

Welcome to Year 3

Class Teachers

Mrs Blackburn (3B) – Year Group Lead /
Phase Lead

Miss Hockett (3H)

Mr Mamoojee (3M)

Teaching Support Staff

Mrs Bogjisha, Mrs Sanghvi, Mrs Nimal, Mrs
Hoxha, Mrs Nadeem, Mrs Patel, Mrs
Chaudhary

CURRICULUM

At the start of each term, the following documents will be uploaded to the school website, under the 'curriculum' tab:

Long term plans – overview of what is covered in the year.

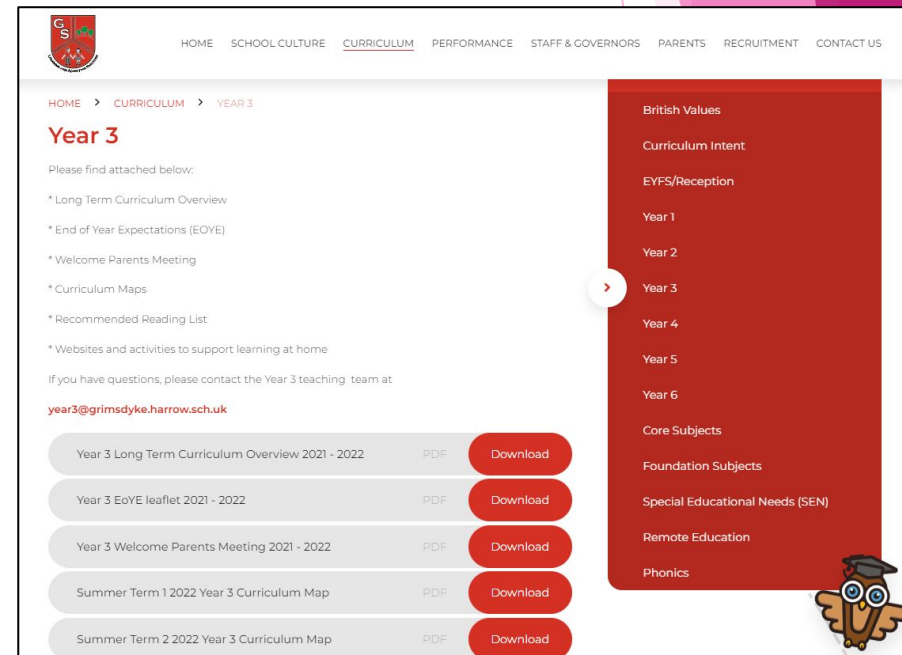
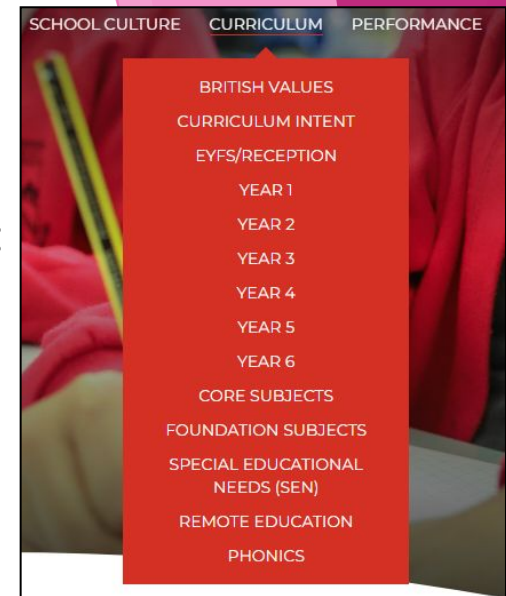
Medium term plans – what is being taught in each term / half-term.

Recommended reading lists.

How to support learning at home.

Maths Policy

A full written calculation policy can be found under 'School Culture > Policies'. We often hear from parents who may not be familiar with maths strategies currently used in school. This document is a useful reference for parents when supporting and understanding how we teach various calculations.



	Using different types of sentence structures and grammatical features in writing Persuasive writing (adverts)	Story writing (retelling Myths and legends) Comic strips Retelling and summarising stories Diary entry	Fact and opinion Persuasive writing (Debate) Newspaper writing	Nonfiction writing (biography) Editing and improving writing	Newspaper writing Information texts	
Maths	Number – column addition/subtraction. Times tables.	Measure – Money, time and measurement.	Number and Shape – counting on and back. Roman numerals. 2D and 3D shapes.	Problem solving	Fractions and division using arrays.	Assessments
Science	Rocks	Animals, including humans	Light	Forces and Magnets	Plants	
Computing	Manipulating texts	Presenting information and text	Internet safety	Internet use and research	Programming, coding and control (Espresso)	
History	Prehistoric Britain – Ice Age, Stone Age and Bronze Age	Prehistoric Britain – Iron Age	Roman Britain	Untold writers	Local History Study	Untold Tudors
Geography	Maps, Atlases and Globes	Settlements – Towns, Villages and Cities	Roman Britain – towns/cities, buildings/locations, roads/bridges	Italy and UK	Water, Weather and Climate	
P.E.	Dodge ball	Hockey	Dance – Extreme Earth	Gymnastics	Badminton	Athletics
PSHE (Jigsaw)	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships (SRE) – following Grimsdyke's SRE curriculum	Changing Me (SRE) – following Grimsdyke's SRE curriculum
Art and Design	Drawing Tones and textures: Pencil strokes, patterns and pressure.	3D art and sculpture Relief work on clay tiles	De Vinci Colosseum construction	Drawing Font and texts (Typography) Figurative drawings and book illustrators	Drawing and making flowers using different media (2D and 3D)	Larger scale and smaller scale art 3D art and sculpture



