

# **Transition Booklet**



## **Year 3 – Beech Class**

# Welcome to Year 3

Welcome to Year 3! We are very much looking forward to teaching you and have a very exciting year ahead.

## Teachers

Your teacher this year is called Mr O'Donnell.

**Mr O'Donnell**



## Support staff

Your teaching assistant will be Miss Gillings.

**Miss Gillings**



# Our Classroom

Our classroom is on the **top floor of the KS2 building** and is the middle-left classroom.

We are called **Beech class**.



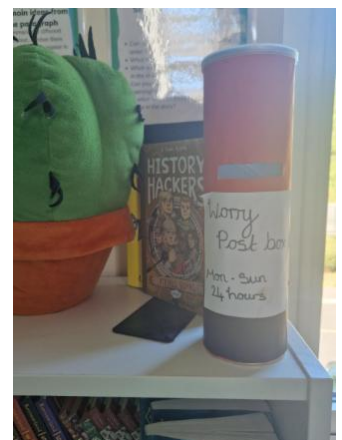
Our **classroom** looks like this.



**Safe spaces** – some children have a ‘**safe space**’ outside of our classroom. Please be **respectful** of these areas.



**Worry Post Box** – in our classroom, on the book shelf by the window, we have a ‘**Worry Post Box**’. If you are **worried** about something, you can put a note or your name in the box and an **adult** will know you need some **help**.



# Curriculum

In Year 3, we will be **learning** about so many exciting topics! These will include:

Learning all about the Invaders of Britain and making our own Celtic Village!



Learning all about Queen Elizabeth II and King Charles III creating our own flags!



Learning all about natural disasters and exploding our own volcanoes!



Learning all about the Stone Age, creating our own Stone Age jewellery!



# School trips and shows

We will be bringing our learning to life by visiting:

- **Celtic harmony** to learn all about the Stone Age



- **Windsor Castle** to learn all about our Monarchs past and present



# Homework

Homework forms an important part of consolidating our learning and getting pupils into good routines for secondary school and beyond.

- **'Learning by Questions'** –

You will be set a homework task once a week using our online platform 'LBQ'. You will have a QR code to access 'LBQ'. This is due in on a **Monday**.

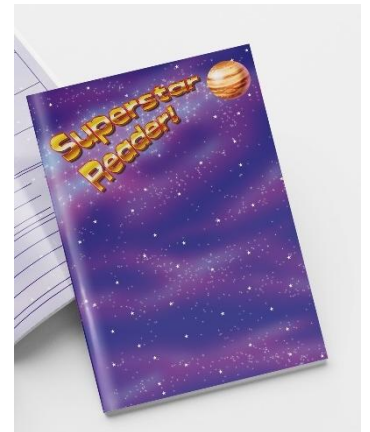


- **'Times Table Rockstars'** –

You will need to use 'TTRS' to practice your times tables regularly.



- **Reading** – Reading is essential to every aspect of learning. You need to read **5 times a week** and record this in your reading journal.



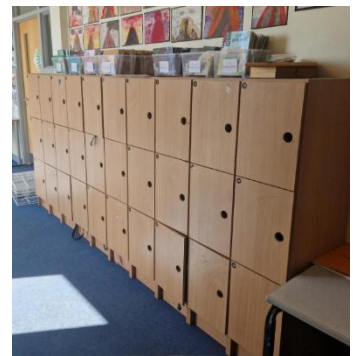
- **Spellings** – Each half term, you will be given a spelling list to learn each week. These words will be practiced in school and should also be revised at home. Your weekly spelling test is on a **Friday**.

# Important information

- **Water bottles** – You will need a water bottle to bring to school every day with your name on it. We put these by the sink in our classroom.



- **Lockers and pegs** – You will have a locker to put your school bag in outside our classroom and a peg inside the classroom to put your coat on.



- **PE day** – Our PE lessons are on Wednesdays and Fridays. Please come to school on these days wearing your PE kit.



- **Fruit snack** – You can bring in a pot or piece of fruit/vegetable to have as a snack at playtime.



# Timings



Learning starts at **8:40 am** and the **register** is taken at **8:50 am** and you will enter via the **last door** at the far right of the building in the main car park area.

