

Welcome to Year 3



Class teachers:

3 Ash - Mrs Jo Bushell Ms Jyoti Metla

3 Elm - Mr Youssef Ellimouni

Assistant Teachers: Ms Hutson, Mrs Ough, Ms Carole

PPA cover - Mrs Corpetti

*Note to parents that ATs are working across year groups
(satellite model)*

Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect.

Our Vision



"Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect".

John 13:34 "Love one another as I have loved you."

We provide a learning journey that encourages our children to be independent, well-rounded, kind and confident individuals – supported and nurtured by valued and committed staff.

We encourage all our children to flourish academically, spiritually and personally – and to achieve the highest academic standards possible for each child, within a stimulating, creative and secure learning environment.

Our Christian values of love, compassion and respect are at the heart of everything we do. Our school is welcoming and inclusive; we value equality and celebrate diversity, and our children know the nature of God from a Christian perspective, whilst developing their own beliefs of Christianity, other faiths or no faith.

Our pupils leave, at the end of Year 6, fully equipped with the skills to embrace the secondary school of their choice and with our core values to guide them on their life journey with the knowledge that God loves us all.

Our School Day



- *Please add details about your staggered day/ any adaptations*
e.g. start / playtime/ lunchtime/ fit 15 etc. (use timetable below to help)

	Start of day – drop off time	lunch	Morning Drop off Enter the grounds through Gate... Drop off at...	Afternoon Pick-Up		
					Enter through	Collect point
EYFS	8.40 – 8.50	12.00 -1.00	Gate A Classroom doors	3.20	Gate A	EYFS classroom doors
Y1	8.40 – 8.50	12.00 -1.00	Gate A Classroom doors	3.20	Gate A	Year 1 classroom doors
Y2	8.40 – 8.50	12.00 -1.00	Gate C Classroom doors	3.20	Gate C	Year 2 classroom doors
KS2						
Y3	8.40 – 8.50	12.25 -1.25	Gate D (no change to morning drop off)	3.20	Gate D (Follow Yellow Brick Road)	KS2 Playground Near scooter park
Y4	8.40 – 8.50	12.25 -1.25		3.25	Gate D (Follow path to the right)	Nadia's Place Wait near the tunnel
Y5	8.40 – 8.50	12.25 -1.25		3.25	Gate D – by the staff car park	
Y6	8.40 – 8.50	12.25 -1.25		3.25	No change to pick up	

Daily Collective Worship



Monday Key stage - Hymn Practice with Mrs Noyes

KS1: 10.15am

KS2: 9.00am

Tuesday Whole School – Vicars (9.00am)

Reverend Melanie Harrington (St Luke's & 'The Barn')

Father Giles Fraser (St Anne's)

Wednesday Whole school - Headteacher (9.00am)

Thursday Class Worship – teachers

Friday Key Stage Celebration

KS1: 10.15am

KS2: 9.00am

Keeping safe at school



We teach children to follow good hygiene in the toilets by:

- Closing the lid before flushing the toilet.
- Ensuring toilet paper goes in the toilet.
- Washing hands with soap after using the toilet and drying hands thoroughly.



We teach children to follow good hygiene by:

- Promoting 'catch it, bin it, kill it' – use swing bin to dispose of any tissues.
- Ensure children cough or sneeze into their elbow crease – cover your mouth.
- Avoid touching your nose, mouth or eyes.
- Wash your hands regularly during the day, especially:
 - Before eating, and drinking
 - Before and after playtimes
 - After using the toilets

Ready for learning...



General school rules

- Hair must be tied back if it is below the collar – girls and boys
- No nail polish or jewellery (unless Religious)
- No smart watches or fitbits
- Please name everything, including water bottles
- School rucksacks or book bag - no danglies please
- Healthy eating - snacks in containers or reusable plastic bags
- No Toys/ personal items without permission

Uniform:

- See website for uniform – black shoes
- EYFS & KS1 to wear **PE kit** to school **on** their **PE days** (see timetable on website)
- KS2 keep PE kit in lockers and change in school - boys and girls change separately
- Wear black school shoes /suitable footwear for PE
- Trainers can be left in lockers ready for clubs etc.

Ready for learning...



Swimming Fridays until Christmas

Pools on the Park

We will leave at 10.45, return for lunch

Swim session from 11.30 - 12.00

All children will need:

Trunks (not baggy) or 1 piece swimsuit

Swim Hat

Towel

Please bring a snack to eat on the coach - a cereal bar or rice cakes (no nuts) is acceptable for swimming as some may need a boost.

