



POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

“Let all that you do be done in love” (1Corinthians 16:14)

WELCOME

Year 3



OUR MISSION STATEMENT

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships.

Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.



Welcome to Year 3.

STAFF

TEACHER: MR GRAHAM

EMAIL: MRGRAHAM@POULTONSTCHADSCE.LANCS.SCH.UK

TEACHING ASSISTANT MRS CASSIDY

FAMILY SUPPORT WORKER: MRS HARDY

EMAIL: FSW@POULTONSTCHADSCE.LANCS.SCH.UK



PRACTICALITIES

- Please label all of your child's uniform so it is easier to return if lost.
- Your child should have a waterproof coat with a hood in school.
- Packed lunch boxes should be labelled.
- All children should have a named water bottle which contains only water.
- Break times - KS2 pupils can buy fruit at the Junior Snack Bar (for 20p-40p) and toast is available on a Friday.



PRACTICALITIES CONTINUED

- If someone different is picking your child up, please phone the office in advance so that they can inform their class teacher.
- School starts at 8.55am. The gate opens at 8:40am for EYFS/KSI and at 8.40am for KS2.
- Please drop your child off at the outside door. If your child is late they must enter school via the office and a late form completed by an adult.
- School finishes at 3.10 for EYFS/KSI and 3.15pm for KS2.



DAILY TIMETABLE

	8:45-9:15	9:15-10:25		B	10:50-11:00	11:00-12:15	L	1:00-2:00	2:00-3:00	
Monday	Guided Reading	Maths	Worship	R	English		U	Geography/History	Computing	
Tuesday	Guided Reading	Worship	Maths	A	Spelling/Times Table Test	English	C	RE	PE	
Wednesday	Guided Reading	Maths	Worship	K	English		H	Science		
Thursday	Guided Reading	Maths	Worship	T	English		I	Music	MFL	PSHE
Friday	Guided Reading	Maths	Worship	M	English		E	Art/DT	PE	

Activate Windows



P.E.

- In Year 3, your child will have P.E on Tuesday and Friday every week. Please ensure that they come dressed in PE kit on these days.
- Jewellery must not be worn for PE (earrings must be covered with plasters or taken out by the child)
- Long hair must be tied back during school and all P.E lessons (only plain navy or blue hairbands are acceptable).



BEHAVIOUR

- We will be reviewing our Behaviour Policy this term.
- It is important that we work together as a partnership and that you understand how behaviour issues are dealt with at school.
- Please can we ask that you sign your child's planner after reading the Home School Agreement.
- At St Chad's we promote positive behaviour throughout and we have many positive reinforcements in place. For example in Year 5, we reward with a recognition board, marbles and praise cards. All children receive house points.
- Children are also chosen for Star Of The Week and Learner Of the Week Awards.
- Our Head Boy and Girl and our Deputy Head Boy and Girl promote positive behaviour.
- We always try to catch children being good!



BEHAVIOUR CONTINUED

- We now have regulation stations throughout school in case children need a few moments to try and regulate themselves.
- If your child demonstrates poor behaviour in class, they will be given a warning. If their behaviour does not improve and they have moved through the different levels of the behaviour policy, then they will speak to their class teacher during 'Quiet Time' and parents will be contacted if this is repeated.
- We ask that parents support the policy in school, which is available on our website.
- It is not helpful for parents to try and reverse a decision made in school.
- Please contact the class teacher if you have any concerns about your child's behaviour.



APPENDIX C:

Behaviour Blueprint	
<p>The St Chad's Way</p> 	<p>Be Safe Be Kind Be Respectful</p>
<p>Rewards</p> <p>Praise Name on recognition board Contact parents House points Class rewards Stickers Visit to another member of staff Star/learner of the Week</p>	<p>Adult Behaviour</p> <p><i>'The culture is set by the way the adults behave.'</i> Paul Dix, 2017 Calm, consistent and fair Give first attention to best conduct High expectations Recognise "Over & Above Behaviour" Relentlessly bothered Praise in public, reprimand in private Never ignore any poor behaviour</p>
<p>Stepped Sanctions</p> <ol style="list-style-type: none"> 1. Positive reinforcement 2. Non-verbal cue 3. First reminder-child's name 4. Second reminder- visual 5. Time Out 6. Consequence (followed with restorative conversation) 7. Time out with Key Stage Leader 8. Reward Chart 9. Headteacher 	<p>Micro-script</p> <p>I have noticed that... You know the school rules: be safe, be kind, be respectful. Can you remember when you ... (time they did this really well) ...and how that made you feel? I expect you to... Thank you for listening.</p> <p>Restorative Questions</p> <ul style="list-style-type: none"> • What has happened? • What were you feeling at the time? • <u>Who has been affected by the actions?</u> • How have they been affected? • <u>What needs to be done to make things right?</u> • How can we do things differently in the future? <p>The number of questions to be used must depend on the age of the child. Those underlined should be used with the youngest children</p>

"Let all that you do be done in love." (1 Corinthians 16:14) ♥

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

HOME LEARNING

- Your child's Creative Home Learning Menu is now available on the school website.
- The termly Newsletter explaining what the children will be learning about in each subject is also on the Y3 page on the website.
- In Year 3, spellings are given on a Tuesday to be tested the following Tuesday.





