

# Princess May Primary School

## Year 3 Parents' Meeting





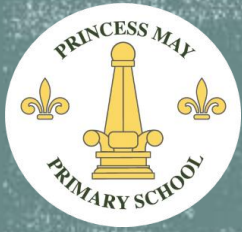
# Welcome to Year 3



- In Year 3, we provide a safe, caring and stimulating environment in their second year of key stage 2.







# Our Curriculum

- At Princess May Primary School, we provide pupils with a global curriculum based on knowledge and skills that is relevant for the 21st century. These skills are critically important for future success. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.
- World Leaders have committed to the **Sustainable Development Goals**. They consist of 17 goals to achieve 3 extraordinary things by 2030: ***to end extreme poverty, fight inequality and injustice, and tackle climate change.***





























# What your child will learn in Year 3



## Princess May Primary Year 3 Overview

					Princess May Primary Year 3 Overview	
	Discover		Explore		Create	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Themes	We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.					
		 <b>Project Outcome:</b> <i>A multilingual Healthy Lifestyle Programme for parents</i>		 <b>Project Outcome:</b> <i>Conservation campaign</i>		 <b>Project Outcome:</b> <i>Community Garden Project</i>
Year 3 Changemakers	Year 3's changemaker focus is <b>Climate Activists</b> . We learn about David Attenborough and Greta Thunberg and the impact they have had on our world. <div></div>					
Personal Development	Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values: <b>Respect; Empathy; Determination (R.E.D)</b> 			We use the 'Agents' to reflect on our learning behaviours and develop a Growth Mindset. <div></div>		
Oracy	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children <b>through</b> talk and <b>to</b> talk. We focus on teaching the following skills across the curriculum areas:					
	<b>Physical</b> With guidance, use posture and gesture to engage an audience. Understand importance of tone of voice and projection. 	<b>Linguistic</b> Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions. 	<b>Cognitive</b> Explain reasoning using a range of conjunctions e.g., because, but, so. Ask relevant questions and summarise the answer. 	<b>Social &amp; Emotional</b> Demonstrate active listening by responding to the speaker Manage a talk task independently e.g. chaired discussion 		





# What your child will learn in Year 3

Year 3	Discover				Explore				Create			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Reading</b> (Destination Reader)	An individual strategy is taught weekly: Lost Species by Jess French and Daniel Long		An individual strategy is taught weekly: The Lost Spells by Robert Macfarlane and Jackie Morris; I am the Seed that Grew the Tree by Fiona Waters		An individual strategy is taught weekly: The BFG by Roald Dahl *book and film		An individual strategy is taught weekly: Earth Shattering Events by Robin Jacobs and Sophie Williams		An individual strategy is taught weekly: Arthur and the Golden Rope by Joe Todd Stanton		An individual strategy is taught weekly: Africa, Amazing Africa by Atinuke	
<b>Writing</b> (Literacy Tree)	The First Drawings by Mordicai Gerstein; The Heart and the Bottle by Oliver Jeffers		Leon and the Place Between by Angela McAllister; The Tear Thief by Carol Ann Duff		The BFG by Roald Dahl *book and film; The Tin Forest by Helen Ward		Escape from Pompeii by Christina Balit; Cloud Tea Monkeys by Elspeth Graham and Mal Peet		The Mysteries of Harris Burdick by Chris Van Allsberg; How to Live Forever by Colin Thompson		Cinderella of the Nile by Beverley Naidoo; Flotsam by David Wiesner	
<b>Maths</b> (Maths Mastery)	Number sense and exploring calculation strategies/ Place Value/ Graphs		Addition and Subtraction Length and perimeter		Multiplication and Division – 2, 3, 4, 5, 6, 8, 10		Time Fractions		Angles and Shape Measures		Securing multiplication and division Exploring calculation strategies and place value	
<b>Science</b> (Beachout)	<b>Chemistry:</b> Practical skills		<b>Chemistry:</b> Raw and synthetic materials		<b>Physics:</b> Sound		<b>Physics:</b> Forces		<b>Biology:</b> Plants		<b>Biology:</b> Ecosystems	
<b>Humanities</b> (Beachout)	<b>History:</b> Prehistoric Britain		<b>History:</b> Shang Dynasty		<b>Geography:</b> Villages, Towns and Cities		<b>Geography:</b> Mountains, Volcanoes and Earthquakes		<b>History:</b> Ancient Greece		<b>Geography:</b> Water, Weather and Climate	
<b>Computing</b> (Kapow)	Online safety		Networks and the internet		Programming: Scratch		Journey inside a computer		Digital literacy		Top trumps databases	
<b>Art</b> (Kapow)	<b>Drawing:</b> Growing Artists		<b>Painting &amp; Mixed Media:</b> Prehistoric painting		<b>Sculpture &amp; 3D:</b> Abstract shape and space		<b>Craft &amp; Design:</b> Ancient Egyptian scrolls		<b>Artist Study:</b> Frida Kahlo and Salvador Dali		<b>Whole Art School Project</b>	
<b>DT</b> (Kapow)	<b>Cooking and Nutrition:</b> Eating Seasonally		<b>Mechanisms:</b> Pneumatic Systems		<b>Structures:</b> Castles		<b>Textiles:</b> Cushions		<b>Electrical Systems:</b> Static Electricity		<b>Digital World:</b> Electronic Charm	
<b>Music</b> (Charanga)	Let Your Spirit Fly		Glockenspiel Stage 1		Three Little Birds		The Dragon Song		Bringing Us Together		Reflect, Rewind and Replay	
<b>RE</b> (Hackney Agreed Syllabus)	What is it like to be a Sikh?		What is the most important part of the story for Christians today?		What is it like to be a Jew?		What is good about Good Friday?		Why do millions travel to sacred places?		What is it like to be a Hindu?	
<b>Spanish</b> (Specialist)	Spanish speaking countries, greetings, phonics 1, revision		Numbers, giving age, pencil case, phonics 2 La Navidad en España		Classroom language, Animals, colours, adjectives, Oso Pardo story (Brown Bear)		Days of the week, fruit & foods, Very Hungry Caterpillar story		Months, retelling stories, making a butterfly		Snack foods, ordering food in a café, roleplays	
<b>PSHE and Wellbeing</b> (Kapow)	Ground Rules; Family and Relationships		Health and wellbeing		Safety and the changing body		Citizenship		Economic wellbeing		Transition	
<b>PE</b> (GetSet4PE)	Fitness	OAA	Yoga	Tag Rugby	Netball	Basketball	Fitness	OAA	Yoga	Tag Rugby	Netball	Basketball

