



Welcome to Year 3

# Year 3

## Class teachers

**3B**

Miss Berry

**3W**

Mrs Welsby

## Specialist Teachers

**PE**

Mrs Prior/sports coaches

**Art**

Mrs Speedie

**French**

Mrs Sunley

**Music**

Miss Marsden

# Key change: Learning Blocks

- ▶ From September, learning will be organised into six equal '*learning blocks*', each lasting six weeks, instead of following the traditional half-term structure.
- ▶ This change is being made because half terms vary in length, which can make it difficult to ensure all topics are given enough time for children to fully embed their learning.
- ▶ As a result, topics may now change part-way through a half term rather than at the end of it, as was previously the case. Please note that PE days may also change mid-way through a half term, although we will do our best to minimise this disruption.

# Routines

- ▶ Lunch time is from 12:10 to 1.
- ▶ Please ensure you inform the office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.
- ▶ For Block A, PE will be on Wednesday and Thursday. Children should wear their PE kit to school on these days.

# Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

3B@ashdeneschool.net

3W@ashdeneschool.net

# Communication

- ▶ Your child's class teacher is your first port of call – please direct all enquires to them. If needed, they can then consult with other members of staff within school.
- ▶ Communication policy is on the website.
- ▶ Ensure all communication is respectful.

# Communication

## **Subject: Absolutely unacceptable behaviour!!!**

Dear [Teacher],

I am disgusted to hear what happened to my child today. I cannot believe you have allowed other children to treat my child in this way. It is totally unacceptable that [Child's Name] was left upset because you clearly did nothing to stop this. I have heard everything from my child and it is obvious you have failed to protect them.

You need to sort out these children who are being mean and putting my child through this, and make sure this NEVER happens again. I want to know exactly what you are going to do about this immediately because I will not stand for my child being bullied and ignored.

I don't see why my child should have to put up with this behaviour — clearly your staff are not dealing with things properly. I expect a reply today telling me what punishment these other children are getting.

Very unhappy,  
[Parent Name]

## **Subject: Concern About Friendship Incident**

Dear [Teacher],

I hope you are well. I am writing because [Child's Name] came home today feeling quite upset about an incident with some other children. From what [he/she/they] told me, there seems to have been a disagreement, and [Child's Name] was left feeling hurt.

I understand there are often different sides to these situations, and I would really appreciate it if you could help me understand what happened from the school's perspective. I am keen to support [Child's Name] in managing friendships and resolving any difficulties in a positive way.

Please could you let me know when would be a good time to discuss this further, or if you have any information you can share in the meantime?

Thank you so much for your help.

Kind regards,  
[Parent Name]

# Communication

## **Subject: Another week with no certificate — outrageous**

I cannot believe you haven't given [Child's Name] a certificate AGAIN. Clearly you have favourites and don't care about children like mine. I'm sick of this unfair treatment. It's disgraceful and I expect this to be sorted out immediately.

[Parent Name]

## **Subject: Question about reward certificates**

Dear [Teacher],

I hope you are well. [Child's Name] was a bit disappointed not to receive a certificate recently, and I wondered how the awards are decided each week.

I completely understand there are many children to consider, but I'd appreciate any feedback on how [Child's Name] is doing and what [he/she/they] might focus on to work towards earning a certificate in the future.

Many thanks for your time and support.

Kind regards,

[Parent Name]





**Excellence:**  
**everyone, everywhere, every day**

# Our school values: RESPECT









Our core values of RESPECT underpin everything we do.



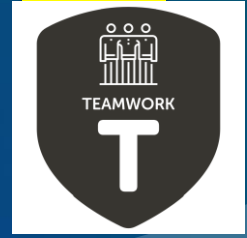
What does this look like in Year 3?

# Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus.
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly.

 RESILIENCE <b>R</b>	 EMPATHY <b>E</b>	 SELF-AWARENESS <b>S</b>	 POSITIVITY <b>P</b>	 EXCELLENCE <b>E</b>	 COMMUNICATION <b>C</b>	 TEAMWORK <b>T</b>
						
This certificate is awarded to						
<input type="text"/>						
In recognition of						
<input type="text"/>						
Signed			Date			
<input type="text"/>			<input type="text"/>			

# Attendance



Children to enter through KS2 playground door between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in. If our child arrives after 9am they will receive a late mark. If your child arrives after 9:20, this will be recorded as an unauthorised absence.

