

**YEAR THREE  
2008-2009**

# YEAR THREE PARENT HANDBOOK

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# 1. General Information

## Staff at the Junior School

### 1.1

|                           |  |
|---------------------------|--|
| Mr Eamonn Mullally        | Headteacher                            |
| Miss Louise Everson       | Year 2 / Deputy Headteacher            |
| Miss Stephanie Heath      | Year 2                                 |
| Miss Joanne Lewis         | Year 2                                 |
| Miss Clare Williamson     | Year 2                                 |
| Mrs Angela Jackson        | EAL                                    |
| Mrs Patricia Cairns       | Year 2 / Support Teacher               |
| Mrs Christine Rogers      | Year 3 Year Group Leader               |
| Miss Alice Finney         | Year 3                                 |
| Mr Roger Chapman          | Year 3/ ICT Coordinator                |
|                           | Dutch                                  |
|                           | Native French                          |
| Mrs Anna van Hassel       | Able Gifted and Talented Teacher       |
| Mrs Isabel Stout          | Music                                  |
| Miss Helen Rigelsford     | Learning Support Coordinator           |
| Mrs Rachel Woodward       | Classroom Assistant Year 2             |
| Miss Monika Alff          | Support Assistant/Lunchtime Supervisor |
| Mrs Rosemarie Tiggelovend | Support Assistant/Lunchtime Supervisor |
| Mrs Annie van Schooneveld | School Receptionist                    |

## School Hours

1.2 Children are requested not to arrive at school earlier than 08.15. Children who arrive at 08.15 should spend time in the libraries with their parents until 08.30 when they may go to their classrooms. Class teachers are not required to be in their classrooms until this time. Children must not be left in classrooms without a member of staff. The Junior School day is structured thus:

|                            |             |
|----------------------------|-------------|
| Registration               | 08.45-08.50 |
| Break time                 | 10.50-11.05 |
| Lunchtime                  | 12.30-12.50 |
| Break time                 | 12.50-13.30 |
| Registration               | 13.30-13.35 |
| End of School              | 15.30       |
| Extra Curricular Programme | 15.30-16.45 |

## School Uniform

1.3.1 All children are expected to wear uniform from the list below. Should a child not be wearing the correct uniform, a standard letter will be sent home indicating which item of clothing does not comply with the requirements. Denim is NOT allowed. The school has a range of uniform items, which are on sale each Thursday morning from the Junior School reception office. A full list is given below and though it is not necessary to purchase all items of clothing listed, it is compulsory to wear a full uniform at all times. Please note that additional items of clothing, such as under tunics, should be either white or navy blue.

#### Uniform requirements for boys

- Navy blue school polo shirt
- Navy blue school sweatshirt
- Navy blue school jogging suit
- Dark grey school trousers/shorts (or navy blue as an alternative)
- Navy blue or grey socks
- Black, blue or brown shoes (NOT trainers)

#### Uniform requirements for girls

- Navy blue school polo shirt
- Navy blue school sweatshirt
- Navy blue school jogging suit
- Navy blue school tunic
- School summer dress
- White or navy blue socks or tights
- Black, blue or brown shoes (NOT trainers)

### **P.E. Uniform**

**1.3.2** All children are issued with a bag in which to store their P.E. kit. Children in Year Three are required to wear the P.E. uniform listed below. Children in Year Two are expected to wear this kit by the start of the summer term. Until this time they are expected to wear a plain white t-shirt and navy blue shorts.

#### P.E. uniform requirements

- Burgundy school polo shirt
- Navy blue school shorts
- Navy blue school jogging suit
- Plimsolls or indoor trainers **AND**
- Trainers for outdoor activities

### **Lost Property**

**1.4** Please ensure that ALL items of clothing are clearly named. A lost property box is located in the Reception area. Towards the end of each term all items of lost property will be displayed in the tunnel to be claimed. Each term there is a coffee morning during which items of unclaimed school uniform will be sold. At the end of each academic year, all unclaimed property will be donated to local charities.

### **School Bus Service**

**1.5** The School bus is currently available for children living in Amsterdam and Amstelveen. This is a door-to-door service that enables children whose parents are not able to bring them to school or collect them, to attend our school.

### **Dropping off and Picking up your Children**

**1.6.1** Parents should be prompt when collecting children after school or extra curricular activities. The school is not equipped to staff and monitor children after the end of school at 15.30 or after extra curricular activities at 16.45.

Activities are well planned by the staff for the time period allotted. Staff members run extra curricular activities on a voluntary basis and therefore appreciate being able to finish on time. They may have meetings to attend or further commitments afterwards. In respect of our neighbours, the playground must be vacated by 16.00. School equipment should not be used in the playground after 15.30. Please also refrain from double parking along the Jan van Eijckstraat and park your car with due care and consideration. The school must receive written permission if you wish your child to either walk home or between school sites at the end of the day.

- 1.6.2** All children at the Junior School may be dropped off at the start of the school day via the doors at the main entrance. Collection points at the end of the school day are as follows:

Year Two - Front and side entrances  
 Year Three - Back Playground

Please note that people using the playground between 15.30 and 16.00 should use the 'Apparatus' and 'Games' zoned areas to enable teachers to effectively monitor the collection of children on the 'Running' and 'Ball' zoned areas.

All children attending extra-curricular clubs and activities should be collected from either the main entrance or from the room in which their club is held.

- 1.6.3** All school entrances are accessed with a security code. In order to ensure only parents, guardians and staff enter the school premises, please be vigilant in closing the entrance door behind you, particularly during drop off and collection times. Please do not hold the door open for anyone following behind you who you do not know.

**Absences**

- 1.7.1** Attendance at school is extremely important. Absences must be kept to an absolute minimum in order to ensure success in school. Parents are requested to call the school between 08.00 and 08.45 if a child is going to be absent on that day. Absent days are totalled at the end of the academic year and these will denote the attendance comment recorded on the end of year school report:

| <b>Days Absent</b> | <b>Comment</b> |
|--------------------|----------------|
| 1-5 days           | Excellent      |
| 6-10 days          | Very Good      |
| 11-15 days         | Good           |
| 16-20 days         | Fair           |
| 20 + days          | Poor           |

- 1.7.2** Lateness should be avoided at all times. Children who are late for school not only interfere with their own educational development but also with that of their peers. In the event that a child does arrive at school late (i.e. after 08.45), he/she must report directly to the office to receive a late attendance mark in the register. The number of late marks is recorded weekly via punctuality letters and on each child's end of academic year report.

- 1.7.3** It is important that, when parents contemplate a holiday, they make every effort to arrange it to coincide with the holidays appearing on the school calendar. Teachers are not obliged to provide work for children who are absent from school due to family holidays. Simply asking teachers for work does not offer your child the best learning experience. Returning to school after an extended absence can be difficult for children and put them at a disadvantage in relation to peers who attend regularly. If you do take your children out of school during term time you are kindly requested to complete a "Leave of Absence" form. Forms are available at Reception.

### **Change of Arrangements**

- 1.8** If your child is going home with someone else, or there is a change in routine in some way, please inform the teacher by writing a note. Likewise if you are taking your child out of school early, for example for a medical appointment, please inform the class teacher. The school must receive written permission if you wish your child to either walk home or between school sites at the end of the day.

### **Change of Address and Telephone Number**

- 1.9** In order to keep our contact information up-to-date, please inform the office immediately if your address or telephone number changes. This information will be needed to contact you in the event of an emergency.