Grimsdyke School

English (Reading):

Students will read and explore a range of texts linked to our topic, including age appropriate short novels. Through guided reading we will discuss their understanding of fiction and non-fiction texts by asking questions about character thoughts, feelings and actions or by asking them to make predictions and justify with evidence.

English (Writing):

Pupils will be exposed to a variety of high quality texts, such as 'Stone Age Boy' and 'How to Wash a Woolly Mammoth' during their English lessons. We will teach pupils the features of a range of genres of writing, beginning with setting descriptions. Pupils will also learn the purpose and audience of each genre of writing we cover. We will develop the student's ability to use adjectives, similes and metaphors when writing descriptively. SPaG and handwriting starters will be strongly embedded within our English writing lessons each week. Weekly spelling tests will continue to guide children to correct commonly misspelt words frequently containing prefixes and suffixes to further their grasp of English grammar, also supported through constant dictionary use.

Maths:

The principal focus this half term will be reviewing the children's understanding of place value and familiarising pupils with three digit numbers using addition and subtraction, using formal written methods. Pupils will be using inverse operations to check answers. Recall of all multiplication facts for times tables will be ongoing work throughout the term. We will look at using arrays to help the children to understand multiplication and division and look at formal methods for all four operations.



Curriculum Map for Year 3 (Autumn Term 1) Theme: Rolling Stones



Science:

Students will explore different types of rocks, how they are formed and how weathering and erosion take effect, before we compare the permeability of different rocks. They will learn how to use terms such as sedimentary, permeable, igneous, metamorphic, and porous. We will also explore the different types of soil and learn about what soil is composed of. Students will learn that there are six main types of soil: chalky, clay, loamy, peaty, sandy and silty. They will also discover that soil is made up of different layers. (Humus, top soil, sub soil, bed rock)

P.E:

Our PE lessons will primarily build upon team working skills to achieve an objective and applying this in games such as dodgeball. Their ability to follow rules and instructions will also be strengthened as they engage with a multitude of team tasks. Our games will include a range of skill based activities to help the children familiarise with the techniques needed in the different sports. In playing dodgeball we will build the children's knowledge of the games rules, skills in controlling the ball and aiming passes and shots.

PSHE:

At the beginning, we will set out class rules and go through the expectations of behaviour at school. As a class we will produce our classroom charter and look over our rights and responsibilities. We will be learning about taking responsibility for ourselves and concentrating on how now they have a bigger role to play since they are in the junior school which includes handling in homework on time and taking excellent care of their work. We will also include setting targets for ourselves both short term and long term. We will go through the respect we have for one another in sharing our worries and how as a class we can help one another. Linking with R.E., we will be learning about how to show respect for other cultures and beliefs as we are a multicultural school.

Grimsdyke School

Helpful websites and suggested activities to support learning at home

English:

Reading:
MyON
<https://www.myon.co.uk/index.html>

Story line online
<https://storilneonline.net/>

Writing:
Pobble 365
<https://www.pobble365.com/>

Spelling/Phonics:
Look, Cover, Write, Check
<https://www.ictgames.com/mobilePage/lcwc/index.html>

Little birds spelling
<https://ictgames.com/mobilePage/lcwc/index.html>

Punctuation and Grammar:
<http://www.scootle.edu.au/ec/viewing/L6186/16186/index.html>

Skillswise Word Grammar:
<https://www.bbc.co.uk/teach/skillswise/word-grammar/shwfmfr>



Year 3 (Autumn Term) Theme: 'Rolling Stones'

History:
Prehistoric Britain
<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Geography:
Settlement
<https://www.bbc.co.uk/bitesize/topics/zx72jnd/articles/zrbv1u>

Science:
Rocks and Soils
http://www.bbc.co.uk/schools/ks2bitesize/science/materials/rocks_soils/play.shtml
Animals
<https://www.bbc.co.uk/bitesize/topics/zm22jnd>

Other Curriculum Areas:
Computing:
<http://www.bbc.co.uk/guides/zx8hpvt>
<https://www.bbc.co.uk/bitesize/topics/z729i6/articles/z3c6f186/index.html>

French:
<http://www.bbc.co.uk/schools/primarylanguages/french/>

Art: Bison drawing
https://www.youtube.com/watch?v=K_DaFak5Qw



Maths:

Times tables
<https://www.topmarks.co.uk/maths-games/hit-the-button>
<https://ttrackstars.com/>