The afternoon register will be completed by 3:15pm.

Children will be dismissed at 3:30pm from hall doors.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

# Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential!

## Every Minute Counts

Lateness = Lost Learning (Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

OFFICIAL  
UNCLASSIFIED

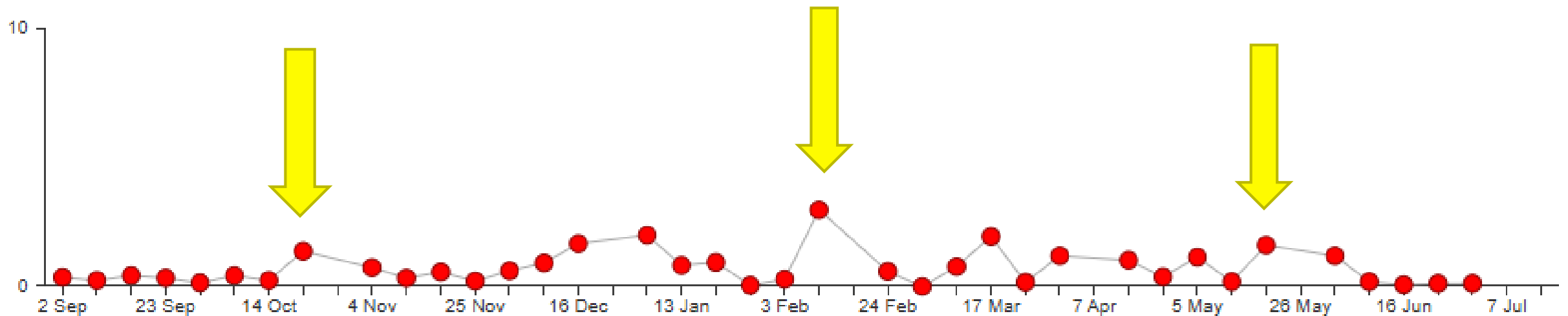
## Days off school add up to lost learning

175 NON SCHOOL DAYS IN A YEAR 175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments					
190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 DAYS ABSENCE 180 DAYS OF EDUCATION	19 DAYS ABSENCE 171 DAYS OF EDUCATION	29 DAYS ABSENCE (A TERM MISSED) 161 DAYS OF EDUCATION	38 DAYS ABSENCE 152 DAYS OF EDUCATION	47 DAYS ABSENCE 143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
<b>Good</b> Best chance of success. Gets your child off to a flying start		<b>Worrying</b> Less chance of success Makes it harder to make progress		<b>Serious Concern</b> Not fair on your child	

# ► Unauthorised absences!

*Holidays during term time...*

Weekly Absences



READING	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	47%	33%
% WA ↑	94%	66%
% WT	6%	33%



Attendance impacts attainment!

Writing	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	26%	0%
% WA ↑	89%	66%
% WT	11%	33%

Maths	↑ 90% att <small>90%</small>	↓ 90% att <small>90%</small>
% EXC	47%	33%
% WA ↑	97%	66%
% WT	3%	33%

Beyond the academic realm, poor attendance also has detrimental effects on students' social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support.

# Working together to improve school attendance

Statutory guidance for maintained  
schools, academies, independent  
schools and local authorities

## PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

### Penalty Notices will be issued for

**Term time leave:** Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

**10 Sessions of Unauthorised absence in a rolling 10 week period:** A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

### Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

### First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

### Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

### Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.



# Uniform



- The transition year for new school uniform is now over. All children must be wearing a navy blue jumper/cardigan.
- Our school uniform is supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. High expectations of presentation for all pupils.
- Children should come to school in their PE kit on allocated PE days.
- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

# Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



# Expectations, rewards and behaviour

## Walking in the corridors



**Silence unless  
talking to an adult.**



**Walk on the left.**



**Walk in single file.**



## Ready for Learning



### Direct Teaching

**Face forwards, hands together**

**Always sit up straight**

**Never interrupt**

**Track the speaker**



### Independent Practice

**Equipment ready**

**Work at an appropriate volume as set out by  
the teacher.**




























**Stay focused – do not distract others.**

**Hands up if you need to talk to an adult in  
the room.**



# Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

## Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.