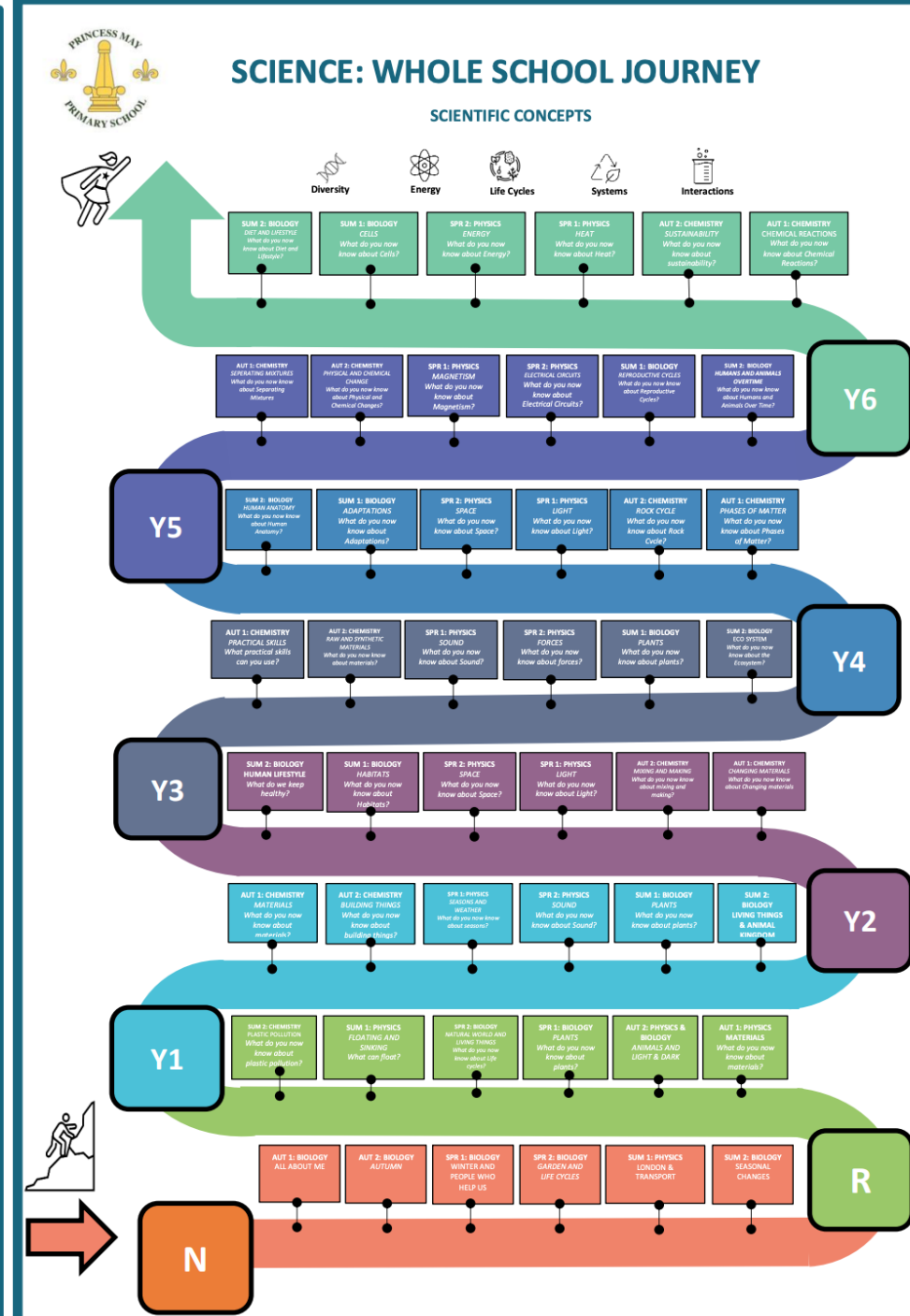