First session will be an assessment in the shallow pool.

Ready for learning...



Resources:

Please bring in a small bag i.e. school book bag/ small rucksack (fit in a small locker):

- Reading book
- Lunch box, named (if having a packed lunch) & water bottle (named)
- Pencil cases - please follow school guidelines (see below)

We have prepared ready-made pencil cases that are available to purchase from the school at a cost of **£7**. These are available to buy on Arbor, via **school shop products**. Each pencil case is clear, named, and of the correct size, and includes:

- 2 x triangular, easy-to-grip pencils to support correct pencil grip- please click the option to specify if your child needs a right-handed or left-handed pencil
- A 6-inch ruler
- A Pritt glue stick
- 2 x Berol whiteboard pens

These pencil cases will be kept in the classroom and overseen by staff to help children learn to care for and keep track of their own items.

Food in school



Due to the number of children with severe allergies and anaphylaxis

Children should not share food in school from school dinners or packed lunches.

We are a **nut free** school. This includes all tree nut and sesame seeds

N.B. Sesame oil is used in most commercial hummus and pine nuts in pesto sauces so should be avoided in packed lunches.



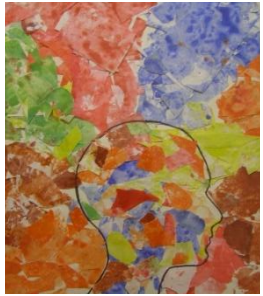
For more details and information on school lunches, please see our school website

Children in EYFS and key stage 1 – have fruit provided

Children in Key stage 2 may bring a healthy snack of fruit or vegetable

(edit/delete as appropriate)

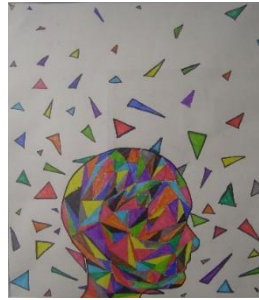
Good learners are:



Enthusiastic



Motivated



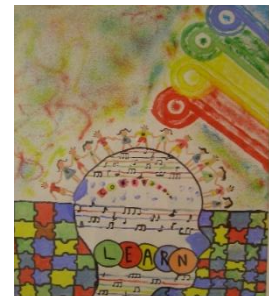
Resilient



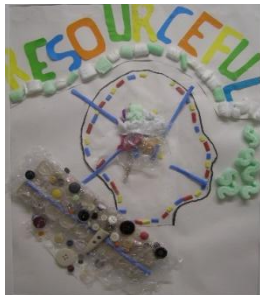
Imaginative



Inclusive



Confident



Resourceful



Determined



Flexible



Responsive



Independent



Focused

Our curriculum is underpinned by our 12 Learning Certainties, helping children to understand what makes a 'good learner'. The focus is on supporting children to develop learning skills and behaviours that can be applied to any situation, embedding learning skills for life. Each Learning Certainty is exemplified through Bible references and stories contributing to the spiritual and personal growth of our children.

Feedback



Feedback is given in many different ways and may vary from subject to subject. These symbols are generally used and understood by the children.

KS2

- | | |
|----|--|
| Sp | I need to check my spelling mistake |
| C | I need to use a capital letter |
| P | I need to check my punctuation |
| G | I need to correct my grammar |
| ✓ | The OL/ WILF has been understood |
| ✓✓ | The OL/ WILF has been confidently achieved |
| ? | I need to think about this |

Assessment



Assessments are made against the learning objectives from the National Curriculum using KPIs (key performance indicators) appropriate to year group expectations.

Teachers assess the learning taught up to the point of assessment, this is known as a 'point in time' assessment or PITA.

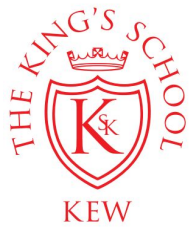
Attainment will be described as:

Pre Key Stage	PKS	Working below their current key stage
Working below	BLW	Working below their current year group curriculum.
Working towards	WTS	Working within current year group curriculum and not secure in what has been taught.
Expected	EXS	Secure in learning taught so far in the current year group curriculum.
Greater Depth	GDS	Mastered learning taught so far and delves deeper into taught concepts in more detail.

Assessments are ongoing throughout the year: PITA three times a year.

Information on progress and attainment will be shared in parent consultations and in the final year report.