Subtraction and addition
<https://www.topmarks.co.uk/maths-games/subtraction-grids>
<https://www.topmarks.co.uk/maths-games/robot-more-or-less>

Mental maths
<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Number ordering
<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

Money
<https://www.topmarks.co.uk/money/toy-shop-money>

Shapes
<https://www.ictgames.com/mobilePage/shitinaShapes/index.html>



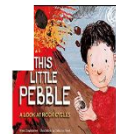
King of the Cloud Forests
Author: Michael Morpurgo



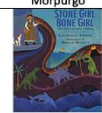
A Rock is Lively
Author: Dianna Hutts Aston



The Street Beneath My Feet
Author: Charlotte Guillian



This Little Pebble
Author: Anna Claybourne and Sally Garland



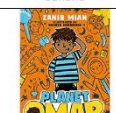
Stone Girl Bone Girl
Author: Laurence Anholt



Dog Man
Author: Dav Pilger



Noah's Gold
Author: Frank Cottrell Boyce



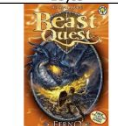
Planet Omar
Author: Zainab Marjan



The Orchard Book of First Greek Myths
Author: Saviour Pirotta



How be a Hero
Author: Cat Weldon



Beast Quest
Author: Adam Blade



Knights and Bikes
Author: Gabrielle Kent

Most subjects taught will be based on a half-termly theme with cross-curricular links.

This is an example of our current timetable.

- Our first topic in **History** is Prehistoric Britain.
- In **English** our writing will be based on our reading of the books 'The Stone Age Boy', 'How to Wash a Woolly Mammoth' and 'A Rock is Lively'.
- In **Science** we are looking at rocks and soils.
- In **RE** we look at Christianity and specifically ask, 'What do Christians do when they pray?'
- In **Maths** we spend some time understanding place value before moving on to the four operations.
- In **PSHE** our first topic is 'Dreams and goals'.
- In **PE** we start off with ball games: golf and football.
- **Computing** – We will be learning about how digital devices are connected through a network as well as practising touch-typing.
- **Art** – Working around the theme of Stone Age art.
- For **Music** this term, we have recorder lessons with our specialist music teacher: Mrs K Tickner.



KNOWLEDGE ORGANISERS

A knowledge organiser contains a set of key facts and information that pupils need to know and be able to recall in order to 'master' a unit or topic. This could include famous people, key vocabulary, maps, diagrams and key dates.

History: Prehistoric Britain – Ice Age, Stone Age and Bronze Age

How was prehistoric Britain different to modern day?

Lesson sequence
To sequence events on a timeline
To understand why certain animals lived during the Ice Age
To know what life was like in a Stone Age settlement
To understand why farming changed how people lived
To understand why Stonehenge may have been built
To understand why the Bronze Age was successful
To know that the Bronze Age developed its own writing system

Prior Knowledge / concept links / vocabulary already known
Making connections to previous topics and what I have already learnt

EYFS – History, Past, Present, Impact
Year 1 – Object, Artefact
Year 2 – Change, Cause, Consequence, Similarity, Difference, Chronological order, Evidence (Reliable / Unreliable)

Key Vocabulary (Understand these key words)	
Word	Definition
AD	AD is used to show dates after the birth of Jesus. This year is AD 2021
Agriculture	The process of cultivating land to grow crops and rearing animals for food.
BC	BC is used for dating years before the birth of Jesus. The bigger the number BC the longer ago in history it was.
Chronological	In time order starting with the earliest time.
Evolution	A gradual process of change over time.
Hillfort	A fort built on a hill with outer walls or ditches for defensive purposes (for example Maiden Castle)
Hunter-gatherer	A member of a nomadic group who hunt or harvest food that grows in the wild.
Nomadic people	A group of people that move from place to place in search of food and shelter.
Roundhouse	A circular house with a conical thatched roof built from the Bronze Age to the Iron Age.
Settlement	A place with people establish a community.
Smelting	A process to separate metal from rocks by heating and melting the metal.
Tribe	A group of families or communities that share a common culture and language, usually with one leader.

Sticky learning

New History Knowledge

- When the Ice Age began and the names of animals that lived during this time.
- That the Stone Age was divided into three periods: New Paleolithic, Mesolithic, Neolithic.
- Neanderthals developed tools for farming / fishing / hunting.
- The rising of water levels.
- Pottery and art became more complex.
- Villages and settlements developed around farms and food sources.
- The reasons behind building Stonehenge.
- Bronze is the hardest of metals and was used for tools, weapons and trading.
- Bronze Age had its own writing system.

New History Skills

- Chronology skills.
- Be able to say when something in the past happened using a date.
- Sequence a timeline.
- Ask questions about how things changed
- Sort evidence into primary and secondary.
- Research and identify similarities and differences between times in history.
- Select information from more than one source.
- Present research in a both factual and imaginative.