Autumn Term Home Learning Menu



Mathematics

(You must complete this activity)

Multiplication practice, children are tested weekly with books being returned home.

Addition Fluency sheets sent home weekly

ActiveLearn activities will be regularly set, these will be linked to our current **PowerMaths** topic.

English – Writing, GPS or Spelling

(You must complete this activity)

Spellings are handed out every Tuesday, to be practiced and tested on the following Tuesday.

OPTIONAL: Create your own twist on a traditional folktale by changing the ending, bring it in to read to the class.

English – Reading

(You must complete this activity)

Regular reading of your ZPD book at home, ready to test in school.

OPTIONAL: Visit a library and pick out a book that you are interested in.

OPTIONAL: Write a review of a book you have enjoyed reading over the Summer.

ART/DT

Use the medium of your choice to recreate a Roman monument and bring it to show to the class!

Create your own piece of Roman inspired art using different shades of the same colour.

French

Learn to count in French, see how high you can get!

Learn a French song and sing it to the class!

Visit a local library and see if there are any French books (we have some in the Hub!), which words can you recognise?

Science

Create a poster teaching us the difference between man-made and natural sources of light. Bring it in to class to show!

Experiment with shadow puppets, what happens when you move your hand closer to/further away from the light source?

History/Geography

See if you can create a map of a place that you are familiar with or have been to before.

Create a set of instructions to get from school to St Chad's Church, see if you can include compass directions.

R.E

Learn about how Harvest is celebrated in another country, do they do anything differently?

Write a prayer to God to say thank you for the Harvest. If you bring it in we can even read it at the end of the day!

- You must **complete all the core activities** above (Mathematics, English and Reading)
- Select a **minimum of two** topic activities to complete. You can choose which activities you find the most interesting.
- **Presentation must be your best!**

HOME LEARNING

READING

- We expect that your child reads each night. Please sign their planner as soon as you have listened to them read so that we know whether they are having any difficulties and please send it into school each day.
- Children who haven't read at home will be given reading time in the Hub on a Friday breaktime.
- Comprehension skills are very important. Please discuss your child's reading book with them and ask quiz questions about the text they have read.
- We now have a class text that we shall be reading for fun each half-term.
- Our aim is to promote a love of reading.
- Classes will be given time each week to use our library.



EXPECTED OUTCOMES FOR YEAR 3 IN READING

- Read and understand meaning of words on Y3/4 word list.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Listen to and discuss a range of fiction, poetry, plays, non-fiction.
- Regularly listen to whole novels read aloud by the teacher.
- Read a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.
- Analyse and evaluate texts looking at language, structure and presentation.
- Use dictionaries to check meanings of words they have read.
- Sequence and discuss the main events in stories.
- Discuss their understanding of the text.



EXPECTED OUTCOMES FOR YEAR 3 IN READING

- Explain the meaning of unfamiliar words by using the context.
- Make predictions based on details stated.
- Raise questions during the reading process to deepen understanding e.g. I wonder why the character.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Use point and evidence to structure and justify responses.
- Evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.



EXPECTED OUTCOMES FOR YEAR 3 IN WRITING

- To choose nouns and pronouns to avoid repetitions e.g. The dog chased the ball as the dog it/he/she wagged its/his/her tail.
- Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.
- Use past and present tense consistently.
- Use inverted commas to punctuate direct speech.
- Use apostrophes for singular progression e.g. The dog's bone.
- Discussing and recording ideas for planning.
- Creating and developing characters and settings for narrative.
- Grouping related material into paragraphs.



EXPECTED OUTCOMES FOR YEAR 3 IN WRITING

- Using headings and sub headings to organise information.
- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- Use further prefixes and suffixes and understand how to add them.
- Spell some commonly misspelt words.
- Use the first two letters of a word to check its spelling in a dictionary.
- Increase the legibility, consistency and quality of handwriting.