### **Visitors**

- 1.10** Visitors to the school, including parent helpers, must sign in and out at the Reception and wear a visitor's badge at all times while they are on the premises. It is important that this procedure is followed as the visitors' book is used as a register during fire drills. (see 1.14)

### **Snack and Lunch**

- 1.11.1** Please provide your child with a snack for morning break. We strongly request that this be a piece of fruit or similar to support us in promoting a healthy diet. Please refrain from giving your child sweets or sugary drinks and snacks. The children at the Junior School have a healthy eating tuck-shop each morning break which sells fresh fruit and biscuits. The tuck-shop is run by the children. All children, if they wish, may purchase a healthy snack to eat during their morning play. The School provides milk for all those children who wish to have it. If your child does not drink milk, then please pack an extra drink. Children should also be provided with a packed lunch, which they eat in the classroom under the supervision of their class teacher. Please note that the school does not have the facility to cook or reheat children's lunches. Please refrain from sending your child with glass bottles.
- 1.11.2 Allergies** Please inform the class teacher if your child suffers from any allergies, this is in addition to completing the medical form as part of the enrolment process. Long term medicines need to be put in a named container and handed to the teacher.

**1.11.3 Administering Medicines** If your child requires any prescribed oral medication during the course of a school day, you are required to complete a 'Medication Administered at School' form which you will find on the notice board outside your child's classroom. By signing the form, you are giving your consent that the teacher may administer the medication; you are also acknowledging that the teacher is not to be held responsible if the medication is given incorrectly.

## **Cloakrooms**

**1.12** Please ensure that your child wears a coat to school and, in times of cold weather, also has a scarf, hat and gloves. The children are responsible for their own belongings and we would appreciate it if parents encourage their children to hang up their own coats and put away their lunchboxes etc. in the space provided rather than doing it for them. Please encourage your child to keep the cloakroom areas tidy.

## **Birthday Party Policy**

**1.13** It has become a strong aspect of the school to acknowledge and celebrate a child's birthday or departure from school. For various reasons, including medical and cultural, it is requested that, if your child should wish to celebrate his/her birthday or departure from school, they bring either a biscuit, a piece of fruit or a simple *plain* cake – there are children with severe nut allergies in school so no foodstuffs should contain nuts. **No party bags, sweets, lollipops should be supplied.**

In addition, whilst the school respects that it is not realistic to invite all children within a class or year group to a birthday party, we do ask that if distributed at school, invitations are handed out with due discretion and consideration to all children in the class. Please do not ask class teachers to hand out invitations to the children unless there is one for every class member. Teachers should not be put in the position of explaining to some children why they are not invited to a particular party.

## **Fire Drill**

**1.14** Fire drills occur on a half-termly basis and at various times of the school day. Registers are taken every morning and afternoon and are kept in the school office. In the event of a fire, the school secretary will hand registers to the class teachers as the building is being evacuated. Directions regarding the nearest exit and assembly points are posted in each classroom and teaching area. On hearing an alarm, please evacuate the building and wait together on the Jan van Eijckstraat where visitors will be checked against the entries in the visitors' book.

## **Recycling**

**1.15** The school has a positive attitude towards recycling. In order to make it as easy as possible, each classroom and office has a separate crate that is purely for paper rubbish. We trust that you will support us in this project.

## **Dates for your Diary**

- 1.16** Please refer to the enclosed school calendar for this academic year's term and event dates.

## **Coffee Morning**

- 1.17** All parents are welcome to join the coffee morning that is held in the Community Centre every Wednesday morning between 08.45-10.00. Should you have any ideas for topics of discussions, or wish to help, please contact the Receptionist at the Nursery/Infant School. Please note that you are under no obligation to purchase or order any products from representatives, speakers or salespeople. The school cannot be held responsible for any problems or issues with orders or purchases made from an organisation that has been represented at a coffee morning.

## **Charity Projects**

- 1.18** For many years now the school has been raising money for charity. The school chooses a project for one term or longer and these are often suggested by families or members of staff who have a particular interest in a project.

## **Toddlers**

- 1.19** All parents with children under school age are welcome to join the Toddlers group which meets at the Jubilee building twice weekly. Please ask at the Reception desk for the scheduled times of the Toddlers group for this school year.

## **Retention**

- 1.20** The school believes it is best to place each child within the year group with all others who celebrate the same birthday within the academic year. Occasionally academic or developmental issues question the appropriateness of a child transferring to the next year group at the end of the academic year. After careful consideration the school may advise that the child would benefit from repeating a whole year.

## **Staff Absence**

- 1.21** It may be possible that during the year your child's teacher may be absent from school due to illness or he/she may be attending a course for professional development etc. During such times another teacher will teach your child's class. To ensure continuity in your child's education, the 'supply' teacher will follow the planning that has been prepared by the class teacher.

## **2. School Organisation**

### **Social and Emotional Aspects of Learning**

**2.1.1** The school actively promotes and teaches social, emotional and behavioural skills through the SEAL (Social and Emotional Aspects of Learning) programme. These skills are essential for children to become effective and successful learners as well as enabling them to make and sustain friendships, manage their feelings and work and play cooperatively. During the year you may be asked to work with your child on activities which support the work going on in school.

### **The School Code of Behaviour**

**2.1.2** Without parental support and involvement in matters of discipline, the school would have great difficulty in helping children with behavioural problems. In the event of major discipline problems, the Head of School will consult with parents and involve them with the relevant staff in dealing with the matter. In the event of a child damaging property intentionally that belongs either to school or to another pupil, a charge of replacement may be levied. However, the school does not accept responsibility for personal items lost on the premises. We expect children to adhere to the following code:

- Treat other people as you would want them to treat you
- Respect and be courteous to ALL people equally
- If you cannot get along with someone then avoid being with them
- Toys should not be brought to school unless authorised by a class teacher
- Lollipops, chewing gum and bubble gum are not allowed
- Matches, knives, toy guns and other similar objects are not to be brought to school
- Mobile phones are not to be brought to school

Each classroom displays 'Our Caring School Rules':

1. Respect ourselves and each other
2. Look after our school and everything in it
3. Work, talk and walk around quietly
4. Call everyone by their own name
5. Do as we are asked the first time
6. Listen to others quietly and politely
7. Put our hand up if we want to say something
8. Finish our work carefully and always do our best

### **Anti-Bullying Policy Statement**

**2.1.3** We define bullying as the deliberate attempt by individuals or groups to frighten, isolate, intimidate and persecute those weaker and less powerful than themselves.

Therefore we will not accept any form of physical or verbal aggression on the part of anyone connected with the school. We do not consider derogatory or sarcastic comments that are related to a person's race, faith, culture, gender

or sexual orientation to be either amusing or acceptable. Neither do we condone the behaviour of anyone – teacher, parent / carer or pupil – who attempts to use superior strength or intellect to intimidate or belittle others.

However, we wish to stress that it is the bullying behaviour that is totally unacceptable and not the person themselves. We will make every effort to work with the bully to help them empathise with their victim and modify their behaviour.

Every incident of bullying behaviour will be recorded as a matter of course and the appropriate action to support the victim(s) and discipline the bully or bullies will be instigated. Parents/guardians will be informed immediately of all serious incidents involving their children.

Each September all parents will be asked to sign and return a copy of the 'Anti-Bullying Policy Statement' as an indication of their continuing support.

## Sanction Options

**2.1.4** Various options are used in school to ensure children adhere to our code of behaviour. Inappropriate behaviour may be brought to the notice of peers. Correct behaviour is also praised in the same way. Sanctions may include:

- Positive personal encouragement to prevent further action
- Remove the child from the table or problem area and speak one to one to identify the problem. Allow the child to return if a promise is made to improve or modify behaviour
- Remove the child from the group to work on a different table or on their own
- Warn of further action to be taken and carry out as appropriate i.e. "Time Out"
  1. Removal to outside the classroom
  2. Work in another class
  3. Loss of playtime privilege
  4. Work outside the Head's office
- Informal chat or note in reading folder to parents
- Speak to parents officially. Keep a record on "*Record of Home/School Communication*" sheet
- Work out behaviour programme linked between school and home.

