

Information for Parents / Guardians: Year 3

Welcome to Year 3

Here you will find information pertinent to your child's time with us in Year 3. Further information can be found on the school's website but if there is anything you are unsure of, please do not hesitate to contact your child's class teacher.

Our Vision

Building on our unique local heritage, we will provide a world class British Education inspiring all our students to exceed expectations.

Our Mission

Providing the best teachers, leadership and support in a not-for-profit environment, we nurture a genuine passion for learning.

Our Values

Empathy & Care
Honesty & Integrity
Respect & Inclusivity
Endeavour & Resilience

Staff

Primary Leadership Team		
		
Elaine Rawlings Primary Head	Pete Collings Deputy Head Nursery – Year 3	Alan McCarthy Deputy Head Years 4-6



Mr Pete Collings	Deputy Head	pcollings@britishschool.sch.ae
Mrs Jo Bailey-Black	Assistant Head	jbblack@britishschool.sch.ae
Mrs Jane Mason	Head of Year / Class Teacher (Aqua)	jmason@britishschool.sch.ae
Mrs Rachel Todorova Mrs Katie Gallaher	Class Teacher (Lime)	rtodorova@britishschool.sch.ae kgallaher@britishschool.sch.ae
Mrs Mrs Lisa Vallor Jones	Class Teacher (Jade)	lvjones@britishschool.sch.ae
Mrs Kate Davies	Class Teacher (Forest)	kdavies@britishschool.sch.ae
Mr Sam Fern	Class Teacher (Emerald)	sfern@britishschool.sch.ae
Mrs Julie Wynn	Learning Assistant	
Mrs Karen Wark	Learning Assistant	
Mrs Afsheen Umair	Learning Assistant	
Mrs Briony Emery	Learning Support Leader	bemery@britishschool.sch.ae
Mrs Bronwyn Macaskill	Learning Support Assistant	bmacaskill@britishschol.sch.ae
Mrs Joanne Wise Mrs Gillian Hirsch	Reception PA to Primary Leadership Team	Jwise@britishschool.sch.ae ghirsch@britishschool.sch.ae 02 446 2280 (403)
School Nurses	Medical Provision	nurses@britishschool.sch.ae

Excellent partnership with parents is essential for a successful school. Your first point of contact will always be your child's class teacher; please talk to him/her if you have any queries or concerns.

Code of Conduct

The School Code of Conduct lies at the centre of everything we do in school. The points set out in the Code of Conduct form the basis of our rewards and consequences systems. Please take time to read it through with your child. It will be discussed in detail (including the few written rules referenced on the next page) with pupils at the beginning of term and will be constantly referred to, throughout the year.

For all pupils:

As a member of the school community, you are expected to behave with courtesy, consideration and common sense at all times. Always be aware of who, and what, is around you and act accordingly.



Courtesy

You should behave with respect towards all members of the school. Fellow pupils, teachers, those in supporting roles, office, catering, cleaning and maintenance staff are all equally important to the school and deserve your respect. Good manners are expected at all times. **Be courteous.**

Consideration

Behave towards others as you hope they would behave towards you. Whatever you do, think first how you would feel if it happened to you. **Be considerate.**

Common Sense

A few written rules are necessary to any community, but for the most part, common sense will tell you whether something is right or not. **Be sensible.**

Respect

There are three underlying principles of respect that ensure that BSAK pupils benefit from their time at school and enjoy all that school has to offer:

Respect for oneself (appearance; organisation; commitment)

Respect for others (pupils; teaching staff; non-teaching staff and visitors)

Respect for the environment (classrooms; changing rooms and lavatories; stairwells; grounds and other places visited)

All pupils are expected to respect the Code of Conduct at all times. Those showing exemplary standards of behaviour and attitude will gain public recognition such as Effort and Conduct Awards, House Points, Head of Year and Head of School Awards.

Be kind, work hard.

Primary School Rewards

We acknowledge outstanding **effort** or acts of **good conduct** in school through our comprehensive reward system. Staff award 'Conduct Awards' for exemplary behaviour that they witness. On-going exemplary behaviour is recognised with 'Star of the Week', 'Citizen of the Term', 'Year Group Leader', 'Deputy Head' and 'Head Teacher' awards. Each of these is assigned a House Point value which is logged against the pupil's name.