If you are not ready, respectful or responsible, an adult will give you a warning.



If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.



If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.



If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.



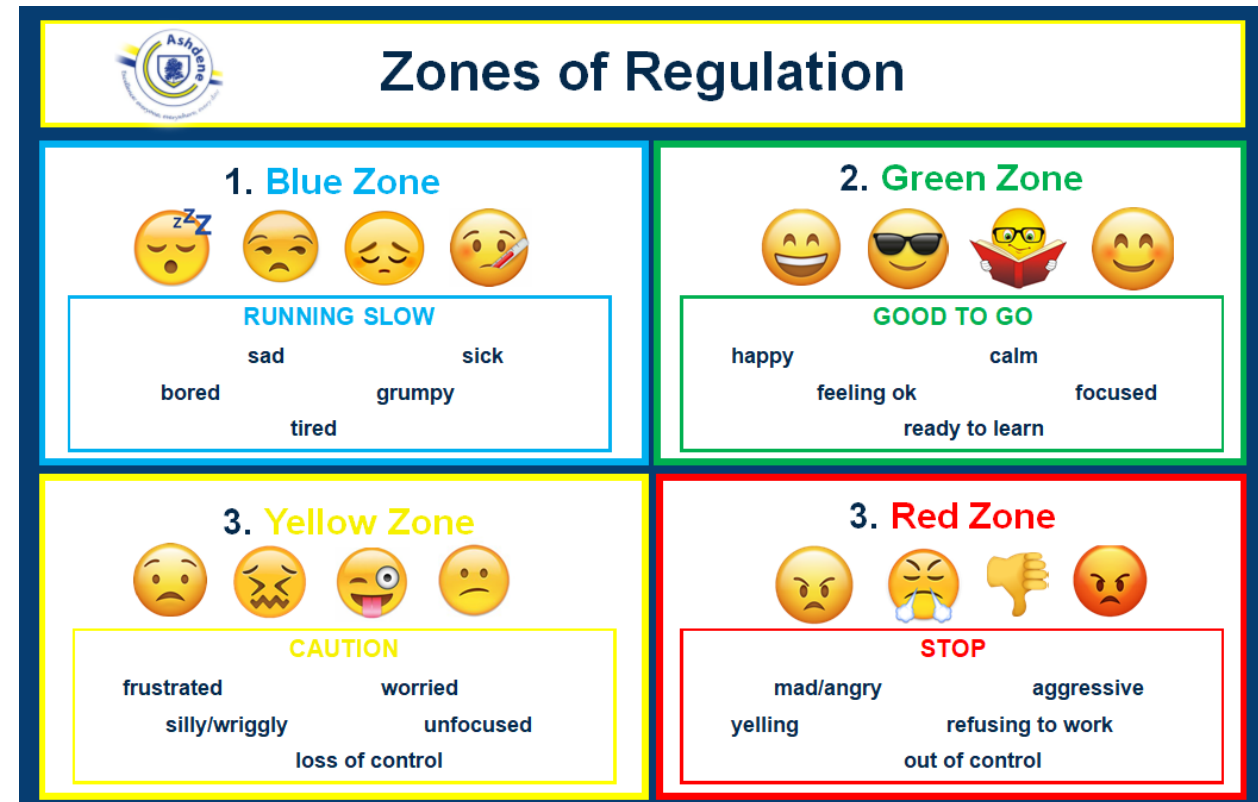
If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.