## Playground Rules

**2.2** The playground has been divided into zones, each with three specific simple rules, designed by the children and reviewed bi-annually. These rules are posted in each zone. All equipment must be kept in the designated zone. Full sized, hard or leather balls are not permitted. On a rota basis different year groups and house teams will be using different zones. These playground rules are based on common sense to ensure that all children benefit from using and enjoying the outside areas. Safety is our utmost concern. Children are encouraged to respect themselves and each other.

These generic 'Playground Rules' are displayed in each classroom as well as the playground itself:

1. We play together and we look after one another
2. We respect the grown-ups on duty
3. We let other children get on with their own games
4. We stand still when we hear the signal and walk sensibly to our teacher
5. We put our litter in the bin

### **Houses and House Points**

- 2.3** Children in each class at the Junior School are placed in one of four colour houses.

Teachers award house points to children for good work, attitude, behaviour and effort. Each week the points are added together and the house with the highest total is awarded the cup for that week. At the end of each term, the house with the most points is awarded the termly shield. Each week one house group or year group is awarded the Lunchtime Supervisors' Award.

### **Friendship Benches**

- 2.4** There are three friendship benches situated around the Junior School. Other pupils who see children on the bench are encouraged to ask them to join in their games.

### **Assemblies**

Assemblies are held each week:

- 2.5.1** Junior Assemblies: These provide a good opportunity to come together as a school at the beginning of the week. The assembly is structured in two parts. The first is a story or discussion. Themes relate to Social and Emotional Aspects of Learning as well as celebrations and stories from around the world. The second part relates to the house point system. The previous week's scores are added up and the cup awarded to the winning house. The assemblies are run by members of staff on a rota basis.
- 2.5.2** Song Assembly: This is a singing assembly for all children in the Junior School. Children are rewarded for enthusiastic singing with the awarding of house points.
- 2.5.3** Class Assembly: Each class leads an assembly once a term. Parents are invited to attend to share this part of the school week.
- 2.5.4** Year Group Assemblies: Relate to the SEAL programme and are run by teachers in the year group.

### **Library Facilities**

- 2.6** Libraries help children to develop the skills of reading both for pleasure and information. The school provides well-organised libraries with a range of reading and non-book materials e.g. story tapes, videos and magazines suitable for children of all abilities and meets with the requirements of the

National Curriculum. The Junior School has two well-stocked lending libraries for children to use: a fiction library on the ground floor, and a non-fiction library on the first floor. There is also a reference library on the first floor for use in school only. The libraries are catalogued and the computer programme “Junior Librarian” by MicroLib controls the borrowing and returning of books. Each child has been registered as part of the Junior Librarian program. They can borrow or return books by scanning the barcode on the book and their thumbprint.

Children may use the libraries, with their parents, before and after school. Each year group may use the libraries with their class teacher during library sessions. Children can borrow up to two books at any one time. The school expects the children to respect the books and resources in the library and to treat them with care. Children in the school may choose to become librarians and have a specific responsibility for caring for the library. Please support these children by leaving the library tidy after you have visited it and by ensuring that all books have been returned to the correct shelves. Please note that the big books, videos and story tapes may not be borrowed, as they are a teaching resource.

### **Extra Curricular Activities**

- 2.7** The British School of Amsterdam offers a wide variety of academic, social, cultural and competitive activities for children. Information concerning these activities is sent home each term. A copy of the clubs on offer each term can be obtained from the Reception. Please see the Head of School if you have any suggestions about activities we could add to this very important part of your child’s educational programme.

### **Educational Visits**

- 2.8** During the school year, your child may be involved in a variety of educational visits. Teachers plan these visits carefully to help reinforce ideas and concepts linked to a current area of study. Teachers will have made a recent previsit to check out the site and facilities. School trips, including off-site sports matches and tournaments, will be financed within the standard school fees. Miscellaneous expenses of such trips (e.g. spending money) will need to be provided from home. A minimum of two teachers will accompany any off-site visit and parent helpers make up the adult:child ratio of 1:5. A first aid kit is taken with the group. The Head of School will have the itinerary and a list of names and contact numbers for all children. Children attending a day trip must wear school uniform.

### **Avondvierdaagse**

- 2.9** The annual “Avondvierdaagse” is a long-standing tradition in The Netherlands when school children take part in an organised walk on four consecutive evenings. On completion of all the walks the children are presented with a medal in recognition of their achievement. Children in Year Two and Three walk 5km each evening.

### 3. Curriculum

#### Our School Curriculum

3.1 In Key Stage One and Two the children develop their subject knowledge of each area of the British National Curriculum. Literacy, Numeracy and Science are given a high profile and a balanced subject based timetable ensures the coverage of all other subjects. The timetable is flexible in providing additional opportunities to support, develop and extend the child's subject knowledge and understanding. Our aim is to ensure that children receive a well-rounded and complete primary education, equipping each individual with all the skills needed for a successful senior education.

#### Standardised Assessment Tests (SATs)

3.2 The class teacher undertakes continuous assessment of academic achievement. Children are also tested regularly and SATs are used as a recognised means of determining levels of knowledge, understanding and skills in literacy and numeracy. Children new to the school in Year Three and Four are assessed within the first two weeks. In this way all children in each year group have been assessed with the same material and this helps the class teacher to make sure that each child is given the appropriate differentiated level of work. These assessments are linked with the British National Curriculum and are used as a basis for curriculum development. End of year SAT results are explained to parents during the summer term Parent/Teacher meetings.

#### Target Setting

3.3 Teachers use on-going assessments to help them identify each individual's strengths and areas for development. Each class teacher will set targets for achievement in reading comprehension, writing (including spelling) and written and mental arithmetic. As the year progresses, the class teacher will have a good idea as to whether each child will meet, achieve or exceed their targets by the end of the academic year. In January, parents are invited to discuss their child's progress. This gives both home and school an opportunity to raise and discuss issues, agree targets and to work together towards a shared goal for each child to achieve their potential. Children also set their own targets on a termly basis.

#### National Literacy Strategy

3.4 We believe that language is of vital importance. It enables children to communicate their thoughts and ideas and make sense of written and spoken language in all its forms. As a core we use the framework of the National Literacy Strategy (NLS), part of the Primary Strategy for England. Teachers plan a range of differentiated, stimulating and exciting activities to cater for the needs of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support (LS) and those who are working at a higher ability level than their chronological age group. The **NLS Summary of the Range of Work for Each Term** and a breakdown of the **NLS Technical Vocabulary List** relevant to your child's year group can be found at the back of this handbook.

## **THRASS**

- 3.5** THRASS (Teaching Handwriting Reading And Spelling Skills) is the school's core phonic programme. THRASS teaches children about the building blocks of reading and spelling (i.e. the 44 phonemes or speech sounds of spoken English, and the graphemes or spelling choices of written English). It is supported by a range of materials including audio and videotapes, flashcards, books and the THRASS-IT CD ROM. THRASS materials support the National Literacy Strategy (NLS) and use the terminology it prescribes that children should be using (i.e. phoneme, grapheme, graph, digraph, trigraph etc.) The THRASS method presents the children with the 'whole picture' and has proved to be an excellent method of teaching literacy to the range of children here at the British School. You are given the opportunity to order and purchase a range of THRASS resources which will help you to support your child's learning at home. For further information please look up [www.thrass.co.uk](http://www.thrass.co.uk) where you may also follow a free Email training course.

## **English as an Additional Language (EAL)**

- 3.6** When a child arrives at our school with little or no knowledge of the English language, they are provided with additional English lessons from the specialist teachers in addition to the support and differentiated activities provided for them by their class teacher. Firstly we aim to instil confidence in the child to enable her or him to use English words, phrases and sentences. These are obviously very basic to begin with and are relevant to everyday life in the classroom. We also aim to increase the child's knowledge of spoken and written English.