We value the rewarding of effort that pupils put into their academic work and co-curricular activities. Teachers reward the effort that pupils put into their work by awarding 'Effort Points' which accrue and are converted to 'Effort Awards'. Teachers also nominate pupils for the more substantial 'Year Group Leader', 'Deputy Head', 'Primary Head Teacher' and 'Work Ethic' Awards. These awards are also assigned a House Point value which is logged against the pupil's name.

All children have an opportunity to receive certificates and awards in front of their peers which leads to shared celebration of success. Pupils are rewarded as individuals with stamps and certificates but their personal endeavour also adds to the ongoing House Point total for their school house.

At set milestones, pupils earn House Point certificates for their accrued House Points: Bronze (15), Silver (30), Gold (45) and Platinum (60). At the beginning of the next academic year, individual pupil House Point totals return to zero to provide them with fresh impetus for the new year and to enable new entrants to start from the same point as their peers.

Primary School Consequences

We promote and reinforce the Code of Conduct at every opportunity to maintain a positive and safe learning environment. Consequences are in place to uphold the expectations in the Code of Conduct and ensure the safety of all. We employ consequences appropriately to each individual situation. There is clear escalation of the consequence as the severity of the offence increases.

We do not tolerate bullying of any kind (refer to Whole School Anti-Bullying Policy on the Parental Portal). If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school feeling safe and secure.

Year Group Weebly Blog

Each year group celebrates the children's successes, provides home learning opportunities and communicates through a Weebly Blog:

<http://bsaky3.weebly.com/>

Please log on regularly to keep yourself up to date with the workings of the Year Group.

BSAK Twitter Year 3 = @BSAKyear3



Parental Portal

The 'BSAK Parent Portal' will help keep you up-to-date with the data the school holds on your child, as well as important information about what is going on at the school. Currently the portal has the following features:

- Daily bulletin
- School calendar
- Newsletters and other information documents
- Your child's timetable
- Rewards your child receives
- Exam timetables and results
- Assessment and reports
- Links to staff contact details
- Ability to update contact details yourself

Ideally, it is advisable to check the portal once a week. The portal can be accessed via the school website, or by using the direct link below:

<https://parents.britishschool.sch.ae>

You will be provided with the necessary registration codes if you are new to the school. For further support please contact isams@britishschool.sch.ae.

There are iOS and Android Apps. These Apps will make it even easier for you to access information and be kept up-to-date about your child. The Apps will also feature push notifications.

Healthcare at BSAK

The school clinic at BSAK is staffed by a team of three HAAD registered school nurses and 2 Administrators. The nurses' main role is to provide first aid and/or emergency care to all students to ensure the safety of children at all times, however, the nurses have many other roles within the school setting:

- Implementing and following individually tailored care plans for children with specific health needs
- Working with families and students to manage chronic health conditions such as diabetes, asthma and epilepsy
- Carrying out the annual health screening programme which is a mandatory requirement by the Health Authority Abu Dhabi, monitoring height, weight and vision screening of all students from years 2 to 13
- Planning and coordinating the UAE vaccination programme, alongside the Abu Dhabi Health Services nurses. Please see the School website for the **UAE IMMUNISATION SCHEDULE**

- Providing information, education and support to parents and students
- Providing health education to students and staff in both the classroom and school clinic setting, thus promoting health and wellness in the school community
- Integral role with school trips and external sports events by providing advice, First Aid and medical kits

School clinic opening hours and contact details



The Clinic opening times are as follows:
Sunday – Wednesday
7.30am – 3pm
(with nurse available until 5pm for anything urgent during after school clubs and sports)
Thursday
7.30am – 1.30pm (with nurse available until 3pm for anything urgent during after school clubs sports)
School Telephone Number – 02 446 2280
Email – nurses@britishschool.sch.ae

When to keep your child at home

BSAK has a policy when children are unwell. Please see the school website for certain illnesses that require you to keep your children at home.

Contact details for Parents

When children become unwell in school and parents need to be contacted, it is important to ensure that parent contact details on our system are correct, as these are used when we call you in an emergency. In order to check and change your details please see the school website for information on how to access the **Parental Portal**.

Collecting your child from the School Clinic

If you receive a call about your child who needs to either go home or be seen by a doctor, we request that you collect your child as promptly as possible. We suggest that within 1 hour is an acceptable time frame, however, we appreciate that this



may not always be possible. If parents are unable to collect their child, they should notify the nurse of the details of another person who is able to collect them.