# ZONES of regulation

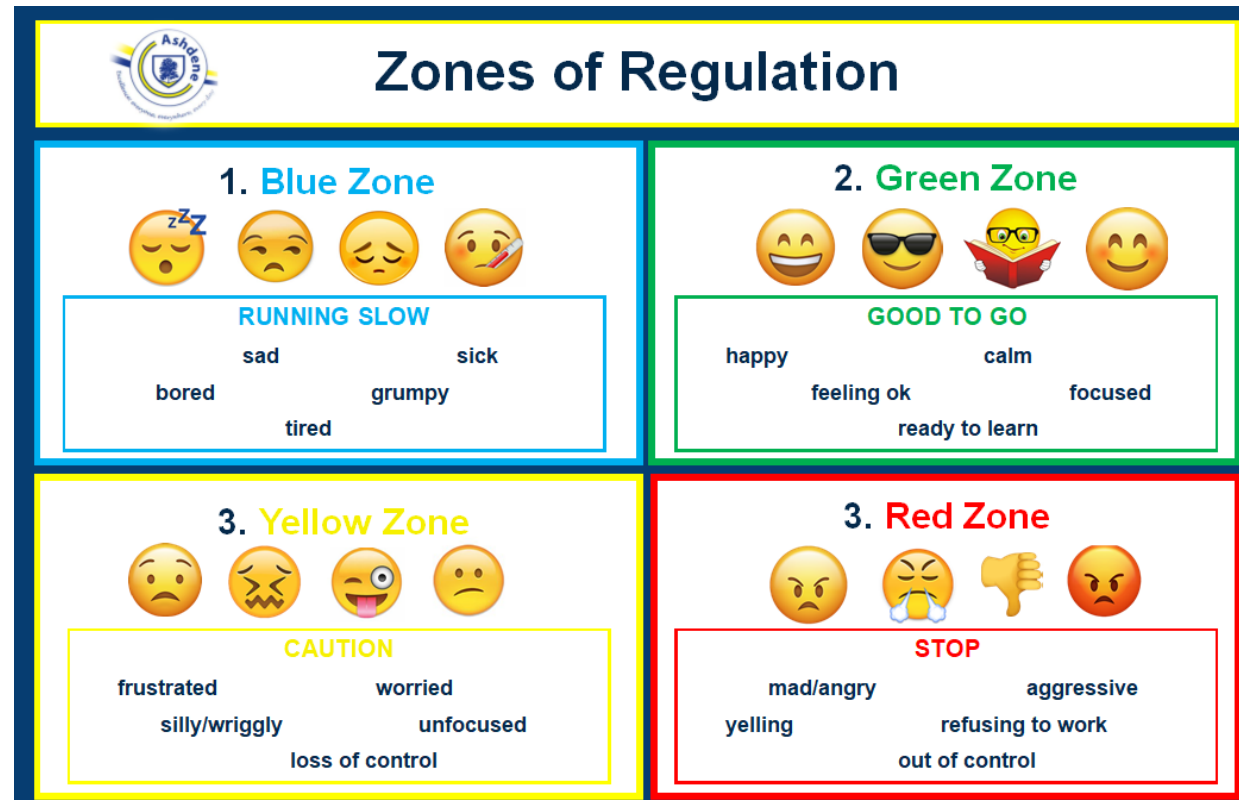
- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



# ZONES of regulation

Zones of regulation aims to:

- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them to access both learning and wider school opportunities





# Curriculum



**Year 6 Curriculum HT1**

**PSHE**  
Being me in my world  
E-safety  
Digital citizenship

**Command Joe**  
Mission focus:  
Respect, fairness, determination,  
imagination, resilience,  
energy, honesty and self-belief

**Personal Development**  
Wider Curriculum Clubs Available  
Archery, Sports Club, Yoga, Choir, Music, Art, Netball, Drama,  
Golfing, Sewing, Computing, French and MFL Football

**Trips and Visits**  
Visit to Charlie Museum as part of our  
MFL topic to learn  
Visit to the Museum of Science and  
Industry as part of the 19th Century topic

**No Outsiders**  
Promoting  
diversity

**English**  
Inspirational Texts  
Class Story  
Genres for writing:  
Narrative  
Letters  
Diary  
Non-chronological report  
Within writing, Year 6 will be focusing on:  
• Appreciating the characters and authorial impact upon the formality and structures of writing  
• Using a range of verb tenses within writing as appropriate, including the perfect forms  
• Using vocabulary and imagery to contribute to atmosphere and character  
• Correct use of taught punctuation across genres  
• Using parentheses in non-chronological reports, diaries and narrative  
• Understanding where authorial choice is needed for context and when/where writing is ambiguous  
• Using meaningful dialogue to convey character or advance action within a scene  
**Poetry**  
The poem Year 6 are studying and learning to recite this half term is "The Road Taken" by Robert Frost