The specialist teacher withdraws the children to work in the EAL room or, when appropriate, supports them during lessons in the classroom. Diverse activities and stimuli are used to inspire and encourage conversation. These include a wide variety of language games, crosswords, comprehension schemes, cassette tapes, CD ROMs, pictures, role-play and an extensive variety of books. Generally the groups are small to ensure that each child receives as much attention as possible from the EAL specialist. As each child becomes more confident and competent in their speaking and comprehension of English, his/her lessons progress to the reinforcing of the more complicated grammatical concepts that are taught in class.

For further information, parents are directed to read the "EAL Parent Handbook" which you may collect from the school Reception. A list of words that your child may find helpful to know if he/she has just joined the school and, as yet, does not speak English can be found at the back of this handbook.

## **National Numeracy Strategy**

- 3.7** Our main aim in mathematics is for each child to achieve his/her potential, to attain the basic skills and concepts in mathematics and to develop the insight to apply these skills in a variety of situations. Teachers plan a range of differentiated, stimulating and exciting activities to cater for the needs of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support (LS) and those who are

working at a higher ability level than their chronological age group. The **National Numeracy Strategy (NNS) Key Objectives** and the **NNS Mathematical Vocabulary Checklist** relevant to your child's year group can be found at the back of this handbook. The NNS is also part of the Primary Strategy for England.

## Science

- 3.8** The science taught at the school is based on the UK Qualifications and Curriculum Authority (QCA) programme of study. The topic units within this programme allow the children to develop their knowledge and understanding of important scientific ideas. We encourage children to participate in practical science activities as we believe that this greatly increases their understanding of the subject. They are also able to develop their investigational and observational skills by undertaking these activities. The children are taught how to use more precise technical and **Scientific Vocabulary**. You can find a list of this vocabulary in the appendices at the back of this handbook.

In the spring term we have a science week which allows the children to undertake fun scientific activities around a theme. During this week we often have a visit from a scientist who provides stimulating scientific demonstrations for the children.

## Information Communication Technology

- 3.9.1 Using the Computers** - In the Junior School children are taught Information and Communication Technology, both as an individual subject and as part of the general curriculum. Each class has lessons in our fully equipped ICT lab. Each child uses a variety of online and specific software through which he/she is taught skills including word-processing, communicating information through database and spreadsheet packages, multimedia applications, E-mail and Internet use. These skills are then transferred into the classroom, where children are encouraged to use ICT tools to enhance their work in other areas of the curriculum, for example research in history, using spreadsheets to solve Maths problems, presenting work in Literacy and making a database for a science topic.

Children are exposed to a range of other computer hardware such as digital cameras, video cameras and microscopes, Roamers and NEO portable computers which are used as a tool to enhance word-based activities. Although children are encouraged to become independent and confident in their own ability when using equipment, the school also recognises that it is important for children to be safe when using the computers, particularly when looking at the Internet. For this reason children are not allowed to use computers in the classrooms or lab without permission from a member of staff.

The children's learning is regularly assessed, with units of work forming part of an overall 'ICT Starters' certificate from Cambridge International Examinations. (C. I. E.)

- 3.9.2 Interactive White Boards** – Interactive White Boards are installed and used daily in each classroom to stimulate, enthuse and enhance teaching and learning throughout the curriculum. The children benefit from experiencing a

wide range of different activities on the interactive board. They are used as a teaching tool with the whole class, as well as in differentiated group activities.

### **3.9.3 Weblogs –**

Every class has their own weblog which is updated weekly. A weblog is a simple internet site which enables children and staff to publish text, pictures, work and sound directly onto the internet.

Weblogs provide the opportunity for children's work and achievements to be celebrated with a real audience. We regularly look at the weblog with the children in class and would encourage you to do the same. We believe strongly that the weblogs are a fantastic stimulus to encourage speaking and listening skills at home and at school.

We use the weblogs to:

- Share children's work to a real audience
- Share information about school
- Give relevant websites to further develop the children's skills
- Share photos of the children in the classroom

Please visit the school's weblogs from the Lower Junior School Welcome page at <http://bsajuniors.net/> to keep up to date with information and notices relevant to life at the Lower Junior School.

We have found that the weblogs are most valuable when the whole school community is involved and would appreciate it if you would add comments to the weblog and give the address to family and friends to do the same.

## **Music**

**3.10.1 Annual Performances** - Children have the opportunity to take part in a large-scale performance once a year. These performances usually have a musical basis involving songs and dances.

**3.10.2 School Choir** –The Junior Choir is open to all children in Year Three. The aims of this choir are to develop basic singing and listening skills, to teach the children how to follow a conductor and to broaden the children's song repertoire. Our choir aims to foster a love of singing and a sense of commitment.

**3.10.3 Recorder Club** - Children from Years Three to Ten have the opportunity to learn the descant recorder. These classes take place during lunchtimes and are differentiated according to the children's level of experience and ability. Experienced descant recorder players may be offered the chance to learn the treble recorder, also as a lunchtime activity.

**3.10.4 Young Musicians BSA** - The School hosts a team of private music teachers who work under the title of "Young Musicians BSA". These teachers give one-to-one instrumental lessons during, and in some cases after, the school day. Teachers are currently available for piano, violin, cello, guitar, flute, clarinet saxophone, oboe, recorder, trumpet, cornet, French Horn, trombone, singing and rhythm and groove. The age at which your child can begin learning an instrument often depends on his/her size and maturity. In general violin lessons are available for children from Reception age. Recorder and piano lessons are available for children from Year Two onwards. Guitar lessons are available from Year Three. Cello, oboe, clarinet, saxophone, trumpet, cornet,

French horn and trombone lessons are available from Year Four. Singing lessons are available to children from Year Five. However each case can be very different and you would be advised to speak to the instrumental teacher concerned about your child's suitability. Many of the teachers have waiting lists so you would be advised to get in touch with them as early as possible to avoid disappointment. The teachers offer 30 lessons per school year at a charge of 600 euros, 20 euros per lesson. For further details please contact one of the teachers named below.

|   |  |                            |
|---|--|----------------------------|
| Carole Spencer LRAM GRSM PGCE   | Piano / Flute                                | 020 4536589                |
| Molly Mendola BFA MM<br><a href="mailto:c.mendola@chello.nl">c.mendola@chello.nl</a>  | Piano  | 020 4232441                |
| Aspasia Nasopoulou<br><a href="mailto:Aspnas2000@yahoo.com">Aspnas2000@yahoo.com</a>  | Piano  |                            |
| Fiona Campbell GRNCM JspRNCM DM   | Violin                                       | 020 6254871                |
| Isabel Watson<br><a href="mailto:Isabel.Watson@gmail.com">Isabel.Watson@gmail.com</a> | Violin                                       | 020 3203239                |
| Laura Dubau<br><a href="mailto:lauman78@hotmail.com">lauman78@hotmail.com</a>         | Cello  | 06 30711342                |
| Morgan Grossman   | Guitar                                       | 06 41397714                |
| Sarah Saunders BMus   | Recorder/Oboe                                | 06 47146510                |
| Amy Power BmusHons  | Recorder                                     | 06 25337227                |
| Leo Koster<br><a href="mailto:jorger@wanadoo.nl">jorger@wanadoo.nl</a>                | Clarinet/Saxophone                           |                            |
| Thomas Lowe Mmus<br><a href="mailto:thomaslowe@12move.nl">thomaslowe@12move.nl</a>    | Trumpet / Cornet / French Horn /<br>Trombone | 035 6288172<br>06 19080767 |
| Has Bangert<br><a href="mailto:dunetune@chello.nl">dunetune@chello.nl</a>             | Rhythm and Groove                            | 06 11391411                |

When your child begins his/her private instrumental lessons you will be asked to sign a contract agreeing to the conditions laid out by the Young Musicians BSA. This is a private agreement between parent and instrumental teacher. The British School of Amsterdam accepts no responsibility for any issues concerning the Young Musicians BSA. It simply provides, where and when possible, teaching spaces for private instrumental lessons. All queries should be made directly to the instrumental teacher concerned.