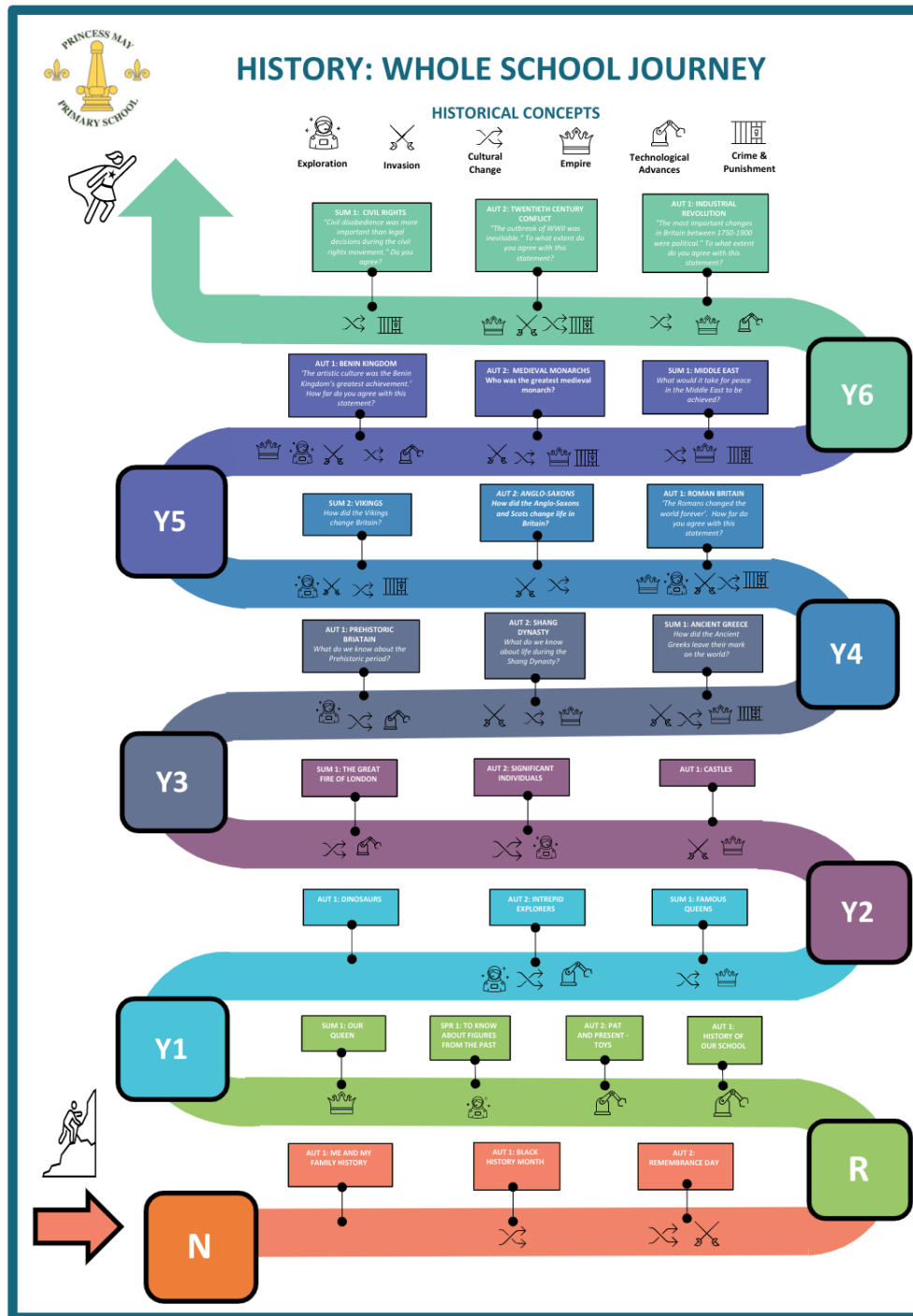