**Maths**  
Week 1 - 3  
To know and use number (Place Value):  
• Reading, comparing and ordering numbers up to 10,000,000  
• Rounding numbers  
• Negative numbers  
Week 4-7  
To add, subtract, multiply and divide (4 Operations):  
• Problem solving using written methods of addition and subtraction  
• Multiplying and dividing numbers up to 4 digits by a 2-digit number  
• Common factors and multiples  
• Recognising prime numbers up to 100  
• Squares and cubes  
• Order of operations (BIDMAS)  
• Reasoning from known facts  
**Mental Maths**  
M18: Number Bonds  
M19: Addition and Subtraction  
M20: Multiplication and Division  
M21: Fractions, Decimals and Percentages  
M22: Geometry and Measures  
M23: Statistics

**Science**  
The Year 6 science topic this half term is Animals including humans.  
Children will learn about the circulatory system and the impact of diet and exercise on our bodies.  
M18: Animals: 18, 19, 20 and 21

**D&T**  
Year 6 will be completing a construction project learning about mechanical systems and making Victorian Toys, linking with their History topic.  
M18: Animals: 18 and 19

**Art**  
Mrs Cahill will be teaching Art to Y6 this half term. In their Art lessons the children will be learning about artist Eileen Agar and creating mixed media artwork, inspired by the Industrial Revolution  
M18: Animals: 18 and 19

**Music**  
Mrs Kaur will be teaching music to Y6 this half term. We will be learning to play the saxophone and sing the Chorus.  
M18: Animals: 18 and 19

**French**  
Mrs Kaur will be teaching the Year 6 French lessons this half term. They will be learning:  
• to describe feelings  
• numbers up to 10  
• daily routines  
• How to tell the time  
M18: Animals: 18 and 19

**History**  
Year 6 will be completing a local history study this half term.  
The children will be studying the Victorians with a focus on the Industrial Revolution and the changes seen locally in Manchester.  
M18: Animals: 18, 19, 20 and 21

**PE**  
This half term's sport is hockey. Mrs Prior will be teaching MFL and Mrs Kaur will be teaching PE. The children will also be having two swimming lessons each week in our on-site heated pool.  
M18: Animals: 18 and 19

**RE**  
What is the best way for a Muslim to show commitment to God?  
M18: Animals: 18 and 19

**Computing**  
Year 6 will be learning about computer systems and networks in their computing lessons.  
Children will be using the laptops to learn about communicating effectively using the internet.  
M18: Animals: 18, 19, 20 and 21

**Spellings**  
Year 6 will be reviewing spelling rules from the KS2 curriculum  
M18: Animals: 18, 19, 20 and 21

**Ashdene**

**Knowledge Jigsaw**  
Year 6 History HT1

**What we already know**  
Order and date key events in British History:  
Romans left – 410AD  
Anglo-Saxons – 410 – 1066  
Great Fire of London – 1666  
The Industrial revolution happened when people stopped being farmers and started to work in factories.

**Why was the Victorian Era so important?**  
The Victorian era refers to the period of time that Queen Victoria reigned over Britain.  
At the start of her reign, the British people were against the monarchy and they wanted to be a republican country.  
During her reign there were huge changes in transport, factories, education and medical care.  
This time period saw the expansion of the British Empire and over 400 million people called her Queen around globe.

**Who was Queen Victoria?**  
Queen Victoria was born in 1819 and died in 1901. She reigned from 1837 to 1901, spanning 63 years, so she was the longest reigning monarch of the time.  
She became queen when she was 18, then married Prince Albert when she was 20, going on to have 9 children together.  
In 1961, when the Queen was 42, Prince Albert died of Typhoid. From then on she wore black.  
She died aged 81 years old.

**What was happening locally throughout the Victorian Era?**  
Manchester was the world's first industrial city.  
With its towering mills, bustling warehouses and crowded streets came new ways to live, work and think, which transformed lives in Manchester and across the world.  
Manchester's population increased as people moved to the city for work opportunities.  
At the time, there was huge disparity between how the rich and poor people lived.

**How did industry develop in Manchester?**  
Manchester was recognised for its manufacturing and trading of cotton.  
Industrialisation polluted the city and caused major health problems for the city's workers and residents.  
St Edwin Chadwick investigated the living conditions of the poor, finding a direct link between living conditions, disease and life expectancy.