Google Classroom



Google Classroom will be used for homework and there will still be general learning suggestions plus links to Times Tables Rockstars and My Maths.

Photos from the class may be shared from time to time.

Please retain your child's login details, as they will need these to access their Google Classroom.

Homework will also be set and uploaded onto Google classroom and will start from week beginning 15/09/25.



Homework

(delete as appropriate)



Year group	Homework	Expectations
EYFS	<ul style="list-style-type: none"> • Reading (decodable) • Maths task • Phonics task 	Reading: recorded in reading record
Year 1	<ul style="list-style-type: none"> • Reading (decodable) • Maths: My Maths • Weekly homework sheet (includes phonics) 	Reading: recorded in reading record
Year 2	<ul style="list-style-type: none"> • Reading • Spelling • Maths: My Maths 	Reading: recorded in reading record; 5-10 mins daily
Year 3	<ul style="list-style-type: none"> • Reading • Spelling • Maths: My Maths and Times Tables Rock Stars 	Reading: 10-15 mins daily
Year 4	<ul style="list-style-type: none"> • Reading • Spelling • Maths: My Maths and Times Tables Rock Stars • Multiplication practice sheets 	Reading: 10-15 mins daily
Year 5	<ul style="list-style-type: none"> • Reading • Spelling • English: CGP SPaG book • Maths: My Maths 	Reading: 15+ mins daily Maths/ English: 2x 30 mins sessions a week
Year 6	<ul style="list-style-type: none"> • Reading • Spelling • English: CGP SPaG book • Maths: My Maths 	Reading: 15+ mins daily Maths/ English: 2x 30 mins sessions a week

Homework Policy

- Homework has been designed to encourage a gradual progression of skills and expectation, so that by the time pupils reach Year 6 they will have a clear routine in preparation for Secondary School.
- Most of the homework is provided for the completion over the course of a week, so it can fit around family lifestyles and commitments.
- Reading, multiplication tables and spellings are better when completed in shorter, regular daily sessions.
- Homework is compulsory in UKS2 (years 5 and 6). Teachers will track completion of homework and children will complete it during social time if it is not handed in.

Online Safety



We take e-safety very seriously at King's.

Not all children will recognise the term “e-safety” but they will be able to talk about safety online.

Online safety is routinely taught in computing lessons (and lessons where technology is used).

We use professional resources to inform children, staff and parents.

We are professionals and e-safety is part of our safeguarding responsibilities

Our systems are strictly monitored and controlled.

We are constantly striving to keep abreast of new developments in technology that could affect our children.

Please refer to our [Online safety](#) page on the website.

Online Safety



General Guidelines

- Talk to your children about their online activity
- Share what you do as a family online
- Encourage an open environment about online behaviour
- Restrict screen time on devices (tablet, laptop, mobile phone) before bedtime
- Don't allow devices to be kept in bedroom overnight
- Have a set of rules around use of devices
- Find things to do together online (games, homework research, holiday planning, etc.)

If children encounter inappropriate content while using devices, please share this with your class teacher to ensure that we can support discussions and reassure the children.

Reading in Year 3



Reading in school

- Children are responsible for changing their own books as needed. Support will be given where necessary - please ask if your child is struggling or not engaging with this process.
- Books are chosen from class libraries when they have completed the Reading Scheme books. Your child's colour will be written in their Reading Record book.
- Reading should be recorded **by the children** in their reading journals at least 3 times a week.
- Please remember to read with your child as often as possible and discuss their books for comprehension and enjoyment.
- Children will read once a week with Parent helpers.

Maths Mastery



Language: vocabulary/sentences

'In our classes mathematical language is very important. Our students must know how to do, say and express maths.' Teacher in Shanghai

Over learning through

- an emphasis on explanation and review
- Contexts
- Concrete resources
- Range of manipulatives
- Meaningful practice

Mastery: understanding, visualising and explaining structures and relationships

Depth through

- Making connections, describing structures, relationships and patterns
- Solving problems
- Reasoning
- Generalising
- Proof

Multiplication Tables



- The children focus on and learn 2x 5x and 10x in Year 2.
- In Year 3 this moves onto 3x 4x and 8x.
- However, children are expected to know all their tables up to 12x by the end of Year 4 so we really focus on this in Year 3 and encourage the children, with your support, to move on as soon as they are ready.
- We do regular practice and play games to support this at school and there will be activities set in their homework to encourage and consolidate.
- Children in KS2 have a log in to [Times Table Rock Stars](#) to support them specifically in learning their multiplication tables.

