTURAL DRAWING | PAINTING | MAKING |
| I can see how artists use charcoal in their work. I can talk about the marks produced and how I feel about them.  I can experiment with the types of mark I can make with charcoal, using my hands as well as the charcoal.  I can make loose gestural sketches using my body, on larger sheets of paper.  I can understand what chiaroscuro is and how I can use it in my work.  I can use light and dark tonal values in my work, to create a sense of drama. | I can make simple prints using my hands and feet.  I can explore my environment and take rubbings of textures I find. I can use these rubbings to make an image.  I can push objects I find into plasticine and make prints.  I can cute shapes out of foam board and drawing into it and stick them on a block to make a plate. I can print from the plate.  I can use colour, shape and line to make my prints interesting.  I can create a repeat, symmetrical or sequenced print. | I can explore how artists are inspired by others working in different artforms.  I can understand how artists sometimes use sketchbooks to understand and explore their own response to an artists work.  I can use my own sketchbook to explore my response to the chosen book/ film, making visual notes, jotting down ideas and testing materials.  I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.  I can reflect and share how the way I made my culture helps capture my feelings about the original character. |
| D DT  **DT** | Structure: Gift box | Textile: Toy puppet | Cooking and nutrition: healthy sandwich |
|  | To design a product for the Enterprise fair to sell.  I know that my product needs to be attractive to others.  I can share how I would like to make my product. I can use equipment and tools accurately and safely.  I shape my product carefully, using techniques and tools. I identify where my evaluations have led to improvements in my products. My designs improve as I go along.I come up with solutions to problems as they happen. | I clarify my ideas using labelled sketches and models to communicate the details of my designs.  I use scoring, and folding to shape materials accurately.  I use sharp scissors accurately to cut..  My product has a good finish so that a user will find it both useful and attractive. I select the appropriate textile(s) for my product.I know that the texture and other properties of materials affect my choice.  I join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product.  I describe the qualities of my material and say why it will be the most suitable choice.I join materials to make products using both permanent and temporary fastenings.I combine materials to add strength or visual appeal.My joins are strong and stable, giving extra strength to my products.  Some joins are flexible to allow for dismantling or folding. | I prepare food safely and hygienically and can describe what this means.  I describe the properties of the food ingredients: taste, smell, texture, and consistency.  I grow my own seasonal products to use in my cooking.  I can grow ingredients that I will use in my cooking. |
| mU | **We follow the Charanga musical school scheme of work to study the following topics throughout the year:** | | |

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|  | Pathway Steps 1 – 3  Holding the Recorder and Making a Sound  Left Hand Up Top  The Note B  Music Theory: Easy B  The Pulse  Breathing and Playing B | Pathway Steps 4 - 5  Improving playing B  Music Theory: Strictly B  Listening and playing by ear  Playing A  Music Theory: A  Rhythm  Listening and Playing by Ear | Pathway Steps 6 - 7  Duet  Jigsaw: Parts of the Recorder  Singing and Playing  Playing the Notes A and B  Improvising and Playing | Pathway Step 8 – 9  Improving Playing the Notes A and B  Music Theory: A and B  Singing, Improvising and Playing  Four Beat Notes  Mardi Gras Minims  Pitch | Pathway Step 10  The Note G  Music Theory: Seven Gs Theory  Playing A and G  Singing and Playing B, A and G | Reflect, Rewind and Replay |
| **SPECIAL EVENTS** | Autumn disco | Christmas pantomime | Valentines Disco | Easter bingo. |  | Summer disco. |
| **TRIPS/VISITS** | Rivers trip | Visit to the  museum of science and industry |  |  | Rock experience in school |  |

As a pupil at St Michael with St Thomas, I will try to –

* Come to school each day and on time
* Come to school prepared for learning with my PE kit and book bag
* Be helpful and caring to everyone in school
* To follow the school rules Ready, Respectful, Safe by making good behaviour choices and respecting all adults in school
* To be a good ambassador for our school in the wider community
* Always tell the truth
* Be friendly to everyone in school
* Listen carefully to adults and follow their instructions
* Take care of any equipment sent home eg instruments and books
* Work hard and do my best
* Enjoy school and make the most of all opportunities
* To live out our school vision – Learn, Achieve, Love, Believe – everyday

Child’s signature……………………………………………………

**St Michael with St Thomas**

**Church of England**

**Primary School**

**HOME AND SCHOOL AGREEMENT**



***Learn, Achieve, Love, Believe***

PARENTS ARE EXPECTED TO-

* Deliver children to school on time, dressed in appropriate school uniform and appropriate to the weather
* Ensure children are alert and ready to work
* Be supportive of the school rules – Ready, Respectful, Safe
* Respect adults and children on the school premises
* Support school policies and guidelines outlined in the school prospectus, including the use of reasonable force as stated in the school policy
* Attend meetings with staff to discuss their child’s progress
* Read communication sent from school and respond appropriately
* Be supportive of the school and all members of the school family in social media use
* Sign and follow the school Acceptable User Policy
* Provide school with information for emergency contact and any changes to their emergency contact
* Inform school of any changes in circumstances which may influence child’s learning or behaviour
* I give permission for my child’s name to appear in the class handbook
* Provide appropriate PE and swimming kit
* Encourage children to respect school property, including books and instruments sent home
* Support their children with homework, including instrument practise
* Collect children on time at the end of the school day

Signed

Parent/Carer

Date

SCHOOL WILL-

* Provide a Christian Education with daily acts of worships and visits to Church
* Ensure that parents and children are treated with respect
* Ensure each child is cared for and kept safe
* Provide a friendly, caring environment
* Encourage and motivate children to learn
* Provide a bright stimulating environment
* Develop each child’s full potential
* Provide a rich and varied curriculum
* Cater for individual needs
* Promote respect, tolerance and good manners
* Assess pupils’ progress and inform parents
* Encourage and reward good behaviour
* Deal appropriately with children who make the wrong choices in line with our Relationships and Behaviour policy
* Respond appropriately to parental concerns
* Set firm, fair and consistent school rules – Ready, Respectful, Safe
* Have high expectations of all children
* Ensure that staff are available to speak to parents at the end of the school day or by appointment
* Keep parents informed with information related to school

Signed

Miss M Slingsby

Head teacher