**How did transport develop?**  
Horses were crucial transport during the Victorian era, pulling carts to transport goods, but during the industrial revolution, they were gradually replaced.  
The Liverpool and Manchester Railway was the world's first steam powered, inter-urban railway designed to transport passengers and goods.

**Ancient Egypt**  
Ancient Egypt was a civilization that flourished in the Nile valley from around 3100 BC to 332 BC. It was one of the most powerful and influential civilizations in ancient history.

**Roman Empire**  
The Roman Empire was a vast empire that spanned across Europe, North Africa, and the Middle East. It was one of the most powerful and influential empires in history.

**Medieval Europe**  
Medieval Europe was a period of time from around 500 AD to 1500 AD. It was a time of great change and development, with the rise of the Middle Ages.

**Early Modern Europe**  
Early Modern Europe was a period of time from around 1500 AD to 1700 AD. It was a time of great change and development, with the rise of the modern world.

**18th and 19th Centuries**  
The 18th and 19th centuries were times of great change and development. The 18th century was a time of the Enlightenment, and the 19th century was a time of the Industrial Revolution.

**20th and 21st Centuries**  
The 20th and 21st centuries have been times of great change and development. The 20th century was a time of the World Wars, and the 21st century has been a time of the digital age.

- Shared with parents each half term to give you an overview of your child's learning
- As we are always striving to improve our curriculum, changes have been made this year to streamline the content we wish for children to know and remember – there will be less on the 'knowledge jigsaws'
- What is listed on the 'knowledge jigsaws' is the key learning for each step of a topic
- Our curriculum is still challenging and lessons remain knowledge and discussion rich
- These changes are in-line with recommendations from the DFE Curriculum and Assessment Review, published May 2025.

# Personal Development

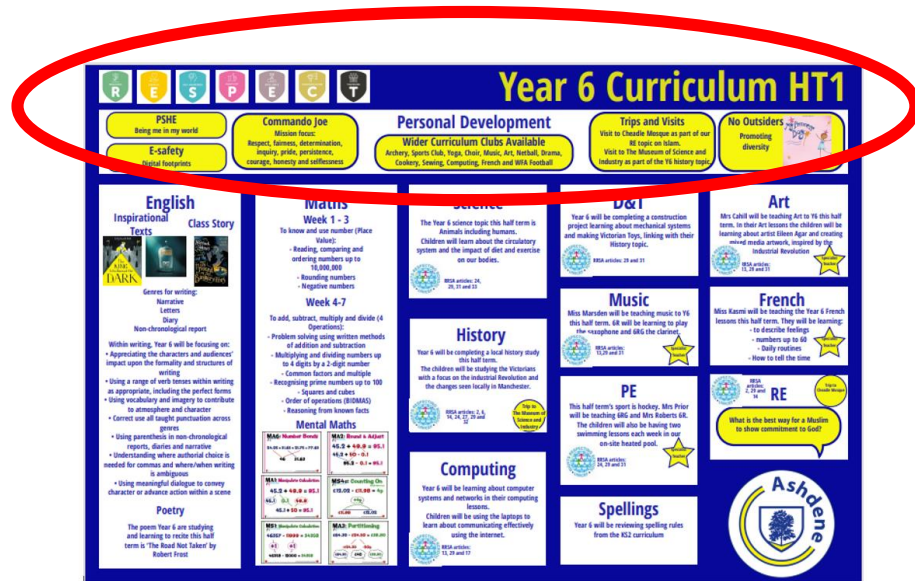


## Within the curriculum

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Pupil voice voting
- Music performance for families
- Weekly PSHE lessons
- No Outsiders lessons
- Opportunities for roles within Pupil Leadership teams
- Safety workshops

## Specific to Year 3

- Tatton Park – history (HT1)
- Manchester Museum – history (HT5)
- Forces and magnets workshop – STEM (HT3)





# Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If maths and SPaG homework is not completed, children will stay in during their lunch time to complete it. If children are not completing all their homework tasks, including spelling and reading, parents will be contacted.

# Logins



- ▶ Logins remain the same each year.
- ▶ All children will bring home their logins for these platforms in week 1.