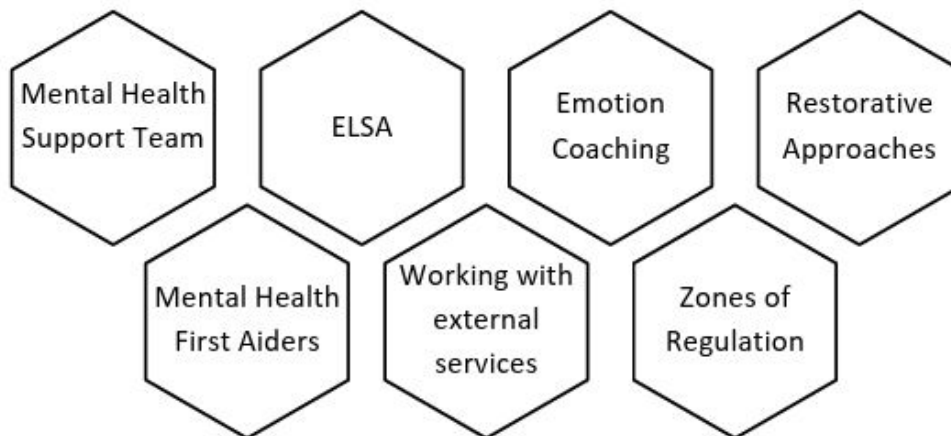
Your support in this is much appreciated as regular practice really helps embed their tables which underpin the majority of maths learning and understanding.

There are many great songs and activities available in apps and online – especially good when travelling!

Behaviour



How behaviour is supported at King's



Behavioural Approaches

Emotion Coaching

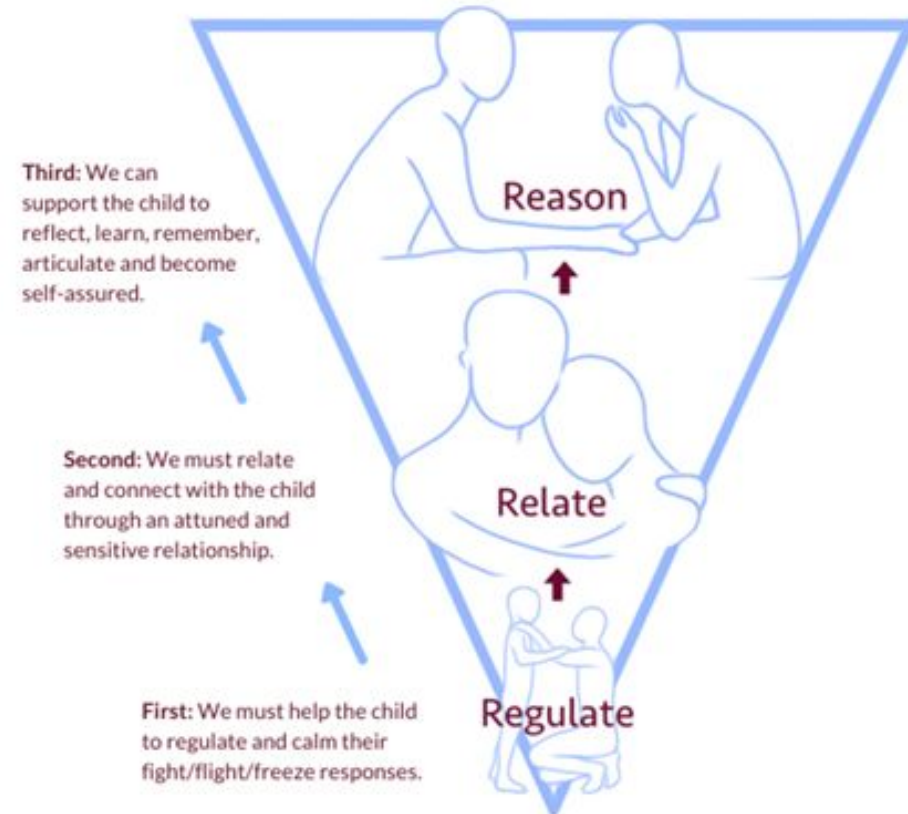
Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

www.emotioncoachinguk.com

Relational Approach

A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility. This approach allows children to feel empowered at being able to change a mistake they have made. They are able, with structured conversations, and through hearing the impact of their actions on others, to find a way to repair the consequences of their actions. This builds self-esteem and creates peace with the other child involved through a solution-focused approach.