Medical certificates

Please note that the ADEK Student Attendance Policy states that if your child is absent from school for a period of 3 days or more, they will be required to provide a medical certificate for sickness absence, or for any other excused absence, a signed note from parents/guardians providing the reasons for the absence upon their return to school.

It is important that you ask your physician for a medical certificate at the time of your appointment as they are unable to back date, and therefore your child's absence may be recorded as unauthorised.

If you have questions or are unsure of what you need to provide, then please feel free to contact the Nursing Department Nurses@britishschool.sch.ae

Healthy Eating and Food Policy

BSAK promotes Healthy Eating and we are a nut-free school. Please see the school website for our **Nut and Prohibited Food Policy**

Medical information for school trips

At the start of each term each child is issued with a Medical Sports and Trip form for that academic year. It is an ADEK requirement that we receive a form for every student. Without the form they will be unable to attend any external school trips or sports activities.

Safeguarding

The welfare and safety of children who attend the British School Al Khubairat is our paramount concern. We will promote the health, well-being and safety of the students in all that we do. Our children have the right to protection, regardless of age, gender, ability, race or social background. They have a right to be safe in our school. BSAK expects all of its employees and volunteers to share this commitment. The school recognises and understands its responsibilities to work together in partnership with other agencies both here, in the UAE and the UK to help children to grow up in a healthy and safe environment. All staff appointments are subject to satisfactory checks including the enhanced DBS check, prohibition check and references.

School Houses

When starting at BSAK every child is allocated to a house. Our 4 houses are:

- Falcon (*Red*)
- Dhabi (*Green*)
- Oryx (*Blue*)
- Cormorant (*Yellow*)

Uniform

The wearing of school uniform is mandatory. We insist that pupils present themselves to the highest standards at all times. Zaks, the School Uniform shop, is located in Mushrif Mall.

<https://www.zaksstore.com>

Girls	Boys
<u>Everyday</u>	<u>Everyday</u>
Light blue gingham dress: white collar and BSAK logo on front pocket or Navy blue skort / culottes with blue gingham blouse. White collar and BSAK logo on the front pocket.	Light blue, short-sleeved gingham shirt with BSAK logo on front pocket. Navy blue shorts: pleats at the front, elastic at the back, no turn ups.
Navy Blue cardigan / v-neck sweatshirt with BSAK logo	Navy Blue cardigan / v-neck sweatshirt with BSAK logo
White ankle socks	Navy blue ankle socks
Shoes: black, sensible leather shoes. Other forms of footwear (i.e. open-toed sandals, trainers, boots or high heels) are inappropriate and not permitted for school wear.	Shoes: black, sensible leather shoes. Other forms of footwear (i.e. open-toed sandals, trainers or boots) are inappropriate and not permitted for school wear.
Sun hat with BSAK logo. Any other branded caps or hats are not permitted.	Sun hat with BSAK logo. Any other branded caps or hats are not permitted.
<u>Winter uniform (January and February only)</u>	<u>Winter uniform (January and February only)</u>

<p>Navy blue, smart, tailored trousers. Denim, sportswear or casual trousers are not permitted.</p> <p>Navy or white tights</p>	<p>Navy blue, smart, tailored trousers. Denim, sportswear or casual trousers are not permitted.</p>
<p>PE</p> <p>Blue School Polo shirt with BSAK logo</p> <p>Blue shorts</p> <p>Trainers: non-marking, light trainers</p> <p>Waterproof PE / swimming bag</p>	<p>PE</p> <p>Blue School Polo shirt with BSAK logo</p> <p>Aks</p> <p>Blue shorts</p> <p>Trainers: non-marking, light trainers</p> <p>Waterproof PE / swimming bag</p>
<p>Swimming</p> <p>Plain one-piece, navy, school swimming costume.</p> <p>Waterproof PE / swimming bag</p> <p>Swimming towel</p> <p>Goggles and flip flops</p>	<p>Swimming</p> <p>Plain navy school swimming trunks.</p> <p>Waterproof PE / swimming bag</p> <p>Swimming towel</p> <p>Goggles and flip flops</p>
<p>Other items:</p> <p>An analogue watch</p> <p>BSAK Book Bag (available from Zaks, the uniform shop)</p> <p>Lunch box ('cool box' type container with frozen cool pack insert)</p> <p>Pencil case</p> <p>Water Bottle x 2</p> <p>School bag: rucksack or shoulder bag</p>	<p>Other items:</p> <p>An analogue watch</p> <p>BSAK Book Bag (available from Zaks, the uniform shop)</p> <p>Lunch box ('cool box' type container with frozen cool pack insert)</p> <p>Pencil case</p> <p>Water Bottle x 2</p> <p>School bag: rucksack or shoulder bag</p>
<p>General</p>	<p>General</p>
<p>Hair longer than shoulder length must be tied up</p> <p>Hair accessories should be in keeping with school colours (blue / white)</p> <p>The use of dye / colouring is not permitted</p> <p>Make up and nail varnish should not be worn</p>	<p>Hair longer than shoulder length must be tied up</p> <p>Hair accessories should be in keeping with school colours (blue / white)</p> <p>The use of dye / colouring is not permitted</p> <p>A watch is permitted. Anything else, including piercings, friendship bands and bracelets are not permitted.</p>