# How to help at home



How to help at home documents are available on class page of school website.

Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

## Year 3 Expectations

- Children should know their 2, 3, 4, 5, 8 and 10 time tables up to x12 and be able to recall them at speed
- Read for 30 minutes each day (at least 20 at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children become more independent in taking responsibility for homework and personal organisation

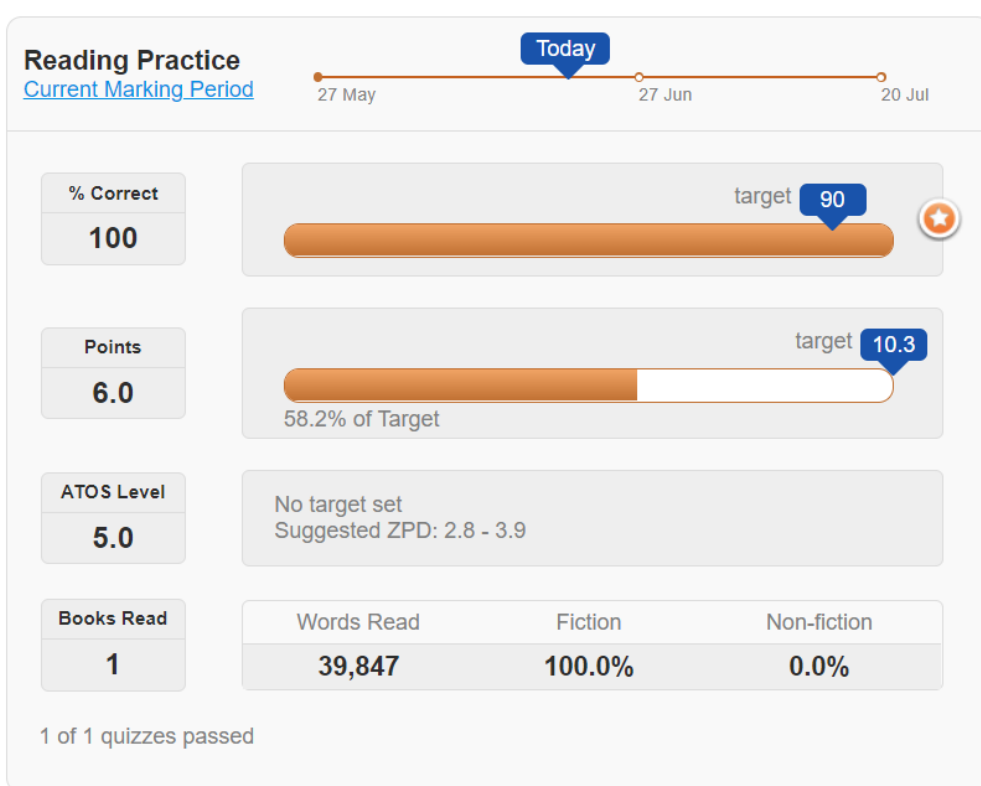
## How to help at home: Year 6

Maths			
We would like the children to continue to practice and develop their skills of using fractions. Below are a number of different strategies we have used and links to online games and other resources you can use to practice these skills.			
<p><u>Simplifying fractions</u></p> <p><b>You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number.</b></p> <p>Six twelfths can be simplified to one half, or 1 over 2 because both numbers are divisible by 6. 6 goes into 6 once and 6 goes into 12 twice.</p> <p>In order to simplify a fraction into its simplest form, it is simply a case of dividing the numerator/ denominator by the highest common factor.</p>	<p><u>Converting from improper fractions to mixed numbers and then the other way</u></p> <p>Converting between improper fractions and mixed numbers is an essential skill. The following website gives a clear guide on how to do this.</p> <p><a href="#">Mixed Numbers &amp; Improper Fractions (solutions, examples, videos) (onlinemathlearning.com)</a></p>		
<p><u>Equivalence between fractions, decimals and percentages</u></p> <p>It is essential that children are fluent when converting between fractions, decimals and percentages. See the website below to read further and for some activities for the children to have a go at.</p> <p><a href="#">Order and compare fractions, decimals and percentages by converting them - Maths - Learning with BBC Bitesize - BBC Bitesize</a></p>	<p><u>Finding a fraction or a percentage of a number</u></p> <p>To find a fraction of a number, divide that number by the denominator and multiply the result by the numerator.</p> <p><math display="block">\frac{3}{5} \text{ of } 20</math></p> <p><math display="block">20 \div 5 = 4</math></p> <p><math display="block">4 \times 3 = 12</math></p> <p><math display="block">\frac{3}{5} \text{ of } 20 = 12</math></p> <p>To find percentages, knowing key facts will really help with our understanding:</p> <ul style="list-style-type: none"> <li>To find 50%, half the number</li> <li>To find 25%, divide the number by 4 (half and half again)</li> <li>To find 10%, divide the number by 10</li> <li>To find 1%, divide the number by 100</li> </ul> <p>Find 45% of 400</p> <p><math display="block">40\% = 20\% + 20\% = 10\% + 10\%</math></p> <p>By breaking up 45% as seen above we can calculate the smaller percentages and add them together:</p> <p><math display="block">25\% \text{ of } 400 = 400 \div 4 = 100</math></p> <p><math display="block">10\% \text{ of } 400 = 400 \div 10 = 40</math></p> <p>So,</p> <p><math display="block">45\% = 25\% + 10\% + 10\% = 100 + 40 + 40 = 180</math></p>		