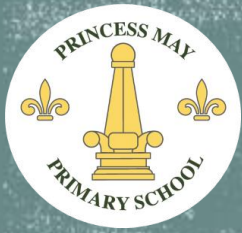




# Sequence of learning

At Princess May, each subject has been carefully sequenced from the Nursery to Year 6. Pupils can develop a deep body of knowledge whilst building on prior knowledge.





# Specialist Teaching

- Weekly Spanish lesson with specialist Spanish teacher – Mrs Hanley
- Weekly P.E lessons with specialist P.E Coach- Mr Plentie



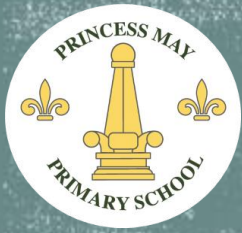


# Daily routine

KS2 Weekly Timetable – Year 3											
	8:45-9:00	9:00-10:00	10:00-11:00	11:00-11:15	11:15-11:30	11:30-12:30	12:30-13:30	13:30-13:45	13:45-14:45	14:45-15:25	15:20-15:30
Monday	Soft Start	RWInc Phonics/DR	MATHS	Whole school Assembly	B	WRITING	L	Daily Storytime	ART	DT	Home time
Tuesday	Soft Start	RWInc Phonics/DR	MATHS	Well-being	R	P.S.H.E PPA	N	Daily Storytime	PPA	PPA	
Wednesday	Soft Start	RWInc Phonics/DR	MATHS	Performance Assembly	E	WRITING	N	Daily Storytime Handwriting	HISTORY	COMPUTING	
Thursday	Soft Start	RWInc Phonics/DR LIBRARY	MATHS	Class Assembly/ Personal Development	A	WRITING	C	Daily Storytime Handwriting	MUSIC	R.E	
Friday	Soft Start	RWInc Phonics/DR	MATHS	Whole school Achievement Assembly	K	SCIENCE	H	Daily Storytime	P.E	Green Time 14:45-15:25	







# Term Dates

## 2023/24 - starting September 2023

### Autumn term

#### Start of term

Wednesday 6 September 2023

#### Half term

Monday 23 October - Friday 27 October 2023

#### End of term

Thursday 21 December 2023

Total days: 35 + 39 = 74

### Spring term

#### Start of term

Monday 8 January 2024

#### Half term

Monday 12 February - Friday 16 February 2024

#### End of term

Thursday 28 March 2024

Total days: 25 + 29 = 54

### Summer term

#### Start of term

Monday 15 April 2024

#### Half term

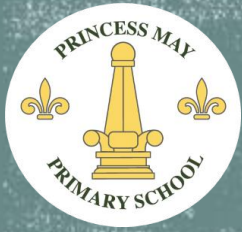
Monday 27 May - Friday 31 May 2024

#### End of term

Wednesday 24 July 2024

Total days: 29 + 38 = 67





# **Monitoring your child's progress**








- Parents' Evenings
- Parent workshops
- Termly Assessments
- Half termly Parent Curriculum Maps
- End of Year report
- School website and Twitter
- Talk to class teacher





# Parent Curriculum Maps

You can support your child by discussing their previous learning and practicing the key vocabulary. This will be sent home every half term.