Key Events (Timeline)

- 300,000 BCE**: Earliest footprints in Britain date back to this time.
- 40,000 – 8,000 BCE**: People started creating cave paintings.
- 25,000 BCE**: Ice Age in Northern Europe and Britain.
- 12,000 BCE**: Modern humans start living in Britain.
- 8,500 BCE**: Climate gets warmer in Britain.
- 6,000 BCE**: Britain becomes an island.
- 4,000 BCE**: Farming introduced in Britain.
- 3,000 BCE**: Stonehenge started to be built.
- 3,000 BCE**: Skara Brae first inhabited.
- 2,300 BCE**: Bronze working introduced.
- 1,200 BCE**: First hillforts built.
- 800 BCE**: Iron working introduced.
- 120 BCE**: First coins introduced from Europe.
- 43 AD**: Romans invade Britain – start of Roman Britain and the end of the Iron Age.

Map of Europe during the Ice Age

Map of Northern Europe today

Prehistoric Animals

- Woolly Mammoth (Extinct)
- Woolly Rhinoceros (Extinct)
- Elk (Extant)

Stone Age Tools

- Hand axe
- Hammer stone
- Spear

Stone Henge - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.

Skara Brae - a stone-built Neolithic settlement, located in the Orkney region in Scotland. It is a cluster of eight houses, which was occupied between 3000 and 2500 BC.

Maiden Castle - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.

KNOWLEDGE ORGANISERS

These are stuck in to the children's books at the start of each topic for them to refer to regularly in lessons and to memorise key knowledge. In order for you to be able to support your child at home, these Knowledge Organisers will be available on our school website.

Parent tips to support your child:

- Read through the Knowledge Organiser with your child – if you don't understand the content, then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words.
- Get them to make a glossary (list) of key words with definitions.
- Read sections out to them, missing out key words or phrases that they have to fill in.
- Create quizzes for each other.

TRIPS / WORKSHOPS

▶ Autumn:

- Crew Theatre: Stone Age workshop (themed day and fancy dress)
- Science workshop
- Panto at Harrow Arts Centre
- Christmas Carol Service at St. Anselms

▶ Spring:

- Virtual Reality Roman workshop
- Verulamium Museum
- Spring Showcase

▶ Summer:

- Local area History walk
- The Globe / Shakespeare TBC

Trip details will be confirmed nearer the time.

ASSESSMENT

Children will be assessed against the End of Year Expectations in

- Reading - Writing - Maths

All other subject areas are teacher assessed throughout the year.

The EoYE document can be found on the school website under the 'curriculum' tab.

Parents evenings will also take place this year in the Autumn and Spring terms.

English - Reading	English - Writing	Maths
• Check to make sure the text makes sense to them and discuss their understanding of it. • Read books that are structured in different ways (comics, poetry, plays) and reading for a range of purposes. • Use dictionaries to check the meaning of words that they have read and begin to use thesauruses. • Identify themes (e.g. triumph of good v evil, love, friendship & revenge in stories etc), conventions (the greetings in letters, use of bullet points and numbering in instructions etc) and genres in a wide range of books. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve their understanding of a text. • Justify their explanations with evidence from the text. • Explain characters' feelings, thoughts and motives from their actions. • Retell a range of fairy tales, traditional tales, myths and legends. • Identify how language, structure, and presentation contribute to the impact and meaning in the text (bold, italic, fonts). • Retrieve and record information from non-fiction text.	• Use punctuation consistently (capital letters, full stops, commas, question marks and exclamation marks) and begin to use inverted commas for direct speech. • To place the possessive apostrophe accurately in words with regular plurals (e.g. 'girl's', 'boys'). • Identify possible improvements to grammar and vocabulary. • Use a range of conjunctions (including: when, if, because, although) to write extended sentences with more than one clause. • Vary the length of sentences within a single piece of writing. • Show consistently accurate choices in verb tenses and to use the past perfect tense in contrast to the simple past tense. • Spell and use homophones correctly e.g. their, there and they're. • Know and use contractions consistently (doesn't, wasn't, shouldn't, don't, won't). • To proof read and edit writing, making changes to grammar and vocabulary, and using a dictionary to check spelling and definition of words. • To use topic sentences in non-fiction writing to begin paragraphs. • In narratives, develop details of characters, settings and plots. • In non-fiction, begin to organise writing using paragraphs to organise ideas into 'themes' and use (added here instead) devices such as bullet points, subheadings and headings. • Be able to use a range of features in their writing confidently that include adverbs, similes and onomatopoeia. • Handwrite fluently in a joined style and present their work neatly. • Be able to adapt a narrative to different styles of writing (e.g. newspaper articles, play scripts and diary entries). • Rewrite their own version of a story from a particular genre using a similar plot and features.	• Read/write (in numerals and words) and order numbers to at least 1000. • Count on or back in tens or hundreds from any two or three digit number. • Recognise the place value of each digit in a 4 digit number (ones, tens, hundreds, thousands). • Add and subtract numbers mentally, including a 3 digit number and ones, tens and hundreds. • Add and subtract two and three digit numbers using standard column method, using estimation and inverse operations to check answers. • Know and use the 2X, 4X, 8X tables, and count in multiples of 10 and 100. • Calculate at minimum a 2 digit x 1 digit number. • Solve problems, including missing number problems, involving multiplication and division and recognise that division is the inverse of multiplication. • Add and subtract fractions with common denominators. • Compare and order simple fractions (1/2, 1/4, 1/3). • Recognise equivalent fractions by using a range of methods (e.g. fraction wall, simplifying). • In a money word problem, add and subtract money using decimals (pounds and pence) and calculate the given change. • Measure, compare and calculate measures using standard units (cm, m, kg). • Use units of time and understand the relationships between them (months, days, hours, minutes and seconds). • Read the time on a 12 hour digital clock and to the nearest minute on an analogue clock including Roman Numerals. • Measure the perimeter of certain 2D shapes and identify horizontal and vertical lines as well as pairs of perpendicular and parallel lines. • Identify whether angles are greater or less than a right angle. • Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them. • Read scales and axes that are numbered or partially numbered. • Interpret and present data using bar charts, pictograms and tables and solve problems.