Should your child require lessons for an instrument other than those mentioned above please contact our Director of Music, who will be happy to do all he/she can to help you.

## **Curricular Programme**

**3.11** In Key Stage One each year group follows a half-termly science, ICT, PSHE and PE topic (i.e. six topics per subject over the academic year). They also have three history and three geography topics during the year. Art & Design and Design & Technology have four topics each. In Key Stage Two, each year group has a half-termly science, ICT/PSHE and P.E topic (i.e. six topics per subject over the academic year). Each year group also has two history, and two geography topics; Art & Design and Design & Technology have three topics each. Please see the **curricular programme** at the back of this handbook to see the themes and topics that your child will be learning about in these curriculum areas over the course of the academic year.

In Year Three some subjects are taught as a block. By the end of each unit of work the hours taught will equal the same as if taught as a weekly timetable slot.

## **Timetables**

**3.12** At the back of this handbook you will find an example of a timetable for your child's year group. A class timetable will be issued at the start of the academic year.

## **Swimming**

**3.13** Children go swimming from Years Two to Six. Teachers fill in a swimming register prior to leaving school and numbers are checked before and after the lesson. The responsibility for the teaching of swimming rests with the qualified instructors at the swimming pool. Class teachers will walk around the poolside to monitor behaviour, give encouragement and observe all the children from their class who swim in different swimming groups. Swimming will take place every Tuesday afternoon for half of the academic year. Each child will need to be provided with a named swimsuit and towel in an easily recognisable bag. Swimming is a part of the P.E. curriculum and therefore not an optional activity. Children who are unable to attend swimming for whatever reason must be collected from school by their parents.

## **Special Educational Needs**

### **Learning Support**

**3.14.1** The British School of Amsterdam is 'non-selective' and provides the support needed for children who have a range of specific educational needs. We have a full-time Learning Support Coordinator (LSCO), and a part-time Learning Support teacher and a coordinator for Able, Gifted and Talented children (A,G&TCO). These teachers are involved in identifying children who require learning support, providing relevant assessment, supporting other members of staff, liaising with parents and outside agencies, and working directly with pupils. An English speech therapist works at the school and we also have

close links with a Child Psychologist, an occupational therapist and school doctor.

### **Able, Gifted and Talented**

**3.14.2** We acknowledge that some children are academically gifted or talented. These children are often working above the standards expected for their chronological age group. Children who display characteristics of gifts or talents are identified early and then supported in the further development of their skills.

Parents have the opportunity to make the school aware of their child's particular gifts or talents by completing a parental nomination form. This is available in the application document or can be collected from the Able, Gifted and Talented Coordinator (A,G&Tco). The school will then support further assessment, monitoring or provision opportunities where needed. Children may also be identified by their class teacher who works with the A,G&Tco to determine possible further action.

Provision for able, gifted and talented children takes a multi-dimensional approach. Some children can be extended in their learning through class-based differentiation. Other children may be given the opportunity to work in extension groups where learning has a higher-level focus and a quicker pace. There are also opportunities for children to participate in enrichment lessons, taught by the A,G&T specialist teacher. These sessions are designed to teach and apply higher order thinking skills. Children with talents in the creative arts or sports are monitored in class and given opportunities to develop their talents through extra-curricular activities.

## **4. Home / School Communication**

### **Reports**

**4.1** Each child will be given a full written report towards the end of the summer term. The report is prepared by both class and specialist teachers and details each individual's work and achievement in every area of the curriculum.

### **Parent/Teacher Meetings**

**4.2.1 New Parents Meeting** - Autumn Term – this meeting is held as a year group and all parents are invited, not just those who are new to the school. The meeting provides an introduction to all the teaching staff within your child's year group and an opportunity for teachers to explain their aims and objectives for the term and forthcoming academic year as well as to cover some very general issues.

**New Parents Meeting** - Spring and Summer – The meetings held in the spring and summer Term are held with the class teacher either individually or in a small group depending on the number of new children joining the class. Again, the meeting provides an opportunity for teachers to explain their aims and objectives for the term and forthcoming academic year as well as to cover some very general issues.

All these meetings provide an opportunity to meet other parents of children in the same class/year group who have joined the school during that term.

**4.2.2 Open Week** – This week takes place towards the end of the first half term and provides an opportunity for parents to observe their child’s class on a normal working day.

**4.2.3 Spring Term Parent Consultations** – These individual parent/teacher consultations provide an opportunity for both teachers and parents to raise issues, agree targets and to discuss the child’s progress.

**4.2.4 Summer Term Parent Consultations** – These parent consultations follow the end of year report. Teachers are available for individual consultations and will explain the levels your child has made during the academic year.

### **Parental Involvement**

**4.3.1** The school actively encourages parental involvement. We believe that:

- parents will find it easier to visit the school to talk to teachers and the Head of School or Principal
- it helps develop an understanding between parents and teachers
- parents have a greater appreciation of the school’s educational objectives
- parents feel involved with the education of their child and derive personal benefit from their involvement with school activities
- parents take greater interest in their children’s education
- parents have a deeper understanding of the modern educational methods in use in their children’s school

**4.3.2** Type of parental involvement could include:

- parents assisting with the supervision of the children on school visits and outings
- parents assisting in the school libraries, covering and cataloguing books etc.
- parents helping with craft work and cooking under the supervision of the class teacher
- parents helping generally in the classrooms and assisting with specialist knowledge, e.g. parents from different cultural backgrounds being encouraged to give talks to the children
- parents assisting in making costumes and props for annual productions
- parents being actively involved in current school projects such as maintaining the garden areas
- Parents have the opportunity to register as a parent volunteer and record any special skills they might wish to offer to the school. The school uses this database to approach parents to help with specific tasks

## Concerns

### 4.4.1 Complaints Procedure

The British School of Amsterdam prides itself on the quality of its teaching and the pastoral care it provides its pupils. The British School of Amsterdam has an open door policy and welcomes suggestions and comments from parents. From time to time, parents may be concerned about their child's experiences at school, whether they are of an academic, social, emotional or other nature. It is hoped that most concerns will be resolved quickly and informally. We receive very few complaints, however, it is important for a parent to understand that the School sees a complaint as an expression of genuine dissatisfaction which is taken seriously. If a complaint is made, every effort is taken to ensure that it is quickly addressed and resolved through appropriate action.

Most concerns and complaints can be resolved quickly by speaking to your child's class teacher. However, if having spoken to the teacher you still have concerns you should make an appointment to speak to the appropriate Head of School. The Head of School will investigate the problem and discuss the findings with you. If the problem remains unresolved the Head of School will inform the Principal who will consult with the relevant parties. After considering the complaint the Principal will decide upon the appropriate course of action to take. In the unlikely event of the complaint remaining unresolved, you can put your concerns in writing and refer it to the Chair of the Board of Governors.

The procedure to be followed in the event of a complaint being made is summarized below. At the outset the School would suggest the importance of parents sharing concerns with a member of staff as soon as possible. If the complaint is against the Head of School, parents should proceed immediately to Stage 3 of the procedure. If the complaint is against the Principal, parents should proceed immediately to Stage 4 of the procedure.

#### Stage 1: Informal Action

The School hopes that most issues can be resolved at an early stage by an informal conversation with your child's class teacher or form tutor. It is important to tell the member of staff what your concern is and how it has affected you and your child. If the class teacher or form tutor cannot resolve the matter independently he/she will consult with the Head of School. The teacher will discuss any course of action that is to be taken with parents and ensure that such action is agreed.

In the event that a member of staff and the parents fail to reach a satisfactory resolution, the parents will be asked if they wish their concern to be considered further.