<b>YEAR 3</b> <b>CURRICULUM LEAFLET</b> <b>DISCOVER—AUTUMN 1</b> <b>Prehistoric Britain</b> 	<b>READING/ POETRY</b> <b>Reading:</b> Children will begin to read <i>The Lost Species</i> by Jess French and Daniel Long in Destination Reader. Pupils will be introduced to key strategies for reading, such as Predicting, Summarising, Clarifying, Inferencing, evaluating and making connections.  	<b>WRITING</b> Using the text <i>The First Drawing</i> by Mordcai Gerstein, children will explore the text, including exploration of the Stone Age and cave paintings. They will write diary entries, explore the conventions of speech, create character descriptions and finish by writing their own historical narratives. Pupils will also study the text <i>The Heart and the Bottle</i> by Oliver Jeffers, with explicit spelling (through vocabulary acquisition) and grammar objectives embedded within the sequence. The story and the sequence have strong PSHE links. Children will create their own stories where a dilemma occurs and there is an emotional response, e.g. getting lost, being bullied, running away. 	<b>MATHS</b> <b>Review Prior Learning:</b> <ul style="list-style-type: none"> <li>Write simple number sentence.</li> <li>Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens.</li> <li>Know how many tens there are in multiples of 10 up to 100.</li> <li>Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</li> </ul> <b>New Learning:</b> <ul style="list-style-type: none"> <li>Number sense and exploring calculation strategies/ Place Value/ Graphs</li> </ul>
<b>RE/ PSHE</b> <b>RE: What is it like to be a Sikh?</b> We will be learning about Sikhism and exploring the question 'What is it like to be a Sikh?'  <b>PSHE:</b> Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing 	<b>PE</b> In Year 3, we will have weekly PE lessons twice a week on <b>Tuesday and Friday</b> . One session will be Outdoor and Adventurous Activities (OAA) and the other will be Fitness. The sessions will be delivered by the children's class teacher. Please ensure children wear their PE kits on those days.	<b>COMPUTING</b> <b>Online Safety</b> We will be learning about 'fake news' and the difference between fact, opinion and belief. Finding out how to deal with up-setting online content, including showing it to a trusted adult and speaking to an organisation. Discovering which devices share our personal information and why apps have privacy settings. Knowing how to protect our personal information on social media platforms. 	<b>ART/ DT</b> <b>Art: Drawing—Drawing artists</b> This term, we will be developing an understanding of shading and drawing techniques to create botanical inspired drawings. <b>DT: Food: Eating seasonally</b> Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.

YEAR 3

SCIENCE

AUTUMN 1

Chemistry: Practical skills

PRIOR KNOWLEDGE

- Changing Materials**—How can the shape of solid objects be changed? (Y2)
- Making and Mixing**—What are the differences between solids, liquids and gases? (Y2)

Variable

Independent variable	The thing that you change
Dependent variable	The thing you observe to see how it is affected
Control variables	The things you have to keep the same to make sure it is a fair test.

Features of a scientific diagram

- Use a sharp pencil
- Draw in 2D
- Draw clean, single lines
- Use a ruler to draw any straight lines
- Don't shade or colour in
- Label objects with straight lines

For example:

NEW KNOWLEDGE

Lesson Question	You will learn
What is a variable?	<ul style="list-style-type: none"> <li>• Define a dependent, independent and control variable</li> <li>• Know how to plan a 'fair test'</li> <li>• Identify the variables in a range of experiments</li> </ul>
How do you draw a scientific diagram?	<ul style="list-style-type: none"> <li>• Know the difference between a diagram and an illustration</li> <li>• Identify good scientific diagrams</li> <li>• Draw a range of scientific diagrams</li> </ul>
Why is a method important?	<ul style="list-style-type: none"> <li>• Know how to work as part of a team</li> <li>• Can follow the instructions in a method</li> <li>• Can write a method for an investigation</li> </ul>
What can we do with the data we collect?	<ul style="list-style-type: none"> <li>• Describe how to collect results</li> <li>• Can draw a results table</li> <li>• Know how to present results</li> </ul>
How can we communicate our results?	<ul style="list-style-type: none"> <li>• Know how to interpret results</li> <li>• Can write a conclusion</li> <li>• Know how to present a conclusion</li> </ul>
How can we record an entire investigation?	<ul style="list-style-type: none"> <li>• Conduct an investigation</li> <li>• Can draft an investigation report</li> <li>• Edit an investigation report</li> </ul>

YEAR 3

DISCOVER—HISTORY

AUTUMN 1

Prehistoric Britain

PRIOR KNOWLEDGE

- Arctic Adventures (Y1 Geography unit)
- Living Things – Animal Kingdom (Y1 Science Unit)
- Habitats (Y2 Science unit)

Map of Europe during the Ice Age

Map of Northern Europe today

Vocabulary

Homo sapiens	The scientific name for humans.
The Ice Age	A very long period when the earth was extremely cold.
Palaeolithic Era	The early stone age. Humans used very basic tools.
Mesolithic Era	The middle stone age. Humans perfected their tools.
Neolithic Era	The new stone age. Humans began farming.
Neanderthals	Another type of human. They are now extinct.
Extinct	Animals that used to be alive but now they are all dead.
Torc	A piece of bronze jewellery.
Bronze	The first metal humans used.
Iron	A metal that is harder and stronger than Bronze.