READING

- ❑ Reading is one of the most important activities that your child can do to improve their chances of success in school and beyond. It is vital that we encourage reading for pleasure from a young age.
- ❑ Reading at home expectation is at least 20-30 minutes every day.
- ❑ All children will read with an adult at least once a week.
- ❑ Certain children may be asked to read with an adult daily.
- ❑ Children may change their banded books whenever they need until they become a free reader.

READING...

- ❑ Please do refer to our recommended reading lists. These books have been carefully chosen to reflect our topics this year.
- ❑ The library will be open to year 3 children every Wednesday lunchtime. Do remind them to use this amazing resource!
- ❑ Our writing this year, in English lessons, will be based on books that we have read together in class.



GOOGLE CLASSROOM

Children have been provided with their short username and passwords to log on to the computers in school. Please encourage them to learn this by heart as it will be needed in their weekly ICT lessons all the way up to year 6!

To log on to Google Classroom
children need to use:

Username@grimsdyke.school
Password

There may be some teething problems as children transfer year group classes – please us know if you have any issues login



HOMework

- ▶ Homework will be loaded to Google Classroom on Thursday.
- ▶ Each half-term, a grid of activities will be uploaded which will provide a choice of home learning activities for your child to choose from.
- ▶ It will cover a variety of subjects across the curriculum.
- ▶ The expectation is for ONE activity to be completed each week.
- ▶ Homework is due in by the end of Thursday (preferably uploaded).
- ▶ Please try to ensure you have given children enough time to complete their work. Ideally, as the year progresses, they should be developing responsibility for their own deadlines.
- ▶ We would like to encourage the children to complete their work as independently as possible.

OTHER WAYS TO HELP...

We are often asked about other ways to support children at home.

Below is a list of ideas:

- ▶ Reading every day – a variety of different types of books – newspapers, magazines, comics, adverts, maps...
- ▶ Spellings: Year 3 & 4 statutory words.
- ▶ Practise times tables. They should be confident with 2, 5, 10 and 11. By the end of year 3, they should know 3, 4 and 8 times tables.

Children will be given TTRockstars login details.

- ▶ Keep a diary about their weekend or key events.
- ▶ Telling the time at different points in the day.
- ▶ Helping pay for items in a shop to understand money and using oracy skills.
- ▶ Use EoYE document as a guide so you know what are our targets for the year.

FAVOURITE WEBSITES

In our year group, we frequently use and encourage the following websites to support home learning:

- ❑ TT Rock Stars (KS2)
- ❑ Topmarks
- ❑ timestables.co.uk
- ❑ MyMaths
- ❑ BBC Bitesize
- ❑ Literacy Shed