<p><u>Adding Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> <li>1. Make sure the denominators are the same by finding an equivalent fraction</li> <li>2. When the denominators are the same add the numerators</li> </ol>	<p><u>Subtracting Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> <li>1. Make sure the denominators are the same by finding an equivalent fraction</li> <li>2. Subtract the numerators</li> </ol>	<p><u>Multiplying Fractions</u></p> <p>Follow these 2 steps:</p> <ol style="list-style-type: none"> <li>1. Multiply the numerators</li> <li>2. Multiply the denominators</li> </ol>	<p><u>Dividing Fractions</u></p> <p>Follow these 4 steps:</p> <ol style="list-style-type: none"> <li>1. Multiply the denominator by the number you are dividing into.</li> <li>2. Check to see if your fraction converts into a whole number</li> </ol>

# Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children have the opportunity to read **every day** in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- ▶ All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked and are looked after.

# Reading



- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



# Handwriting Pens

- ▶ We are currently revising our handwriting policy in line with recent Ofsted and DfE publications, and to ensure that the teaching of letter formation and joins at Ashdene is sequential, progressive and has a positive impact on pupils' writing.
- ▶ From Year 4 onwards, all pupils will be permitted to use a pen for their written work, should they choose to do so. This follows the teaching and practice of handwriting joins during Years 2 and 3.
- ▶ In Year 4, pupils are further taught to write with increased speed and to begin developing a more personal style.

# Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared for each learning block	You know what your children are learning	At the end of each learning block
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	17 <sup>th</sup> October 27 <sup>th</sup> February
Parents' evenings	An opportunity to discuss progress and personal development	22 <sup>nd</sup> -23 <sup>rd</sup> October 4 <sup>th</sup> -5 <sup>th</sup> March
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Throughout the year
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Throughout the year
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners
Support with visits out	To support the school with safeguarding and enjoy new experiences together	Throughout the year



# Year 3 Key Dates

Whole-school dates		Year group specific dates	
Parents' evenings	22 <sup>nd</sup> -23 <sup>rd</sup> October 2025 4 <sup>th</sup> -5 <sup>th</sup> March 2026	Planned Trips and Visits	<b>Tatton Park – Wednesday 24<sup>th</sup> September</b> <b>We require parent helpers for this trip. If you are available to help, please contact your child's class teacher.</b>
Individual photos	Monday 10 <sup>th</sup> November 2025		
KS2 Panto – Stockport Plaza	Thursday 11 <sup>th</sup> December 2025		
Christmas performance	Tuesday 16 <sup>th</sup> December 2025	Music performances	3B – Tuesday 17 <sup>th</sup> March 9am 3W - Tuesday 24 <sup>th</sup> March 9am
Sports Day	Friday 15 <sup>th</sup> May 2026	Parent lunch	Thursday 22 <sup>nd</sup> January
Swimming lessons	May 2026 – details closer to the time		