Prehistoric Animals

Woolly Mammoth  
(Extinct)

Woolly Rhinoceros  
(Extinct)

Elk  
(Extant)

NEW HISTORY KNOWLEDGE

Lesson Question

You will learn

How do we know about life in the Stone Age?

- The age of the Earth and when life began.
- How scientists learn about this period.
- How people travelled across the world.

Which animals lived during the Ice Age?

- Some of the creatures that were alive during the Ice Age.
- The difference between extant and extinct.

What were the different periods in the Stone Age?

- The three different Stone Ages.
- How life developed through those periods.

What was life like in a Stone Age settlement?

- What a nomadic life-style was like.
- The impact on people of building permanent homes.

How did the Bronze Age change how humans lived?

- How bronze is made.
- The case study of the Beaker People.

Who were the Celts, and what was life like for them?

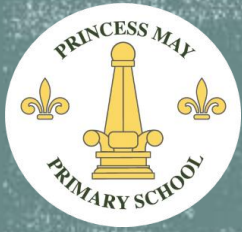
- Why the Celts used iron.
- What impact iron had on the lives of the Celts.

Timeline of the Stone Age and Bronze Age:

- STONE AGE** (approx. 2,600,000 years ago to 2,000 years ago)
  - Palaeolithic** (approx. 2,600,000 years ago to 10,000 years ago)
  - Mesolithic** (approx. 10,000 years ago to 6,000 years ago)
  - Neolithic** (approx. 6,000 years ago to 2,000 years ago)
- BRONZE AGE** (approx. 2,000 years ago to 700 years ago)
- IRON AGE** (approx. 700 years ago to present)







## Extra support



Children working above or below expectation will have their needs addressed through differentiated daily lessons or targeted support. These may include additional adult intervention, focused group work, one-to-one teaching and booster sessions.

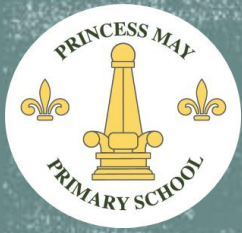




# Working in partnership

- Working in partnership with parents has a positive impact upon children's learning and development.
- We value your involvement in your child's education.



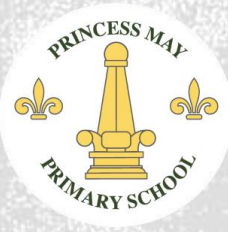


# How can you support your child with their learning?

- Reading with your child daily
- Daily shared learning  
*"What did you learn today?"*
- Providing a quiet place to study (away from any distractions)







# Home Reading

Being involved with your child's reading at home is very important. This can be hearing them read as well as asking them about the book that they are reading. It can also simply be sharing and enjoying a book.

## **Listen to them read and ask questions:**

- *Who did...?*
- *What happened next...?*
- *When did .....?*
- *Why do you think the author used that word?*
- *What do you think will happen? Why?*

Join the local library, encourage enjoyment of reading. Make time for **YOURSELF** to enjoy reading – children who see their parents read tend to have a more positive view of reading.





# Reading

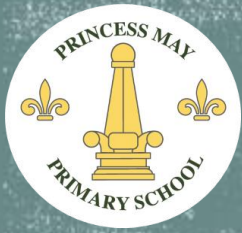
- **Bring Book Bag daily into school.**
- **Read with your child daily.**
- **More practice the better they will become!**



Book Bag







# Timetables

Your child should be practising their timetables daily.  
The focus in Year 3 is 3,4 and 8. This is building on from what they should already know (2,5,10).

<b>1</b> $1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$	<b>2</b> $2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$	<b>3</b> $3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$	<b>4</b> $4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$	<b>5</b> $5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$
<b>6</b> $6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$	<b>7</b> $7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$	<b>8</b> $8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$	<b>9</b> $9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$	<b>10</b> $10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$







## Timetable Rockstars

- Pupils all have a unique login for times tables practise platform TTRockStars . We can't stress enough how important children knowing their timetables and related facts is, so please encourage your children to use this platform to practise them






# Weekly Spellings



- Pupils all have a unique login for a spelling platform. Each week children are set a list of spelling to learn and can practise these in a variety of ways using the EdShed Spelling platform.