Grimsdyke School

Helpful websites and suggested activities to support learning at home

English: Reading: MyON https://www.myon.co.uk/index.html Story line online https://storylineonline.net/ Writing: Pobble 365 https://www.pobble365.com/ Spelling/Phonics: Look, Cover, Write, Check https://www.ictgames.com/mobilePage/lcwc/index.html Little birds spelling https://www.ictgames.com/mobilePage/lcwc/index.html Punctuation and Grammar: http://www.scootle.edu.au/ec/viewing/L6186/L6186/index.html Skillswise Word Grammar: https://www.bbc.co.uk/teach/skillswise/word-grammar/zfsvfmfr	Year 3 (Autumn Term) Theme: 'Rolling Stones' History: Prehistoric Britain https://www.bbc.co.uk/bitesize/topics/z82hsbk Geography: Settlement https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbv1hv Science: Rocks and Soils http://www.bbc.co.uk/schools/ks2bitesize/science/materials/rocks_soils/play.shtml Animals https://www.bbc.co.uk/bitesize/topics/zm22pv4 Other Curriculum Areas: Computing: http://www.bbc.co.uk/guides/zx8hqv4 https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6ft French: http://www.bbc.co.uk/schools/primarylanguages/french/ Art: Bison drawing https://www.youtube.com/watch?v=K_DoFak5Dw	Maths: Times tables https://www.topmarks.co.uk/maths-games/hit-the-button https://ttrockstars.com/ Subtraction and addition https://www.topmarks.co.uk/maths-games/subtraction-qrds https://www.topmarks.co.uk/maths-games/robot-more-or-less Mental maths https://www.topmarks.co.uk/maths-games/mental-maths-train Number ordering https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Money https://www.topmarks.co.uk/money/toy-shop-money Shapes https://www.ictgames.com/mobilePage/shiftinaShapes/index.html
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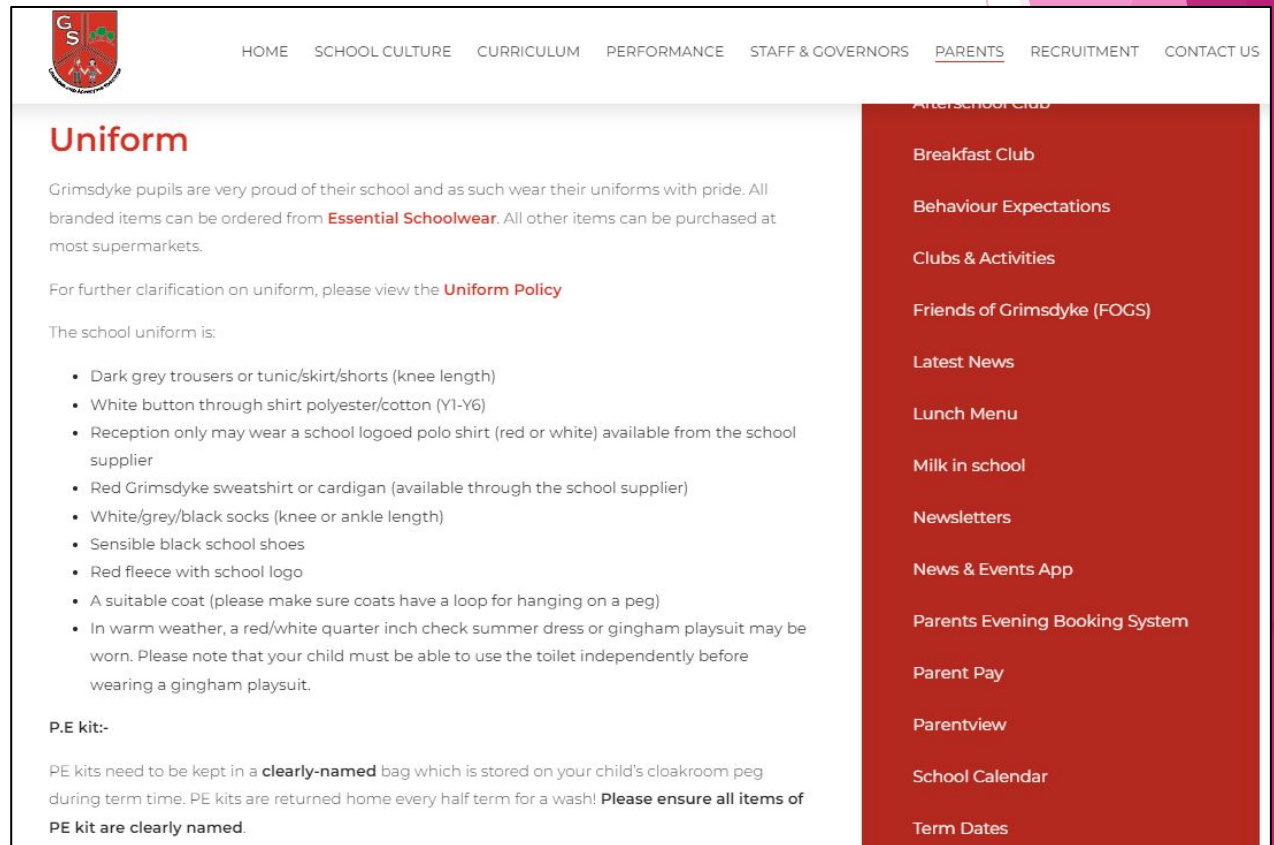


SCHOOL UNIFORM

The school uniform policy is on the school website. Please do help us to reinforce school expectations, including no nail polish, long hair tied up and small stud earrings only.

Remember to label your items clearly if you ever want to see them again...!

IMPORTANT
Smart watches are not to be worn at school.



The screenshot shows the Grimsdyke School website. The header includes a logo with 'GS' and a crest, and a navigation menu with links: HOME, SCHOOL CULTURE, CURRICULUM, PERFORMANCE, STAFF & GOVERNORS, PARENTS, RECRUITMENT, and CONTACT US. The main content area is titled 'Uniform' and contains the following text:

Grimsdyke pupils are very proud of their school and as such wear their uniforms with pride. All branded items can be ordered from **Essential Schoolwear**. All other items can be purchased at most supermarkets.