#### Stage 2: Formal Action – Head of School

Parents should either put their complaint in writing or make an appointment to speak to the Head of School to discuss the matter. If possible a resolution will be reached at this stage. In the failure to do so, the Head of School may request some time to carry out further investigations. He/She will keep written records of meetings, telephone conversations and other documentation. Once the Head of School is satisfied that, so far as practicable, all of the relevant facts have been established, a decision will be made and Parents will be

informed of this decision either in writing or in a meeting. If the parents are not satisfied with the decision they should proceed to stage 3 of the procedure.

#### Stage 3: Formal Action – The Principal.

Parents should either put their complaint in writing or make an appointment to speak to the Principal to discuss the matter. If possible a resolution will be reached at this stage. In the failure to do so, the Principal may request some time to carry out further investigations. He/She will keep written records of meetings, telephone conversations and other documentation. Once the Principal is satisfied that, so far as practicable, all of the relevant facts have been established, a decision will be made and Parents will be informed of this decision either in writing or in a meeting. If the parents are not satisfied with the decision they are advised to write to the Governing Body as outlined in stage 4 of the procedure.

#### Stage 4 Formal Action – Review by the Governing Body

The Chair will acknowledge receipt of the written complaint. The Chair will respond in writing within a month of receiving the complaint. The Chair will elect a Complaints Panel from members of the Governing Body. The panel will elect a Chair for the panel. These members will have no prior involvement with the complaint. They will be provided with all relevant documentation concerning the case. The Chair of the Committee will write and inform all concerned of the date, time and place of the meeting at least 5 working days in advance. The parents must also be informed of the right to submit further written evidence and to be accompanied to the hearing by one other person. Legal representation would not normally be appropriate. It is the responsibility of the Chair of the Panel to ensure minutes of the meeting are recorded. If possible, the Panel will resolve the Parents' complaint immediately without the need for further investigation. If however, further investigation is required the Panel will decide how it should be carried out. After due consideration of all the facts considered relevant the Panel will reach a decision. The Panel will inform the Principal and the Parents of its decision in writing within 2 weeks of the hearing. The decision of the panel will be final.

- 4.4.2** If you have a financial question, your point of contact should be the Business Manager. If you have a question regarding the School Bus service, you should contact the Principal's Secretary.

## **5. Homework**

### **Reading at Home**

- 5.1** We ask you to encourage your child to read a wide variety of books, magazines and newspapers as often as possible. Listening to children read is essential to aid reading development. Part of the importance of this activity is the opportunity it provides for a child to enjoy the uninterrupted time and attention of an adult. Since such time is very precious, it needs to be used so that the children will benefit from the experience.

Remember that reading time can involve you reading **to** your child, reading **with** your child or listening to your child read aloud. Children must also experience opportunities when they are expected to read silently and with sustained concentration. After such reading times it is a good idea to encourage your child to summarise what they have read. Avoid the temptation to interrupt when your child makes an error. However, do intervene if the meaning is being lost. Give him/her the opportunity to self-correct errors and attempt new words. When a child comes across an unfamiliar word, he/she can read on to the end of the sentence to help put the word into context, or sound out the word. It is a good opportunity to use the THRASS charts if you have them at home.

The children are also expected to discuss their reading material: for example their choice of book, plot summaries, identifying characters and their traits, expressing opinions and preferences, making predictions, writing a book review, making their own book, responding to your questions or drawing an illustration all help to extend and develop the reading process. However, be careful not to destroy the pleasure of reading by an over analysis of each text.

In class, the teacher listens to children reading in a variety of ways – through whole class activities, small group work and reading class novels. At the beginning of the year the teacher will try to listen to each child read as often as possible in order to assess their ability and areas that need development. As the year progresses the children who are fluent in their reading will be listened to less often by their teacher, but will be given time to read quietly and with focus. Reading comprehension is a big part of the literacy curriculum in class as well as for homework. Children who still find reading difficult, and those with English as an additional language will continue to be listened to regularly until the teacher feels they have attained enough skills to read freely.

As children become confident readers, they are weaned off the structured concept of a reading scheme and begin to select their own books from our 'Bridging Library'. Once they have demonstrated to their teacher that they are making informed choices of their reading material and reading a range of fiction / non fiction / genre etc., they will be classed as a 'Free Reader' enabling them to select reading material from anywhere in school.

### **Homework Expectations for Year Three**

**5.2** Children in Year Three are expected to spend twenty minutes each school night on homework activities. In addition, four ten minute reading sessions are expected each week. Each child has a homework diary. They are given a sheet each week detailing the homework that will be set for the week and the dates by which it has to be completed. There is also a space for the parents to comment and for the class teacher to respond. Children also have a separate mathematics homework book.

The homework activities will include preparation for a weekly spelling test, multiplication tables, language or maths work and topic work which will relate to the current science, history or geography topic.

The children have a reading record which is used to make notes about their reading. The class teacher will use the record to comment on reading progress. Parents are also asked to sign the record to show when their child reads and may also share their views about their child's reading.

Class teachers explain homework procedures in more detail at the first parent evening of each term. If you have further questions regarding homework, you should discuss these with your child's class teacher.

# Appendices

### **SCHOOL TERMS AND HOLIDAY DATES 2008-2009**

|                   |  |
|-------------------|--|
| AUTUMN TERM       | Commences on Tuesday 9 <sup>th</sup> September 2009  |
| AUTUMN HALF-TERM  | School closed Monday 27 <sup>th</sup> October<br>Re-opens Monday 3 <sup>rd</sup> November        |
| CHRISTMAS HOLIDAY | School closes Friday 19 <sup>th</sup> December<br>SCHOOL CLOSSES 12 NOON                         |
| SPRING TERM       | Commences Tuesday 6 <sup>th</sup> January 2009   |
| SPRING HALF-TERM  | School closed from Monday 16 <sup>th</sup> February<br>Re-opens Monday 23 <sup>rd</sup> February |
| EASTER HOLIDAY    | School closes Friday 3 <sup>rd</sup> April<br>SCHOOL CLOSSES 12 NOON                             |
| SUMMER TERM       | Commences Tuesday 21 <sup>st</sup> April   |
| SUMMER HALF-TERM  | School closed on Monday 1 <sup>st</sup> June<br>Re-opens Monday 8 <sup>th</sup> June             |
| SUMMER HOLIDAY    | School closes on Friday 17 <sup>th</sup> July<br>SCHOOL CLOSSES AT 12 NOON                       |

### **SCHOOL TERMS AND HOLIDAY DATES 2009-2010**

|  |   |
|--|---|
| School commences Tuesday 6 <sup>th</sup> September |   |
| AUTUMN HALF-TERM                                   | School closed Monday 26 <sup>th</sup> October<br>Re-opens Monday 2 <sup>nd</sup> November |
| CHRISTMAS HOLIDAY                                  | School closes Friday 18 <sup>th</sup> December<br>SCHOOL CLOSSES 12 NOON                  |
| SPRING TERM  | Commences Tuesday 5 <sup>th</sup> January 2010  |

### **ADDITIONAL HOLIDAYS 2008-2009**

|                               |   |
|-------------------------------|---|
| Professional Development Days | Thursday 13 <sup>th</sup> and Friday 14 <sup>th</sup> November 2008 |
| QUEENS DAY (KONNINGINNEDAG)   | Thursday 30 <sup>th</sup> April 2009                                |
| ASCENSION DAY (HEMELVAART)    | Thursday 21 <sup>st</sup> May and Friday 22 <sup>nd</sup> May 2009  |