<https://www.edshed.com/en-gb/login>

<div>  <div> Princess May Primary School  Year 3 Spellings  Stage 3  Autumn Term 1 </div> </div>					
List 1	List 2	List 3	List 4	List 5	List 6
Week 1 Test	Week 2 Test	Week 3 Test	Week 4 Test	Week 5 Test	Week 6 Test
<i>The /ow/ sound spelled 'ou.'</i> Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	<i>The /u/ sound spelled 'ou.'</i> This digraph is only found in the middle of words.	<i>The /i/ sound spelled with a 'y'.</i>	<i>Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.</i>	<i>Words with endings that sound like /ch/ is often spelt '-ture' unless the root word ends in (t)ch.</i>	<i>Challenge Words.</i>
mouth around sprout sound spout ouch hound trout found proud	touch double country trouble young cousin enough encourage flourish couple	gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics	measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	creature furniture picture nature adventure capture future sculpture fracture mixture	actual answer bicycle circle earth enough fruit island often popular
Challenge words	Challenge words	Challenge words	Challenge words	Challenge words	Challenge words
<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>	<i>Your teacher will select two challenge words from your curriculum!</i>







# School uniform



School Jumper



School Cardigan



White Collared Shirt –  
No polo shirts



Grey school trousers



Grey school skirt



Grey school shorts



Summer Dress



School Tie



Plain black shoes - no high-top boots or trainers







# PE Kit



# School uniform

School uniform is an important part of a school's identity. It reinforces who we are as a community and helps allow our children to feel pride in their school. It also ensures that our children are not put under any pressure because of the type of clothes they wear and ensures they are treated equally.

## EXPECTATIONS

- It is Princess May Primary School expectation that each child wears their full school uniform, including a tie, every day.

## SUPPLIERS

- Rough Cut Casuals is our uniform supplier and you can purchase school uniform at the store or online.
- Rough Cut Casuals – **16 Chapel Market, London, N1 9EZ**



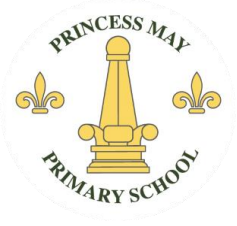


# School Lunches

- At lunchtime, your child can have a packed lunch prepared at home and brought into school, or a school dinner.
- You may decide that your child will have a healthy packed lunch which is prepared at home. Please note that our school is a 'nut free' zone which means that all types of nuts are banned. Also note that fizzy drinks/sweets/chocolate are not allowed.
- We encourage children to bring in a labelled water bottle daily.







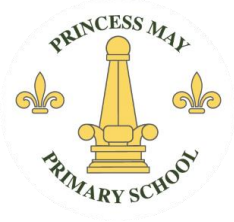
# Free School Meals

- All pupils are now entitled to free school meals
- If your child has a packed lunch, encourage them to try a school lunch!
- However, if you are eligible for free school meals, please still apply!

If you are eligible, you will be entitled to the following benefits:-

- Free school lunch
- E-voucher per child, during school holidays
- Free or discounted spaces at some school holiday playschemes
- £100 uniform grant before your child transitions to Secondary School





# Breakfast and After School Club

You can find this information on our school website

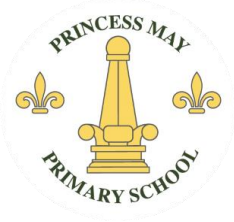
## Breakfast Club

- Breakfast Club is open daily between **7.45am - 8.55am** and costs £3 per session. Payment should be made via ParentPay.
- The pupils enjoy a healthy breakfast, followed by activities. If you are interested, please complete the form.
- [Click here to Register for Breakfast Club:](#) [Breakfast Club Form](#)

## After School

- After School Club is designed to be a place where children enjoy learning in a stimulating, caring atmosphere and develop confidence or gain new skills.
- **After School Club** is available every day between **3.30pm - 4.45pm** for children from Reception to Year 6 and cost £3 per session. Payment should be made via ParentPay.
- Children are supervised at all times until the end of club. Please provide your child with a small, healthy snack. If you are late to collect your child, you will be charged a late fee of **£3** for every 5 minutes you are late.
- [Click here to Register for After School Club:](#) [After School Club Form](#)



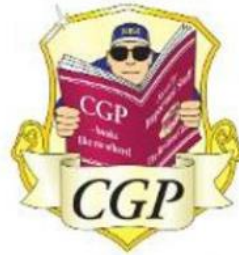


# Boosters

- There will be weekly boosters on Friday. If your child has been chosen to take part in booster, you will be given a letter in the coming weeks.

Name: ..... Class: .....

## Key Stage Two Maths



Year **3**

**Targeted** Question Book







We would like to remove all cash and cheques from school, please help us to achieve this. You can now pay online or take cash into your local PayPoint store.

You will be sent an 'activation letter' in English which contains details to allow you to start using the ParentPay website. If you want to use PayPoint please contact the school they will order you a PayPoint card.