For further clarification on uniform, please view the **Uniform Policy**

The school uniform is:

- Dark grey trousers or tunic/skirt/shorts (knee length)
- White button through shirt polyester/cotton (Y1-Y6)
- Reception only may wear a school logoed polo shirt (red or white) available from the school supplier
- Red Grimsdyke sweatshirt or cardigan (available through the school supplier)
- White/grey/black socks (knee or ankle length)
- Sensible black school shoes
- Red fleece with school logo
- A suitable coat (please make sure coats have a loop for hanging on a peg)
- In warm weather, a red/white quarter inch check summer dress or gingham playsuit may be worn. Please note that your child must be able to use the toilet independently before wearing a gingham playsuit.

P.E kit:-

PE kits need to be kept in a **clearly-named** bag which is stored on your child's cloakroom peg during term time. PE kits are returned home every half term for a wash! **Please ensure all items of PE kit are clearly named.**

The right sidebar is a dark red column with white text links: After-school club, Breakfast Club, Behaviour Expectations, Clubs & Activities, Friends of Grimsdyke (FOGS), Latest News, Lunch Menu, Milk in school, Newsletters, News & Events App, Parents Evening Booking System, Parent Pay, Parentview, School Calendar, and Term Dates.

P.E.

- ▶ Year 3 pupils need to wear their P.E. kit to school on Tuesday and Thursdays.
- ▶ Gymnastics in the Summer term will be on a Wednesday (a communication will remind you nearer the time).
- ▶ P.E. Kits must contain:
 - ▶ PLAIN white T-shirt (no sports logos please)
 - ▶ Black shorts or tracksuit
 - ▶ Black sweatshirt
 - ▶ Trainers (no plimsolls in KS2)

PE uniform Reminder

Students should come to school in PE kit on their planned PE days.

Students should bring their PE kit in their school kit bag on days that they have a sports club or competition and will be able to change at the appropriate time to do their activity.

For health and safety reasons we do not allow children to wear jewellery. Exceptions to this are stud earrings, inexpensive watches and small objects of religious significance.

Black school sweatshirt	
White crew neck T-shirt (plain or with Grimsdyke logo)	
Black shorts	
Black jogging bottoms	
Plimsolls or trainers	

PENCILS AND PENS

- ❑ We provide everything! There is no need for children to bring any equipment, including pencil cases, to school.
- ❑ In year 3, all written work is done in pencil until children, who are joining letters fluently and neatly, have the opportunity to earn a pen licence from the start of the spring term in January.
- ❑ By the end of year 3, it is expected that the majority (not all) of children should be writing with a pen.

SNACK / WATER BOTTLES

- ▶ Students in KS2 bring their own snack for mid morning. It should only be a fruit or vegetable and please consider suitable size portions.
- ▶ A milk drink can also be purchased for children to have at snack time.
- ▶ To keep packed lunches in line with our healthy standards for school meals, packed lunches should not include:

~~Pure chocolate bars~~

~~Other confectionery such as sweets or biscuits~~

~~Fizzy or sugary drinks~~

~~Fast foods such as hamburgers~~



- ▶ Please be aware that some children in the year group have a serious nut allergy and we would appreciate you avoiding nut products too eg nutella.
- ▶ Please label your child's water bottles. They should not be made of glass and should contain water only (not juice).
- ▶ Please ensure you book hot school meals in advance and inform your child about which selection has been made.

SAFEGUARDIN

G Safeguarding at Grimsdyke School is **everyone's responsibility**.
Everyone who comes into contact with children and families has a role to play in safeguarding - identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

Safeguarding Lead - Mrs Varsani
The Deputy Safeguarding Leads - Mrs Bhudia and Mrs White

For further information on this please read our safeguarding policy on our school website.

If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.

Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter (fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter)
- Social Media – X/Instagram (@GrimsdykeSchool)
- A-Frame in the carpark
- Specific class based letters

A majority of communication is shared with the parents on Fridays.
Please do read these carefully.

The School Office email – office@grimsdyke.harrow.sch.uk can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.

Online and social media communication @ Grimsdyke School

School will...

- Put all essential information for parents onto our website
- Send regular communication to the email address parents share with us
- Use the school X account to share additional information
- Use text alerts to parents where there is something important to share
- Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

School does not...

- Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
- Share information or monitor communication via these platforms
- Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
- Allow images or content from school to be used in private social media accounts