## 6.2 NLS Summary of the Range of Work for Each Term

| <b>Year 3</b>      | <b>TERM 1</b>   | <b>TERM 2</b>   | <b>TERM 3</b>   |
|--------------------|---|---|---|
| Fiction and poetry | <ul style="list-style-type: none"> <li>● stories with familiar settings</li> <li>● plays</li> <li>● poems based on observation and the senses</li> <li>● shape poems</li> </ul> | <ul style="list-style-type: none"> <li>● myths, legends, fables, parables</li> <li>● traditional stories; stories with related themes</li> <li>● oral and performance poetry from different cultures</li> </ul> | <ul style="list-style-type: none"> <li>● adventure and mystery stories</li> <li>● stories by the same author</li> <li>● humorous poetry and poetry that plays with language, word puzzles, puns, riddles</li> </ul>   |
| Non-fiction        | <ul style="list-style-type: none"> <li>● information texts on topics of interest</li> <li>● non-chronological reports</li> <li>● thesauruses, dictionaries</li> </ul>           | <ul style="list-style-type: none"> <li>● instructions</li> <li>● dictionaries without illustrations, thesauruses</li> </ul>   | <ul style="list-style-type: none"> <li>● letters written for a range of purposes: to recount, explain, enquire, congratulate, complain</li> <li>● alphabetical texts, directories, encyclopaedias, indexes</li> </ul> |

## 6.3 NLS Technical Vocabulary List

### Year 3

| Word       | Sentence   | Text               |
|------------|--|--------------------|
| Apostrophe | Adjective  | Alliteration       |
| Definition | Bullet points  | Audience           |
| Homonym    | Conjunction  | Bibliography       |
| Root word  | Formal language  | Calligram          |
| Singular   | Grammar  | Dialogue           |
| Suffix     | Informal language  | Encyclopaedia      |
|            | Noun: collective, common, proper                           | Fable              |
|            | Pronoun: personal, possessive                              | Legend             |
|            | Verb   | Myth               |
|            | Verb tense   | Onomatopoeia       |
|            | 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person | Parables           |
|            |  | Performance poetry |
|            |  | Purpose of writing |
|            |  | Sequel             |
|            |  | Sequence           |
|            | Structure  |                    |
|            | Thesaurus  |                    |
|            | Traditional story  |                    |

## 6.4 NNS Key Objectives

### Year 3

- Read, write and order whole numbers to at least 1000; know what each digit represents.
- Count on or back in tens or hundreds from any two- or three-digit number.
- Recognise unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ , and use them to find fractions of shapes and numbers.
- Know by heart all addition and subtraction facts for each number to 20.
- Add and subtract mentally a 'near multiple of 10' to or from a two-digit number.
- Know by heart facts for the 2, 5 and 10 multiplication tables.
- Understand division and recognise that division is the inverse of multiplication.
- Use units of time and know the relationships between them (second, minute, hour, day, week, month, year).
- Understand and use £/p and Euro/cent notation.
- Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning.
- Identify right angles.
- Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry.
- Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs.

## 6.5 NNS Mathematical Vocabulary List

### Year 3

|  |   |
|--|---|
| <p><b>Numbers and the number system</b></p> <p><b>Counting, properties of numbers and number sequences</b><br/>         number<br/>         zero, one, two, three... to twenty and beyond<br/>         zero, ten, twenty... one hundred<br/>         zero, one hundred, two hundred... one thousand<br/>         none<br/>         how many...?<br/>         count, count (up) to<br/>         count on (from, to)<br/>         count back (from, to)<br/>         count in ones, twos, threes, fours, fives and so on<br/>         count in tens, hundreds<br/>         more, less, many, few<br/>         tally<br/>         odd, even<br/>         every other<br/>         how many times?<br/>         multiple of<br/>         sequence<br/>         continue<br/>         predict<br/>         pattern, pair, rule<br/>         relationship</p> <p><b>Place value and ordering</b><br/>         units, ones<br/>         tens, hundreds<br/>         digit<br/>         one-, two- or three-digit number<br/>         'teens' number<br/>         place, place value<br/>         stands for, represents<br/>         exchange<br/>         the same number as, as many as<br/>         equal to<br/> <i>Of two objects/amounts:</i><br/>         greater, more, larger, bigger<br/>         less, fewer, smaller<br/> <i>Of three or more objects/amounts:</i><br/>         greatest, most, biggest, largest<br/>         least, fewest, smallest<br/>         one more, ten more, one hundred more<br/>         one less, ten less, one hundred less<br/>         compare<br/>         order<br/>         size</p> | <p>first, second, third... tenth... twentieth<br/>         twenty-first, twenty second...<br/>         last, last but one<br/>         before, after<br/>         next<br/>         between, half-way between<br/>         above, below</p> <p><b>Estimating</b><br/>         guess how many, estimate<br/>         nearly, roughly, close to<br/>         approximate, approximately<br/>         about the same as<br/>         just over, just under<br/>         exact, exactly<br/>         too many, too few, enough, not enough<br/>         round (up or down)<br/>         nearest, round to the nearest ten</p> <p><b>Fractions</b><br/>         part, equal parts<br/>         fraction<br/>         one whole<br/>         one half, two halves<br/>         one quarter, two... three... four quarters<br/>         one third, two thirds, three thirds<br/>         one tenth</p> <p><b>Calculations</b></p> <p><b>Addition and subtraction</b><br/>         +, add, addition, more plus<br/>         make, sum, total<br/>         altogether<br/>         score<br/>         double, near double<br/>         one more, two more... ten more... one hundred more<br/>         how many more to make...?<br/>         how many more is... than...?<br/>         how much more is...?<br/>         -, subtract, subtraction, take (away), minus<br/>         leave, how many are left/left over?<br/>         one less, two less... ten less... one hundred less<br/>         how many fewer is... than...?<br/>         how much less is...?<br/>         difference between<br/>         half, halve<br/>         =, equals, sign, is the same as<br/>         tens boundary, hundreds boundary</p> |
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**Multiplication and division**

lots of, groups of  
 x, times, multiply, multiplication, multiplied by  
 multiple of, product  
 once, twice, three times... ten times...  
 times as (big, long, wide and so on)  
 repeated addition  
 array  
 row, column  
 double, halve  
 share, share equally  
 one each, two each, three each...  
 group in pairs, threes... tens  
 equal groups of  
 ÷, divide, division, divided by, divided into  
 left, left over, remainder

**Solving problems****Making decisions and reasoning**

pattern, puzzle  
 calculate, calculation  
 mental calculation  
 method  
 jotting  
 answer  
 right, correct, wrong  
 what could we try next?  
 how did you work it out?  
 number sentence  
 sign, operation, symbol, equation

**Money**

money  
 coin, note  
 penny, pence, pound, (£)  
 price, cost  
 buy, bought, sell, sold  
 spend, spent  
 pay  
 change  
 dear, costs more, more/most expensive  
 cheap, costs less, cheaper, less/least expensive  
 how much...? how many...?  
 total, amount  
 value, worth

**Handling data**

count, tally, sort, vote  
 graph, block graph, pictogram  
 represent  
 group, set  
 list, chart, bar chart  
 table, frequency table

Carroll diagram, Venn diagram  
 label, title, axis, axes  
 diagram  
 most popular, most common  
 least popular, least common

**Measures, shape and space****Measures (general)**

measure  
 size  
 compare  
 measuring scale, division  
 guess, estimate  
 enough, not enough  
 too much, too little  
 too many, too few  
 nearly, roughly, about, close to  
 about the same as, approximately  
 just over, just under

**Length**

length, width, height, depth  
 long, shot, tall, high, low  
 wide, narrow, deep, shallow, thick, thin  
 longer, shorter, taller, higher... and so on  
 longest, shortest, tallest, highest... and so on  
 far, further, furthest, near, close  
 distance apart/between, distance to...  
 from...  
 kilometre (km), metre (m), centimetre (cm)  
 mile  
 ruler, metre stick, tape measure

**Mass**

weigh, weighs, balances  
 heavy/light, heavier/lighter, heaviest/lightest  
 kilogram (kg), half-kilogram, gram (g)  
 balance, scales, weight

**Capacity**

capacity  
 full, half full  
 empty  
 holds, contains  
 litre (l), half-litre, millilitre (ml)  
 container