EXPECTED OUTCOMES FOR YEAR 3 IN MATHS

- Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.
- I can read and write numbers to 1,000 and recognise the place value of each digit in a three-digit number and compose and decompose three-digit numbers using standard and nonstandard partitioning
- I can reason about the location of any three-digit number in the linear number system ($= < >$), including identifying 1, 10 or 100 more/less than any number to 1000 (including crossing hundreds boundaries)
- Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
- Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- I can recall and use multiplication and division facts for the 10, 5, 2, 4, and 8,x tables and recognise products in these multiplication tables as multiples of the corresponding number.
- I understand that when I multiply a number by 10 it gets ten times bigger and when I divide it by 10 it gets ten times smaller. I can \times and \div by 10. I can relate this knowledge to measuring mm and cm and convert between them.



EXPECTED OUTCOMES FOR YEAR 3 IN MATHS (CONT.)

- I can recall and use addition and subtraction facts for 100.
- Add and subtract up to three-digit numbers using columnar methods.
- Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure.
- Understand and use the commutative property of addition, and understand the related property for subtraction.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.
- Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts (multiplication tables fluency).(3F-2) 14. Reason about the location of any fraction within 1 in the linear number system (comparing fractions).(3F-3) 15. Add and subtract fractions with the same denominator, within 1.(3F-4) 16. Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.(3G-1) 17. Draw polygons by joining marked points, and identify parallel and perpendicular sides.(3G-2)



EXPECTED OUTCOMES FOR YEAR 3 IN MATHS (CONT.)

- Reason about the location of any fraction within 1 in the linear number system (comparing fractions).
- Add and subtract fractions with the same denominator, within 1.
- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Draw polygons by joining marked points, and identify parallel and perpendicular sides.



STAYING SAFE ONLINE

WELCOME TO

Online Safety for Parents

In school we have a filtered web-site and children are always supervised when on computers. We are also able to run checks to see what sites pupils have, or tried to access. We therefore teach them how to keep safe on-line when they are at home or with friends where they have independent access to digital technology in many ways. This needs reinforcing as much as possible at home please.

The internet for many parents can be a daunting place but to our children it is a necessity of life. Access to the internet has never been so vast and continues to spread with the increasing popularity of tablets devices and access through mobile phones. To support you in protecting your child online there are some useful links below to sites with tips and guidance:

[CEOP \(Child On-Line Protection\) Parents Area](#)

[A Parents' Guide to Facebook](#)

[Cyber Bullying](#)

[Share, Take Care: tips for parents](#)

[Kind of Digital: quick guides](#)

EXPLORE OUR

Other links you might find useful

Please be aware that these sites are not managed by us!

[Latest online edition of the Digital Parenting Magazine](#)

[How to help your child be kind to others online](#)

[CEOP – eSafety website](#)

[Thinkuknow eSafety website for infant children](#)

[Thinkuknow eSafety website for junior children](#)

[Childline](#)

[The Parent Zone](#)

[UK Safer Internet Centre – Parental support website for keeping children safe.](#)

[Vodafone Digital Parenting online magazine](#)

[On-line safety guide for parents](#)

[How to use parental controls online](#)

[How Much Screen Time Is Right For Kids?](#)



Unit: 3.2 Online Safety

Learning intention: To develop ways to judge the reliability of information online and methods to protect yourself.



Mind map

Can you add more things to be aware of when online?

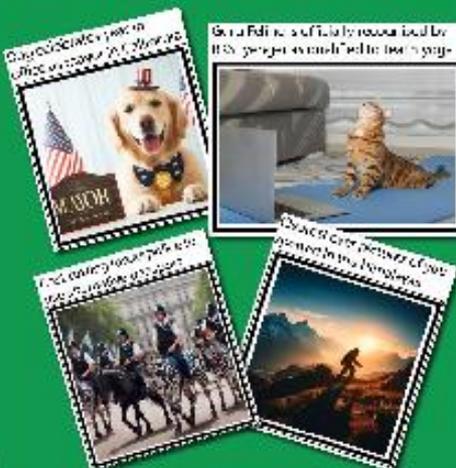


Password safety

- 2 Use a mix of lower and uppercase letters, numbers and symbols
- 2 Don't use information like your name or date of birth
- 2 Don't use easy words to guess, 'password123'
- 2 Don't use the same password for everything
- 2 Don't share your password

SpooF news and reputable sources

How can you tell which stories are true?



Inappropriate content

Who can you speak to?

Ratings

British Board of Film Classification



PEGI ratings and content descriptors



Where is this protection advice not in place?

EXTRA CURRICULAR ACTIVITIES

- There will continue to be a range of extra curricular activities available to Year 5.
- There will be a French Club running later in the year for Year 3 and 4 Children specifically.