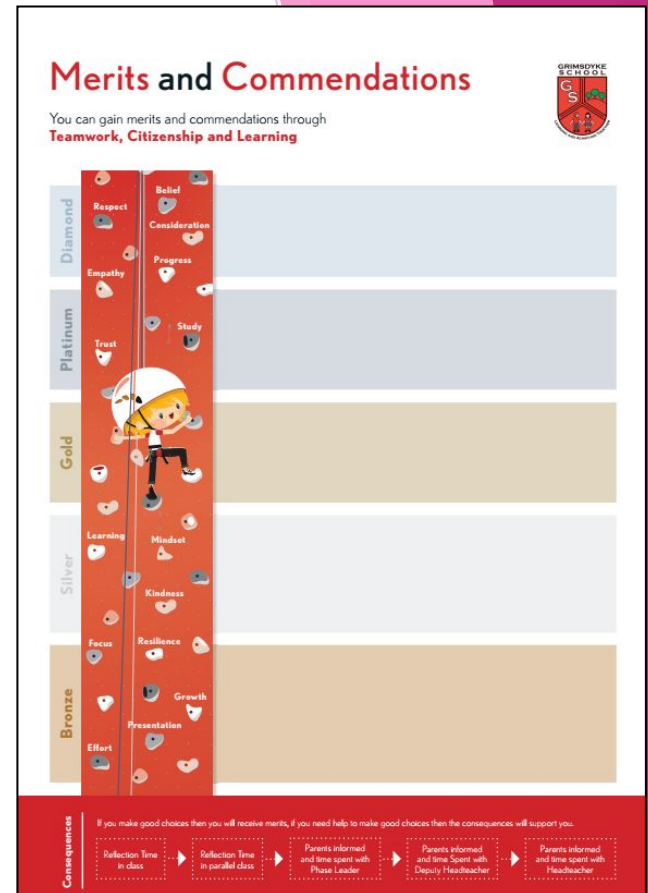
School recommends...

- Parents share any concerns or queries directly with school staff or via school email accounts
- Parents use any social media accounts related to school for networking and support only
- Parents model good and responsible social media use for their children
- Parents monitor their children's use of social media across all platforms including those related to games they might play online

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

BEHAVIOUR

- ▶ Expectations are set within the class and discussed with the children.
- ▶ We follow a Merit and Commendations system. This is displayed within the classroom and children can collect merits for Teamwork, Citizenship or Learning.
- ▶ Each week there will be an achievement assembly where children can receive a Star Award certificate.
- ▶ Other rewards include verbal praise, stickers, table points, extra play, golden time.
- ▶ Undesirable behaviour which leads to a child being spoken to and / or being warned, will be recorded within a logging system. There are phase consequence as outlined in our school policy.
- ▶ Parents will be informed of behaviour incidents which have gone beyond a warning.
- ▶ Consequences – missed golden time, missed playtime, time out of class with a member of leadership team.



Layers of rewards:

- Bronze – Class Teacher – 10 merits
- Silver – Year Group Leader – 15 merits
- Gold – Phase Leader – 20 merits
- Platinum – Deputy Head – 28 merits
- Diamond – Deputy Head – 32 merits
- Medal – Head teacher

ATTENDANCE / COLLECTION



- ❑ Gates open at 8.30am for soft start and shut promptly at 8.45am.
- ❑ Please inform attendance email and cc. year group email for any absence / medical appointments.
- ❑ The children are to be collected from the infant playground. We cannot dismiss any children until we are at our designated area.
- ❑ Children must tell us when their parent or guardian has arrived.
- ❑ If you have any questions for the teacher, please do wait until the entire class has been dismissed. Please try to pre-arrange these where possible as we may have prior after school meetings or commitments. Gates close at 3.45pm
- ❑ If collecting other children, please update permission with office. Emails to be sent the previous day if possible, otherwise last minute changes must be communicated via the office.
- ❑ Children will not be dismissed to adults if we are not aware of changes to normal collection arrangements.
- ❑ If your child is in After School Club, they now make their own way to the studio at the end of the day.

USEFUL CONTACT INFORMATION



Grimsdyke School Who shall I speak to?



- Letters
- School events queries
- Any changes to personal details e.g. address
- Trip queries
- Arbor support e.g. payment details, child details
- Term dates



Front office
Ms Chellapen and Mrs Nolan
Email:
office@grimsdyke.harrow.sch.uk

- Medical appointments
- Advance notice of lateness
- Requests for leave
- Medical conditions/medications



Attendance/Welfare
Mrs Patel
Email:
attendance@grimsdyke.harrow.sch.uk

- Behaviour of pupils
- Bullying
- Online safety
- Day-to-day classwork/curriculum query
- Any minor changes at home e.g. sleep routines, emotional changes, family circumstances
- General assessment and individual progress
- Year group/phase leader query



Year group inbox
Class teacher
Email:
Individual year group inbox
reception@grimsdyke.harrow.sch.uk
year1@grimsdyke.harrow.sch.uk
year2@grimsdyke.harrow.sch.uk
year3@grimsdyke.harrow.sch.uk
year4@grimsdyke.harrow.sch.uk
year5@grimsdyke.harrow.sch.uk
year6@grimsdyke.harrow.sch.uk

- EHCP and annual reviews
- SEND concerns
- Support plans
- Medical conditions (please also copy Attendance/Welfare email)
- Queries regarding external professionals and services
- Mental health concern
- Pupil premium and LAC queries



SENDCO & Inclusion Manager
Mrs White
Email:
sendco@grimsdyke.harrow.sch.uk

- Whole school assessments
- National curriculum queries
- Relationship, Sex and Health Education (RSHE)



FAO Deputy Headteacher
Mrs Varsani
Email:
office@grimsdyke.harrow.sch.uk

- Matters not resolved by the above staff
- Queries regarding governance



FAO Headteacher
Mrs Bhudia
Email:
office@grimsdyke.harrow.sch.uk

By using the above channels of communication, we can make sure your query is responded to in a timely manner.