<p>Jewellery: one pair of small, stud earrings and a watch are permitted. Anything else, including friendship bands and bracelets are not permitted.</p> <p>Any haircuts which detract from a neat and tidy appearance (i.e. patterns, close shaving, fringes over the eyes) are not permitted.</p>	<p>Any haircuts which detract from a neat and tidy appearance (i.e. patterns, close shaving, fringes over the eyes) are not permitted.</p>
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Please ensure that **ALL** items of clothing and all personal property e.g. school bag, PE / swimming bag, book bag, lunch box, water bottle, hat, jumper and pencil case are **CLEARLY** marked with your child's name and class.

The following items are not allowed in school:

Knives, laser pens, chewing / bubble gum, large amounts of money (if not for a specific purpose e.g. a sponsored event or trip payment, in which case it is to be passed immediately to your class teacher), sweets or fizzy drinks, glass bottles, cans, nuts, personal music players, mobile phones, jewellery (other than one small pair of stud earrings for girls) including friendship bands and bracelets, aerosols, correction fluid, expensive toys or computer games.

Students Requesting to Phone Home

Primary Reception regularly receive requests to phone home for items such as children's forgotten homework, folders, PE kit, swimming kit, pencil cases, instruments. As part of a child's development, we teach responsibility and we would therefore appreciate your support in encouraging your child to remember the items necessary for lessons/after school activities.

Phone calls home will be allowed for items such as forgotten lunch boxes or for items of sporting equipment which may be needed from a safety aspect i.e. a gum shield or shin pads however, phone calls will not be permitted for general PE or swim kits. However, please be assured that discretion will be used with all requests received.

School planner

Your child will be provided with a school planner. It will be an integral part of school life and should be looked after and used effectively each day. Pupils and parents will be given guidelines on how to use the planner at the beginning of term.



Equipment:

All pupils should have a pencil case containing the following:

- Pencils
- Ruler
- Rubber
- Sharpener
- Glue stick
- Colouring pencils
- A green and orange highlighter

Reading list:

This list is not exhaustive but will give you some idea of which books your child could be reading over the summer and throughout the year, in addition to books found on our reading scheme. You should encourage a mix of independent and shared reading. When reading with your child, praise frequently, ask questions about the story, encourage prediction of what will happen next, analyse characters and their behaviour and evaluate vocabulary and sentence types. Ensure that your child finds evidence from the text to back up thoughts and opinions. Your child's reading record is in the school planner and should be updated regularly.