KS2 MARKING POLICY

Symbol	Meaning
A	Objective Achieved
A-	Objective almost Achieved
*	Objective not achieved
____sp	Try spelling this word again
?	Does not make sense/ meaning is unclear
P	Find and include the missing punctuation on this line
//	A new paragraph is needed
“	Speech marks are missing or used incorrectly.
^	A word or letter has been missed out
	Error to be checked
	Correct
.	Incorrect
√	Amazing!
→	Next step
VF	Verbal Feedback

▶ Ou

REPORTING TO PARENTS

Autumn Term: Parent's Evening on

Monday 20th and Thursday 23rd October 2025

Spring Term: Parent's Evening on

Monday 9th and Thursday 12th February 2026

Summer Term: End of Year Reports:

Wednesday 15th July 2026



OPEN DOOR POLICY

- St Chad's operates an open door policy. If you have an issue or concern, please discuss it firstly with the **class teacher**.
- First thing in the morning when the door is opened or when the teacher is seeing the children out at the end of day, is not always an appropriate time to discuss concerns.
- You can call the office or send the teacher a message to make an appointment or ask for a call back.
- A quick message to the teacher via email is fine. However, we prefer not to communicate via email over serious issues or concerns - these are always best dealt with in person or over the phone.
- We will always respond within 48 hours.
- In the rare event that the matter cannot be resolved with the teacher, please contact the Key Stage Leader (EYFS/KS1 **Mrs Harwood** or KS2 **Mr Blackburn**).

If there is still no resolution, then please contact **Mrs Bitsakaki**.



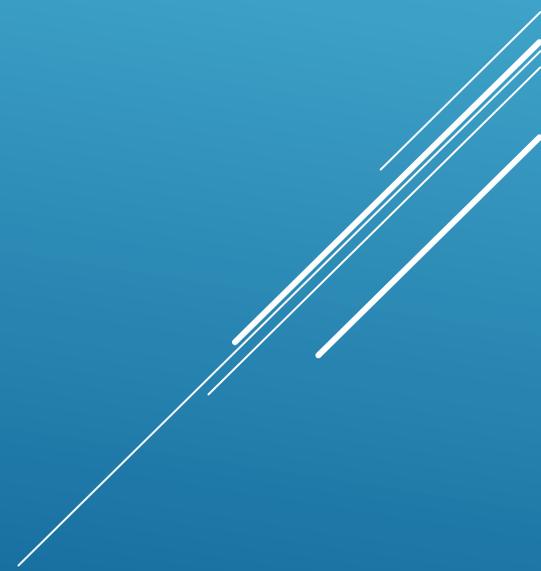
WHO TO CONTACT

Who to Contact? 2025-26

Website www.poultonstchadsce.lancs.sch.uk	Bursar 01253 883639 bursar@poultonstchadsce.lancs.sch.uk	Attendance Officer l.cameron@poultonstchadsce.lancs.sch.uk	SENCO senco@poultonstchadsce.lancs.sch.uk	Family Support Worker fsw@poultonstchadsce.lancs.sch.uk	Teachers Name@poultonstchadsce.lancs.sch.uk	Senior Leadership Team
<ul style="list-style-type: none"> +Staff emails +Term dates +School policies +Car parking permit +Christian Values +Class information +Extra-Curricular activities +Friends of St Chad's +Governing Board +School uniform +Lunch Menu +General information 	<ul style="list-style-type: none"> +Urgent matters +General questions +Medication +Change of personal details / circumstances +Scopay +Lateness +Health & Safety 	<ul style="list-style-type: none"> +Holiday Requests +Unauthorised absences +Medical appointments +Breakfast club +After school club <p><i>**Sickness absence is to be reported on the Parent App**</i></p>	<ul style="list-style-type: none"> +Concerns of additional needs +EHCP questions +Support with child's diagnosed condition <p><i>**Works on Tuesdays only**</i></p>	<ul style="list-style-type: none"> +Early Help +Safeguarding +Family support +Mental health concerns +Bereavement +Advice about other agencies 	<ul style="list-style-type: none"> +Day to day school +Friendship issues +Low level well-being concerns +Progress & development +Homework / reading +Clubs 	<ul style="list-style-type: none"> +Any unresolved concerns following discussions with class teacher/staff. +Complaints <p>EYFS/ KS1: Mrs Harwood N.harwood@</p> <p>KS2: Mr Blackburn MrBlackburn@</p> <p>Headteacher: Mrs Bitsakaki head@</p>
<p>INSTANT ANSWER!</p>	<p>Urgent- same day response. Everything else- within 48 hours.</p>	<p>Response within 48 hours</p>	<p>Will respond on Tuesdays. Meetings may take 2 weeks to arrange.</p>	<p>Response within 48 hours</p>	<p>Email response or meeting arranged within 48 hours</p>	<p>Response within 48 hours. Meetings may take 2 weeks to arrange.</p>

A DAY IN THE LIFE OF YEAR 4

- ▶ <https://poultonstchadsce.lancs.sch.uk/wp-content/uploads/2025/09/Year-3-Video.mp4>



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THANK YOU
ANY QUESTIONS?

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