The school day **finishes at 3:15 pm** and you will be picked up in the zones area outside the front of the main school building.



Playtime is at **10:45-11:00am** and lunchtime is **12:15-1:15pm**. At lunchtime, you will go out to play and will be called in to go for lunch **after Year 2**.

**Your activity days at playtime and lunch are as follows:**

- Basketball is on a **Friday**
- Football is on a **Monday**
- K2 climbing frame is on a **Wednesday**



# The South Hill Way

At South Hill, we all follow our behaviour rules **The South Hill Way**.

These use **The 4 Rs** to help us know what behaviour is expected at school and these are based on promoting **British Values**, which are **democracy, the rule of law, individual liberty and mutual respect**.

|                                                                                                                                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                      | <i>'The South Hill Way'</i>                                                                                                                                                                |                                                                                                                                                                                                   |                                                                                                     |
| <b>Reflect</b>                                                                                                                                                                          | <b>Responsibility</b>                                                                                                                                                                      | <b>Resilience</b>                                                                                                                                                                                 | <b>Respect</b>                                                                                                                                                                           |
| <small>The 4 Rs - REFLECT</small><br> <p>We listen carefully to everybody...</p>                     | <small>The 4 Rs - RESPONSIBILITY</small><br> <p>We follow our school and class rules...</p>             | <small>The 4 Rs - RESILIENCE</small><br> <p>We all have the right to express our own opinions and views...</p> | <small>The 4 Rs - RESPECT</small><br> <p>We value our different backgrounds and beliefs...</p>      |
| <small>The 4 Rs - REFLECT</small><br> <p>We are responsible for our own progress and learning...</p> | <small>The 4 Rs - RESPONSIBILITY</small><br> <p>We make good choices and learn from our mistakes...</p> | <small>The 4 Rs - RESILIENCE</small><br> <p>We show respect to everyone even if we disagree with them...</p>   | <small>The 4 Rs - RESPECT</small><br> <p>We are polite and have good manners...</p>                 |
| <small>The 4 Rs - REFLECT</small><br> <p>We value every person equally...</p>                        | <small>The 4 Rs - RESPONSIBILITY</small><br> <p>We keep ourselves and others safe...</p>                | <small>The 4 Rs - RESILIENCE</small><br> <p>We have freedom to make our own choices...</p>                     | <small>The 4 Rs - RESPECT</small><br> <p>We help others to learn and fulfill their potential...</p> |
| <b>Democracy</b>                                                                                                                                                                        | <b>The Rule of law</b>                                                                                                                                                                     | <b>Individual liberty</b>                                                                                                                                                                         | <b>Mutual respect</b>                                                                                                                                                                    |

# Extra information for parents

## Behaviour Model

Working alongside 'The South Hill Way' is our **behaviour model**, which details possible rewards and consequences for **expected and unexpected behaviour**.



South Hill Behaviour Model

| <u>Expected Behaviours</u>                                                                                                                              |                                                                                                                                        | <u>Unexpected Behaviours</u>                                                                                                                                                                |                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Following The South Hill Way<br>Being Kind and Caring<br>Showing Respect<br>Having the right equipment<br>Taking responsibility<br>Listening<br>Honesty | Sitting appropriately<br>Taking Turns<br>Displaying good manners<br>Walking when inside<br>Following class rules                       | Physically hurting<br>Swearing<br>Spitting<br>Unkindness<br>Disrupting learning<br>Being Rude<br>Refusal to follow instructions                                                             | Damaging school property<br>Wandering around<br>Passing notes<br>Racist/Homophobic language<br>Stopping yourself or others from learning                                  |
| <u>Incentives</u>                                                                                                                                       | <u>Teaching</u>                                                                                                                        | <u>Consequence</u>                                                                                                                                                                          | <u>Teaching</u>                                                                                                                                                           |
| Stickers<br>Certificates<br>Extra golden time<br>Class rewards<br>House Points<br>Extra break time<br>Head Teacher Award<br>Speaking to Parents         | Modelling behaviour<br>Conversation<br>Verbal/ Specific Praise<br>Reminder of expectations<br>PSHE/Zones/Circle time<br>Catch the Good | Time away (reflection)<br>Minutes off:<br>Break/Lunch/Golden Time<br>Time in another class<br>Catch up missed work (At Home/break time)<br>Speaking to Parents<br>Speaking to Senior Leader | Conversation<br>Restorative conversation<br>Modelling<br>Social stories/Comic strip conversations<br>Reminder of expectations<br>Verbal Warning<br>PSHE/Zones/Circle Time |

# Reading books and reading records

At the start of their reading journey, pupils will have three types of reading books: Prime, Power and Pleasure. When pupils graduate from the Read Write Inc phonics scheme, they will have two types of books – Power and Pleasure.