Suggested Books

The Firework-Maker's Daughter
by Philip Pullman

Charlie and the Chocolate Factory
by Roald Dahl

How to Train Your Dragon
by Cressida Cowell

Zeus on the Loose
by John Dougherty

Winston of Churchill
by Jean Davies Okimoto

The Great Paper Caper
by Oliver Jeffers

Window
by Jeannie Baker

A Children's Treasury of Milligan
by Spike Milligan

The Stig of the Dump
by Clive King

Ratburger
by David Walliams

Mr Stink
by David Walliams

Esio Trot
by Roald Dahl

Beaver Towers
by Nigel Hinton

Bill's New Frock
by Anne Fine

Fantastic Mr Fox
by Roald Dahl

Fly, Eagle, Fly: An African Tale
by Christopher Gregorowski

George's Marvellous Medicine
by Roald Dahl

Hodgehog
by Dick King-Smith

The Twits
by Roald Dahl

The Magic Finger
by Roald Dahl

The Worst Witch
by Jill Murphy

Continued

Alice's Adventures in Wonderland
by Lewis Carroll

The Iron Man
by Ted Hughes

Fiat Stanley
by Jeff Brown

Five Children and It
by E. Nesbit

Voices in the Park
by Anthony Browne

The Sheep Pig
by Dick King-Smith

The Tale of Peter Rabbit
by Beatrix Potter

The Fib and Other Stories
by George Layton

The 13-Storey Treehouse
by Andy Griffiths

James and the Giant Peach
by Roald Dahl

Monster and Chips
by David O'Connell

Oliver and the Seawigs
by Phillip Reeve

The Great Kapok Tree
by Lynne Cherry

Stone Age Bone Age
by Mick Manning

The Animals of Farthing Wood
by Colin Dann

The BFG
by Roald Dahl

The Hundred-Mile-An-Hour Dog
by Jeremy Strong

The Lion and the Unicorn
by Shirley Hughes

The One and Only Ivan
by Katherine Applegate

The Sandman and the Turtles
by Michael Morpurgo

The Stone Mouse
by Jenny Nimmo

Suggested Books

The Vanishing Rainforest
by Richard Platt

Wendell the World's Worst Wizard
by J.C. Spencer

You Wait Till I'm Older Than You (Puff'n Poetry)
by Michael Rosen

The Turbulent Term of Tylke Tyler
by Gene Kemp

Windlekraxl
by Philip Ridley

Scribbleboy
by Philip Ridley

The Tunnel
by Anthony Browne

Gorilla
by Anthony Browne

The Diary of a Killer Cat
by Anne Fine



Non Fiction Titles / Themes
<p>The Romans Volcanoes, Earthquakes and Rocks The Structure of the Planet Earth The Prehistoric World Light and Shadow Forces Teeth and Healthy Eating Plants</p>

Year 3/4 Statutory Word List

accident	extreme	particular
accidentally	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy	height	quarter
business	history	question
calendar	imagine	recent
caught	increase	regular
centre	important	reign
century	interest	remember
certain	island	sentence
circle	knowledge	separate
complete	learn	special
consider	length	straight
continue	library	strange
decide	material	strength
describe	medicine	suppose
different	mention	surprise
difficult	minute	therefore
disappear	natural	though
early	naughty	although
earth	notice	thought
eight/eighth	occasion	through
enough	occasionally	various
exercise	often	weight



experience	opposite	woman
experiment	ordinary	women

Regular Learning at Home

We all know that it is a good idea to read to your child every night, but the importance of talking about mathematical situations with your children every day is also valuable. It's important to show how we use maths skills in our everyday lives and to involve your child in this. The goal should be to make maths "real" and meaningful. Identifying problems and solving them can also help your child develop maths skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together.

With so many facts and figures to memorise and apply to maths problems, children soon realise that maths is a subject that requires work. That doesn't mean that it can't be fun; keep the pleasure in maths by playing games with your children. With countless websites, computer games and phone apps, parents have endless options, but don't forget about the non-digital games you loved as a child. The classics that require manipulating cards and game pieces, calculating along the way, may have the same appeal for your children as they did for you.

Developing a Growth Mindset

Attitude is vital for learning and developing a strong growth mindset early in your child's education is key to successful learning. To help develop a positive attitude to maths, encourage your child as much as possible. Young children are eager to learn. Think about babies learning to walk or talk. It is difficult to learn to talk or walk but they don't care, they just push themselves over their limits. We want your children to come at maths with that same attitude. Avoid talking negatively about maths, even if you have no need for trigonometry in your daily life. A lot of people will joke that they cannot do maths or announce publicly, 'I'm not a maths person;' but when a parent does that in front of a child, it might suggest that maths is not important.