Behaviour



The ZONES of Regulation™



- Throughout the school children are encouraged to identify their feelings using the Zones of Regulation.
- In class we work together to find ways to overcome these feelings and get ourselves into the Green zone when our best learning can take place. We call this our Tool Kit.
- Encourage your child to find ways to regulate their feelings and behaviour at home by helping them to find independent activities and strategies.
- You can find more ideas and strategies for this on our Google Classroom.

The ZONES of Regulation™



Four illustrations of children in the Blue Zone: a boy with a sad face, a girl with a sad face, a boy with a sick face, and a girl with a bored face.	Four illustrations of children in the Green Zone: a girl with a happy face, a boy with glasses and a calm face, a boy reading a book, and a girl pointing up with a focused face.	Four illustrations of children in the Yellow Zone: a girl with a frustrated face, a boy with a worried face, a girl with a silly face, and a boy with an excited face.	Four illustrations of children in the Red Zone: a girl with a mad face, a boy with a terrified face, a girl with a yelling face, and a boy with a hitting face.
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

The ZONES of Regulation™

Some ideas for your tool kit

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Behaviour



Behavioural Expectations

The Golden Rules

Be gentle

Be kind and helpful to others

Be respectful to property and
equipment

Be a good listener

Be honest

Be the best version of you.

Class Contract

Classes collaboratively draw up a list of class rules that are signed by every member of the class as a contract between pupils and teacher.

Behaviour Ladder

I am demonstrating the school values

I am following the rules

I am proud of my behaviour

Reminder of expected behaviour

I have a choice to change my behaviour

Reminder: I need to change my behaviour

What can I do differently?

What do I need help with?

I will have a restorative conversation with an adult

My behaviour does not meet expectations

I may need to see another adult

Behaviour



Behaviour Management

I am following the rules



Verbal positive praise

Dojo Points

House Team Incentives

Stickers

King's Shield Badge and Certificate

Good Work Bag

Positive Postcard

I need to change my behaviour



Follow Behaviour Ladder

Two reminders (including a restorative conversation)



Consequences

Restorative conversation with another adult:

- The other class teacher
- Phase Lead
- Assistant Headteacher/ Deputy Headteacher
- Headteacher

Behaviour Reflection Sheet

Loss of Social Time

Internal Exclusion ('Internal Reflection Time')

Individual Behaviour Plan

For more detailed information, please see our Behaviour Policy on the [school website](#)

Behaviour



Behaviour Management

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Enrichment Framework



Enrichment Framework 2025-2026

Class Reps



3 Elm

Sophie Hudson

Jenny Giangrande

3 Ash

Rachel Williams (Tommy)

Jessica Dowding (Lucas)

Liewen Chan (Roman)

We thank you in advance for your support.

Volunteering

We value and appreciate any time that parents/carers can offer to the school.

There are a few ways you can volunteer:

- Reading – we have many children across the school that would benefit from daily reading to an adult. (20 minutes after drop off or before pick up)
- Times tables practise – activities provided
- Lunchtimes – supervising children collecting and eating their lunches (12-1pm)

If you are able to volunteer regularly, we would be grateful for any time that you could spare. Please contact Ms Demir at info@kings.richmond.sch.uk

School website



<https://www.kings.richmond.sch.uk/>

Our website is regularly updated, please reference it for:

- Diary dates and school calendar
- Fortnightly newsletters/ Keeping Up With King's
- Curriculum information
- Year group pages: Learning/ Year Group Pages. EYFS
- Key documents
 - Policies
 - Forms
 - Lunches, clubs, wrap around care etc.

Any questions?



We have an open-door policy.

If you have any questions about your child, please see your class teacher at pick up when all teachers dismiss at their respective gates.

Alternatively, you can make an appointment by calling the school office 020 8940 3580 or email info@kings.richmond.sch.uk

Key dates



- **Curriculum workshops:** Wednesday 24th September 6pm
- **Coffee Mornings** 9am
 - Year 1 and 2: Tuesday 23rd September
 - Year 3 and 4: Tuesday 30th September
 - Year 5 and 6: Monday 29th September
 - SEN: Thursday 25th September
- **Individual and sibling photos:** 6th and 8th October
- **Half term:** 27th-31st October
- **Autumn 2 starts:** Monday 3rd November
- **Parent Consultations:** week beginning 24th November
- **Last day of Autumn term:** 19th December

Add in any year group specific dates.