On the letter you will see:

**USERNAME:** your username      **PASSWORD:** your password

If you have lost this or haven't received it please contact your school for a copy - then follow these steps:

1. Go onto the Internet and find [www.parentpay.com](http://www.parentpay.com)
2. The Account Login box is in the top right corner of the screen
3. Enter the **USERNAME** and **PASSWORD** provided in your letter and click **ACTIVATE**
4. On the next screen you can choose to change your username and / or password to something you can remember
5. Enter your email address
6. Add a security question and answer
7. Add any other information requested on the screen
8. Then click **CONTINUE**

Your account will now be activated and you can pay your school for items listed on ParentPay.

If you choose to pay by PayPoint you will be given a card. Use this card at your local PayPoint store to make a payment.

Thank you for your co-operation.

[www.parentpay.com/parents](http://www.parentpay.com/parents)

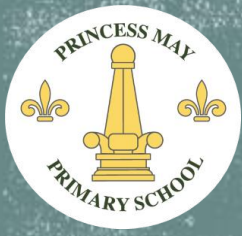


# Parent Pay

ParentPay is the market leading online payment service for schools and families. It is a safe and easy way to make payment for school lunches and school trips.

At Princess May Primary School, we are moving towards becoming cashless. In order to do this successfully, all families should create their ParentPay account which will allow you to make secure payments to school for your child's school lunch or trip. Please contact the school office to receive your unique username and password.

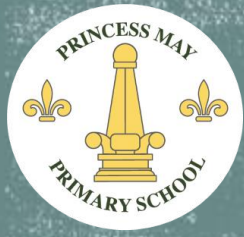




# Attendance and Punctuality

- Children are expected to attend school everyday.
- If your child is sick, you must call the office to report this.
- Permission will not be given for holidays in the term time and you may be fined.
- School starts at 8:55 and finishes at 3:25pm sharp. Please be on time, as it really impacts on learning.





# Behaviour (Stay on Green)

- Children begin each day on **green**.
- A **blue** card is given to encourage children to recognise what they are feeling and what tools they can use to get back to green.
- A **yellow** card is given so that children have a chance to modify their behaviour.
- Continued misbehaviour leads to name moved to **RED** with 10 minutes time out in class.
- On return to class child is put back on **GREEN**.
- Positive behaviour is rewarded with **silver** then **gold**

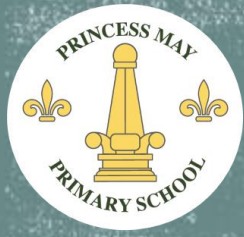


[Click here to view the range](#)

*A text message will be sent, whenever your child gets a **RED** card or a **GOLD** award.*







# Behaviour (Stay on Green)



3ML 2023-2024

[Classroom](#)

[Class Story](#)

[Messages](#)

[Dojo Islands \(Beta\)](#)



[Student login](#)

[No families connected](#)

[Options](#)

[Students](#)

[Groups](#)



Whole  
Class

107



Adonai

5



Akkshith

5



Aleksandra

5



Amina



Anaiya



Avani



Ayan



Azariah

10



Chasia



Deborah

13



Diandre



Elena

10



Enes



Ikeno

9



Jason

5



Jaylan

15



Joseline  
K



Joseline  
K

15



Jusuf



Keevie



Micaiah



Mincho



Muhammed



Muhiim



Naila



Oracle



Precious

5



Rioko



Riola-Grace



Serkan



Stacy

5



Trinity

5



Zainab



Add students





## Supporting Mental Health and Wellbeing

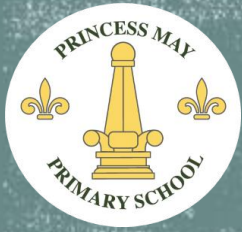
Our school's approach to supporting the mental health and wellbeing of children at Princess May and their families is in three tiers.

- All children have access to the 'Whole School Offer' which includes access to Place2Be's lunchtime drop-in service and in-class Zones of Regulation emotional regulation support.
- For children who may benefit from additional support they will be involved in interventions described in the 'Group and Individuals' Intervention' provision.
- We also provide support to children requiring specialist support via a referral to Hackney's Educational Psychology and CAMHS services.



	Whole School Offer
	Groups and Individuals' intervention
	External Specialist Support and Referral





# School Twitter

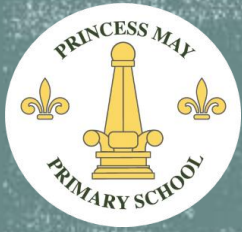


Please follow our Twitter account  
for the latest news from school:

[www.twitter.com/PrimaryMay](https://www.twitter.com/PrimaryMay)







# Educational Visits

There will be educational visits each half term to help enrich your child's learning. We always appreciate parent volunteers.





# Questions