Maths skills coverage

Term 1	Term 2	Term 3
<p><u>Number</u> Identify, represent and estimate numbers using different representations. Find 1, 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit</p>	<p><u>Number</u> Understand place value in money Multiply and divide by 10 and 100 and understand the effect. Revise place value in 3 digit numbers (ordering, comparing and partitioning)</p>	<p><u>Number</u> Revise column addition Revise column subtraction and frog method Scale up by multiplying by single digit and then 10.</p>

number (hundreds, tens, ones).
Compare and order numbers up to 1000
Read and write numbers up to 1000 in numerals and in words.
Solve number problems and practical problems involving these ideas.
Count from 0 in multiples of 50 and 100
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Estimate the answer to a calculation and use inverse operations to check answers.
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Revise the 2, 5 & 10 times tables
Double and halve numbers to 50
Recall and use multiplication and division facts for the 3&4 times tables.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
Begin to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Count up and down in tenths.
Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
Recognise and show, using diagrams, equivalent fractions with small denominators.
Add and subtract fractions with the same denominator within one whole.
Compare and order unit fractions, and fractions with the same denominators.
Solve problems that involve all of the above.
Measures
Interpret and present data using bar charts, pictograms and tables.
Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.
Measure, compare, add and subtract: lengths (m/cm/mm).
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Measure the perimeter of simple 2D shapes.

Use the grid method to multiply 2-digit numbers <40 by 1 digit numbers.
Divide numbers just beyond the times tables (with or without remainders). Introduce chunking. Solve problems, including missing number problems, using number facts, place value, and more complex addition, subtraction, multiplication and division.
Measures
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units

Measures

Recognise angles as a property of shape or a description of a turn.
 Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
 Draw 2-D shapes.
 Make 3-D shapes using modelling materials.
 Recognise 3-D shapes in different orientations and describe them.
 Tell and write the time from an analogue clock,
 Estimate and read time with increasing accuracy to the nearest minute.
 Record and compare time in terms of seconds, minutes and hours.
 Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
 Know the number of seconds in a minute and the number of days in each month, year and leap year.
 Compare durations of events (for example to calculate the time taken by particular events or tasks).
 Tell and write the time from an analogue clock, including using Roman numerals and introduce 24-hour clocks.

Year 3 National Expectations

By the end of Year 3 children should be able to confidently:

- Locate any 3-digit number on a landmarked line from 0-1000 and use this to order and compare numbers.
- Understand place value in 3-digit numbers; add and subtract 1s, 10s or 100s without difficulty; use this to add and subtract multiples of 1, 10, 100 to/from 3-digit numbers.
- Know securely number pairs for all the numbers up to and including 20, e.g. pairs which make 15 (7+8, 6+9, 5+10, 4+11, 3+12, 2+13, 1+14, 0+15)
- Round to the nearest ten and hundred, e.g. 34 to the nearest ten is 30, 276 to the nearest hundred is 300.
- Mentally add or subtract any pair of 2 digit numbers, e.g. 75 + 58 or 75 – 58

- Recognise that there are two ways of completing subtractions, either by counting up (using Frog) or by counting back, e.g. $54 - 27$ (counting up)
 $54 - 21$ (counting back)

NB. It is not entirely how close the numbers are that decides which strategy (counting up or counting back) is appropriate, it is the difficulty of the calculation involved. So $64 - 40$ may be best done by counting back, but $64 - 27$ is best done by counting up. Children need to be able to recognise whether they want to count back or count up using Frog. If in doubt, use Frog! Children make fewer errors!

- Subtract larger numbers with confidence, using Frog for counting up, e.g. $302 - 288$
- Understand that multiplication is commutative, e.g. 4×8 is the same as 8×4 .
- Know the 2x, 3x, 5x and 10x times tables. All tables need to be learned to 12th multiple
- Include division facts (important). So we know how many 3s in 36, i.e. $36 \div 3 = 12$, as well as knowing $12 \times 3 = 36$.
- Multiply any 2-digit number by 10 or a single-digit number by 100; divide any multiple of 10 or 100 by 10 or 100. Understand the effect of multiplying and dividing whole numbers by 10 and 100.
- Multiply a 1 digit number by a 2 digit number starting to use the grid e.g. $4 \times 13 =$

	10	3	
X 4	40	12	

 $40 + 12 = 52$

- Partition to double and halve numbers

$$\begin{array}{r} 58 \\ / \quad \backslash \\ 25 \quad + \quad 4 = 29 \end{array}$$

- Know that division is the inverse of multiplication, e.g. that $\square \times 3 = 21 \equiv 21 \div 3 = ?$
- Recognise and derive equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, e.g. $\frac{1}{4} \equiv \frac{3}{12}$.
- Find unit and non-unit fractions of small amounts.
- Add and subtract easy amounts of money, e.g. $\pounds 3.64 + \pounds 4.50$, and give change by counting up, e.g. $\pounds 10 - \pounds 6.95$ as $\pounds 6.95 + 5p + \pounds 3$ so change is $\pounds 3.05$.
- Compare durations of events using analogue and digital times.