**Prime** books will be changed **twice a week** on a **Monday and Friday**. Your **library day is on a Friday**. Pupils can choose a reading book they would like to read from their colour book band.

Pupils are expected to read regularly at home and have their reading record signed by an adult **5 times per week** in their reading record book.



**PRIME Books** are linked to a RWInc Book that is used in phonics sessions and has matching sounds. These books are essential for decoding and for early reading.

**POWER Books** are levelled by book bands, they are from a variety of reading schemes. These books give a structured approach to children developing their reading further.

**PLEASURE Books** are 'real books' found in the school library and class reading areas.

# How can I help my child at home?

We would really encourage you to talk to your child regularly about what they have been learning about in school. A good starting point could be:

**“Tell me about your day.”**

We would also recommend:

- **Reading**- Ensure your child is reading at least 5 times a week and ask them questions about what they have read to ensure they understand and develop their comprehension skills. Read books to your child and try to use a wide variety of genres and types of book.
- **Verbal feedback**- Ask your child about their learning daily and find out about their school day. Ask them what conversations they have had with their class teacher about their learning.
- **Homework routine**- Set a weekly timetable so that your child gets into a good routine of doing homework, including reading, practising their spellings and times tables and completing homework tasks.
- **Learning through play**- Use games at home to practise key learning skills. For example, you could ask your child to write a story, act out a play, write a shopping list together, make a model, show you another way of completing a maths calculation - the possibilities are endless!



## South Hill Primary School **School Uniform Policy**

At South Hill School we believe that school uniform can play a key role in providing a sense of belonging and identity. Parents and carers are asked to ensure that pupils follow the School Uniform Policy. We are proud of our pupils and the way they are dressed at school.

Uniform may be purchased online from Mapac, who stock all uniform, including items with the school's crest. Non-branded items may be purchased from a variety of retailers. Please be aware that ordering uniform from Mapac can take up to two weeks.

<https://www.mapac.com/education/parents/uniform/southhillprimaryHP1>

Pre-loved uniform is available from the school/PTA. Please contact the school office.

### **School uniform for all pupils**

- White blouse or white polo shirt (with or without school crest)
- Grey skirt, pinafore or grey trousers
- Bottle green sweatshirt, cardigan or fleece (with or without school crest)
- White, grey or black socks, or grey or black tights
- Footwear: sensible black school shoes (not trainers)

### **Summer uniform**

- Grey shorts
- Green and white striped or checked school dress or playsuit
- Sun hat or cap

### **Outdoor wear**

- Warm, waterproof coat for outdoor breaks and lunchtimes

### **PE kit for all pupils (to be worn on PE days)**

- Green PE T-shirt
- Plain black or green shorts
- Black cycling shorts
- Plain black or green joggers
- School fleece
- Black or white trainers

### **Forest School**

- Wellies or old trainers
- A waterproof coat
- Additional outerwear according to weather (eg gloves, hats, sun hats etc)

**Reception and KS1 pupils** must have a book bag or rucksack in green or black

**KS2 pupils** must have a rucksack in green or black

**Hair** - All pupils with long hair should have their hair tied back

**Nail Varnish** – Nail varnish is **not** permitted

**Earrings** – Stud earrings only. No earrings should be worn on PE days. If they are, pupils are responsible for removing earrings or taping them up. No other jewellery to be worn (with the exception of religious artefacts, which must be removed for PE)

**Please name all school uniform, so that it can be reunited with its owner if it is mislaid.**

**Unnamed lost property is regularly displayed outside the KS1 entrance by the hall.**

**Unclaimed uniform is disposed of at the end of each term.**