**Time**

time  
 days of the week: Monday, Tuesday...  
 months of the year: January, February...  
 seasons: spring, summer, autumn, winter  
 day, week, fortnight, month, year, century  
 weekend, birthday, holiday  
 calendar, date  
 morning, afternoon, evening, night,

midnight  
 am, pm  
 bedtime, dinnertime, playtime  
 today, yesterday, tomorrow  
 before, after  
 next, last  
 now, soon, early, late, earliest, latest  
 quick, quicker, quickest, quickly  
 fast, faster, fastest  
 slow, slower, slowest, slowly  
 old, older, oldest  
 new, newer, newest  
 takes longer, takes less time  
 how long ago? how long will it be to...?  
 how long will it take to...?  
 hour, minute, second  
 o'clock, half past, quarter to, quarter past  
 clock, watch, hands  
 digital/analogue clock/watch, timer  
 how often?  
 always, never, often, sometimes, usually  
 once, twice

**Shape and space**

shape, pattern  
 flat, curved, straight  
 round  
 hollow, solid  
 corner  
 point, pointed  
 face, side, edge, end  
 sort  
 make, build, draw  
 surface  
 right-angled  
 vertex, vertices  
 layer, diagram

**3D shapes**

cube  
 cuboid  
 pyramid  
 sphere, hemi-sphere  
 cone  
 cylinder  
 prism

**2D shapes**

circle, circular, semi-circle  
 triangle, triangular  
 square  
 rectangle, rectangular  
 star  
 pentagon, pentagonal  
 hexagon, hexagonal  
 octagon, octagonal  
 quadrilateral

**Patterns and symmetry**

size  
 bigger, larger, smaller  
 symmetrical  
 line of symmetry  
 fold  
 match  
 mirror line, reflection  
 pattern  
 repeating pattern

**Position, direction and movement**

position  
 over, under, underneath  
 above, below  
 top, bottom, side  
 on, in  
 outside, inside  
 around  
 in front, behind  
 front, back  
 before, after  
 beside, next to  
 opposite  
 apart  
 between  
 middle, edge  
 centre  
 corner  
 direction  
 journey, route, map, plan  
 left, right  
 up, down  
 higher, lower  
 forwards, backwards, sideways  
 across  
 close, far, near  
 along  
 through  
 to, from, towards, away from  
 ascend, descend  
 grid  
 row, column  
 clockwise, anti-clockwise  
 compass point  
 north, south, east, west (N, S, E, W)  
 horizontal, vertical  
 diagonal  
 movement  
 slide  
 roll  
 whole turn, half turn, quarter turn  
 angle, ...is a greater/smaller angle than  
 right angle  
 straight line  
 stretch, bend

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| <p><b>Instructions</b></p> <p>listen<br/> join in<br/> say<br/> recite<br/> think<br/> imagine<br/> remember<br/> start from<br/> start with<br/> start at<br/> look at<br/> point to<br/> show me<br/> put, place<br/> fit<br/> arrange, rearrange<br/> change, change over<br/> split<br/> separate<br/> carry on, continue<br/> repeat<br/> what comes next...?<br/> predict<br/> describe the pattern<br/> describe the rule<br/> find, find all, find different<br/> investigate<br/> choose<br/> decide<br/> collect<br/> use<br/> make<br/> build<br/> tell me<br/> describe<br/> name<br/> pick out<br/> discuss<br/> talk about<br/> explain<br/> explain your method<br/> explain how you got your answer<br/> give an example of...<br/> show how you...<br/> show your working<br/> read<br/> write<br/> record<br/> write in figures<br/> present<br/> represent<br/> interpret<br/> trace<br/> copy<br/> complete<br/> finish, end<br/> fill in</p> | <p>shade, colour<br/> label<br/> tick, cross<br/> draw, sketch<br/> draw a line between<br/> join (up)<br/> ring<br/> arrow<br/> cost, count, tally<br/> calculate<br/> work out<br/> solve<br/> investigate<br/> question<br/> answer<br/> check</p> <p><b>General</b></p> <p>same, different<br/> missing number/s<br/> number facts, number pairs, number bonds<br/> greatest value, least value<br/> number line, number track<br/> number square, hundred square<br/> number cards<br/> number grid<br/> abacus<br/> counters, cubes, blocks, rods<br/> die, dice<br/> dominoes<br/> pegs, peg board<br/> geo-strips<br/> same way, different way<br/> best way, another way<br/> in order, in a different order<br/> not<br/> all, every, each</p> |
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## 6.6 Scientific Vocabulary

### Useful Science Words Used in Year Three

#### ***Unit 3A: Teeth and eating***

feeding, growth, activity, vegetables, meat, fish sugars and starches, fruit, fats, incisor, molar, canine, diet, root, decay, evidence, conclusion

#### ***Unit 3B: Helping plants grow well***

leaf, stem, root, shoot, roots, seedlings, yellow, pale, tall, thin, spindly, investigations

#### ***Unit 3C: Characteristics of materials***

strong, hard, flexible, absorbent, transparent, rough, smooth, shiny, lighter, heavier, investigate, test, describe, explain, comparison, fair, conclude, evidence, glass, plastic, wood, rubber, wool, cotton, ceramics

#### ***Unit 3D: Rocks and soils***

slate, marble, chalk, granite, sand, clay, rock, stone, pebble, texture, absorbent, permeability, volume, weight

#### ***Unit 3E: Magnets and springs***

attract, repel, magnetic, non-magnetic, attraction, repulsion, iron, copper, aluminium, compress, stretch

#### ***Unit 3F: Light and shadows***

transparent, opaque, shadow, block, direction, light travels, shadows, light sources, midday, sundial

# Year 3 Curricular Programme

## Autumn Term

## Spring Term

## Summer Term

|                    |  |                                     |                                      |                                    |   |                             |
|--------------------|--|-------------------------------------|--------------------------------------|------------------------------------|---|-----------------------------|
| Science            | Teeth and Healthy Eating                     | Materials and their Properties      | Magnets and Springs                  | Rocks and Soils                    | Helping Plants Grow Well                                | Light And Shadow            |
| ICT                | Combining Text and Graphics                  | Emailing                            | Databases Information Workshop       | Computer Simulations               | Manipulating Sound                                      | Combining Text and Graphics |
| History/ Geography | Local Area Mapping Skills (Geography)        | Amsterdam in the Past (History)     | Weather around the World (Geography) |                                    | Ancient Egypt (History)                                 |                             |
| Art/ DT            | How Cool is Your Drink? (DT)                 | Investigating Patterns              | Photo Frames (DT)                    | Portraying Relationships (Art)     | Sculptures (Art)  | Moving Monsters (DT)        |
| PE                 | Invasion Games<br>Net / Wall Games<br>QCA 10 | Dance<br>War of the Worlds<br>QCA 8 | Gymnastics<br><br>QCA 14             | Dance<br>Life on the Nile<br>QCA 8 | Striking and Fielding Games<br>Athletics<br>QCA 12 & 17 |                             |
| PSHE               | Anti-Bullying<br><br>My Family               | Keeping Fit                         | Working Together                     | Friendships                        | Think Global<br>Act Local                               | Sustainable Development     |

## 6.7 Curricular Programme – Year Group

## 6.8 Useful English

### Beginner's English

If your child is new to English it would be helpful if they could learn some words and phrases from the following list to use in school.

Hello  
Goodbye  
Please  
Thank you  
Excuse me  
Sorry  
Good morning  
Good afternoon  
How are you?  
Can I go to the toilet please?  
Can I have a drink of water please?  
Playtime  
Lunchtime  
Home time  
Coat  
Book bag  
Reading book  
Friend  
Teacher  
Classroom  
Playground  
Outside  
Inside

The website below takes the form of a Survival Guide and can be used to support children learning basic phrases in English.

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/community\\_lang/eal\\_survival/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/index.htm)

The British Council website, LearnEnglish Kids is for children who are learning English. Find games, songs, stories and lots of activities - and learn English too.

<http://www.britishcouncil.org/kids.htm>