Suggested holiday activities in preparation for next year (but don't work them too hard – it is holiday time!)

Your child should:

- Read regularly: independently and shared.
- Write a postcard or letter to his/her class teacher telling them about their holidays.
- Make a scrap book of their time over the holidays and bring it into school at the start of term.



- Practise 2,3,4,5,10 multiplication tables and inverses (division facts).
- In Term 1 the pupils study the Romans so you could encourage reading and research on this topic. If you are able to visit a Roman town like Bath, Chester or even Rome itself, be sure that your child brings back some photographs and artefacts to show the class – your child will need a Roman costume for Roman Day on 17th October 2017.
- In Term 2 we will study Volcanoes, Earthquakes and the structure of the Earth. Any material linked with this theme would be good to share. A visit to a volcano would be fantastic! We normally celebrate World Book Day (1st March) in Term 2. In past years children have dressed as a book character of their choice.
- In Term 3, Year 3 pupils study the Prehistoric World. If your child has any books, postcards or artefacts linked to the Stone Age, Bronze Age or Iron Age, please bring them in to school. If you are able to visit Stonehenge or Maiden Castle please take lots of photos and ensure your child shares them with their class.

The first day back

The first day back in school is **Sunday 2nd September 2018**. Pupils will need to **meet their class teacher on the shaded pitch at 7.25am**.

They will then be escorted to class. We encourage independence in your children in the Primary School so please wave them off at that point – you do not need to be with them in the year group area or classroom.

This routine will be in place for **the first full week back** at school. After that, the pupils will be expected to make their way **independently** to class in the mornings.

Registration each day is between **7.25am and 7.35am** and it is essential that your child is in class for this period.

No child should be left unsupervised on the school premises before the school day starts.

Collection

Please collect your child at 2.35pm from the shaded pitch (1.35pm on Thursdays). The class teacher will line the class up on the pitch and will release your child when you make yourself known. Please ensure you are punctual when collecting your child each day.



At the beginning of the year, you will be asked which designated adult will collect your child each day. Please notify your child's class teacher if there is any planned change to your child's normal collection routine. If arrangements change on the day of collection, please phone Primary Reception at the earliest opportunity so that we may convey the message to the class teacher. You will appreciate the possible difficulties in a large school of conveying messages regarding the children's safe collection to teachers at the end of the day. It is particularly important for any child travelling by bus that any changes in arrangements are made clear to the class teacher. It is not acceptable to only inform bus company employees.

Break times

Break time is an important part of our school day where children can relax, play actively and eat. There are two break times each day; both breaks include a period for designated quiet eating. Pupils are supervised by staff and a nurse is on duty in the medical room to deal with any minor injuries or health issues. As part of our commitment to sun safety, we ask all parents to ensure that their children have a named school hat to wear outside and a re-usable water bottle.

Site security

Access to the school campus **by adults** is controlled by using ID Cards and Lanyards system. The ID application form is issued to parents by the Registrar and her team. Once the application process is completed parent lanyards and valid BSAK ID cards must be worn at all times, around the neck, whilst on BSAK campus. This is to ensure that students can identify parents and staff from general visitors and contractors. Thank you for your understanding and co-operation in this matter.

Late arrival

If your child arrives in school after 7.35, please report to Reception with your child. The class register will then be updated. Your child may then move to lessons.

Absence

If your child is unwell, going to be late or cannot make it into school for any other reason, please contact Reception before 8.30am. The number for Reception is: **02 446 2280 Option 1 – (Nursery to Year 6 – Primary Receptionist) or Option 3 – Absent (answer machine to leave a message).**



Alternatively you may send an email to primaryabsent@britishschool.sch.ae detailing your child's name, class and reason for absence/lateness. It is only necessary to call on the first day of absence.

If we do not hear from you, we will try to call you. However, if there are many absentees, this can be a long process and may delay our Receptionist from discovering if there is an emergency issue.

After a period of absence, please ensure that your child has a note, or send an email to primaryabsent@britishschool.sch.ae formally explaining their absence. If you do not confirm a child's absence and provide a reason, this will be noted as an unauthorised absence.

Request for children to leave school early

If your child has an appointment with the doctor or dentist or has to leave school during school time for any other reason, please notify your child's class teacher accordingly. Please notify the Primary Receptionist if you collect your child early for any reason so that a note detailing that he/she is no longer on the premises may be added to the class register for safety reasons.

Late Collection

The official end of the day is 2.35pm (1.35pm on a Thursday). Shortly after this time, any child who has not been collected will be taken to the Primary Reception area to enable the teacher to start the next part of his/her working day; leading after school clubs, marking, attending meetings, planning and preparing resources. The Receptionist will log the child's name in the 'Late Collection' log and will endeavour to contact parents to confirm collection arrangements.

Please ensure that children are collected on time at 2.35pm (1.35pm on a Thursday) as late collection has a negative impact on the smooth running of the school and in particular, the co-curricular activities programme.

The same procedure will be followed for late pick up after co-curricular clubs.

Attendance and Punctuality

Regular attendance and punctuality are prerequisites for pupil progress and vital preparation for adult life. Please promote positive attitudes towards learning in your child through supporting your child's regular attendance. Levels of attendance and



late arrivals and collection are logged and monitored in the interests of pupil welfare and may trigger a letter of concern to parents.

Request for leave of absence

Whilst we understand that in certain exceptional circumstances, students may have to be withdrawn from school and miss curriculum time, we would advocate that this disruption is minimised wherever possible. If you intend to withdraw your child, you are requested to email the school primaryabsent@britishschool.sch.ae with reasons clearly stated, in advance, so that the details can be added to your child's attendance record. We would strongly advise parents to avoid holidays during term time. Absences for holidays will be recorded as 'unauthorised'.

Transportation

British School Al Khubairat offers a school bus transport service. The buses and service are fully compliant to the stringent Department of Transportation and Abu Dhabi Education Council regulations.

The service covers all areas of Abu Dhabi City and will cost 5,000 dirhams per child per academic year, including collection and drop-off. Any parent who wishes their child/ren to use the service will be asked to sign an undertaking of behaviour compliance. Please send all enquiries to cgray@britishschool.sch.ae alternatively you can visit the Clubs, Trips and Transport office located to the left of the Primary Reception.

Details of the School Transport Regulations, Specifications and Roles and Responsibilities can be found on:

www.dot.abudhabi.ae/en/info/School_Transport_Regulations_and_Guidebook

Co-curricular Clubs

Co-curricular clubs will be advertised and a booking system will be provided in the first few weeks of Term 1.

Homework

Homework will be set according to Year Group in order to ensure it is age appropriate and supports a smooth transition for the pupils from year to year. It will also offer pupils opportunities to consolidate and extend learning, develop independence, cultivate a good work ethic and help promote sound organisational



skills. The school understands that children lead busy lives and hence there will be set both mandatory and optional homework to best support the learning of all pupils. Core tasks will be mandatory for pupils to complete and optional homework will be set for those children who would like to have extended consolidation opportunities at home. The amount, format and expectations of homework will be progressive through the school. Homework tasks will be varied and engaging for every learner.

Term 1 and 2

Core Reading: 20 minutes per day

Core Spelling/Phonics: 5 to 10 minutes per day

Core Maths Skills: multiplication tables/number bonds – 5 to 10 minutes per day.

Term 3

Core Reading: 20 minutes per day

Core Spelling/Phonics: 5 to 10 minutes per day

Maths Homework task: an activity linked current maths work and set by your child's maths teacher - 20 minutes per week.

Internet access

All computers are enabled for internet access. As part of the school's computing provision, we offer pupils supervised access to the internet. Before the school allows pupils to use the internet, they must obtain parental permission. Both you and your child must sign the Internet Permission letter that will be sent at the beginning of the school year. This will be held as evidence of your approval and their acceptance of the school rules on this matter. Pupils are taught, as part of the school's Personal, Social, Health and Citizenship Education programme, how to stay safe online and how to deal with any potential problems and issues associated with the use of modern technologies.