

# Primrose Hill Primary School

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Date: Wednesday 3rd March

## INFORMATION FOR RETURNING TO SCHOOL - YEAR 3

Dear Parents & Carers,

We are so pleased to welcome your child back to school on Monday 8th March. This letter is to reiterate important information and give specific information about your child's year group. Previous school re-opening letters can be found here [Letter 1](#) and here [Letter 2](#).

### Start & End of the Day

We appreciate that arrangements such as staggered start and end of the day times may be inconvenient for you as a family if you have more than one child to drop off or collect, but at the moment it remains a necessary measure. Ultimately these procedures have been put in place to keep everyone safe and to keep the school running smoothly, and we appreciate your support with this. Below are the timings for your child's year group:

Morning	Gate: 2 Year Old Gate	Time: 8:45am	End of the day	Location: Top Playground	Time: 3:15pm
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The end of the day remains a potential risk with crowds congregating so **please ensure you do the following to help us reduce the risk of Covid spreading in our community:**

- \* **Wear a face mask** when you are queuing to collect your child and when you enter school grounds
- \* Sanitise your hands on entry into the school ground and ensure your child/ren do too
- \* **ONLY** arrive at school at your allocated time- this will ease congestion on the street and in front of the gate *Please do not come early, it's better to come a few minutes late - so if your child's arrival time is 8:45am, coming at 8:50am is fine, but if you come at 8:55am, this is a new year group's entrance.*
- \* Use the markings by the side of the gate to line up, maintaining social distance. **Please line up on the right side of your entrance gate and the main gate**
- \* Please wait until a member of staff says you can come in to collect your child/ren
- \* Exit the playground as swiftly as possible- it is important that families do not congregate
- \* When entering the school gates, again, please maintain a social distance from each other
- \* To reduce the number of adults and children coming into school / the playground, **can we please ask that only one parent drops off / collects child/ren each day.**
- \* If your child needs to use the bathroom at the end of the day, please use the toilets on the bottom playground. There is also a toilet located in main office, which is also an adult toilet

## PLEASE DO NOT ENTER THE SCHOOL BUILDING UNLESS YOU HAVE A SCHEDULED APPOINTMENT

**IMPORTANT:** *If you have a sibling to collect at a later time at the end of the day, please collect the earlier child first and then either: leave the school grounds and re-enter at your next child's exit time OR you may wait within the school grounds. If you choose to stay in the school grounds, please wait along the walls / fences and do not block any walkways so classes can safely make their way to their lines. Make sure you are socially distanced from other families, wearing a face covering and your children remain with you and do not play on any playground equipment.*

### Scooter Storage

We continue to encourage children to cycle and scoot to school and ask, where possible, that scooters are taken home. However, we know this is not always possible, so please read carefully on where to put your child/ren's scooter / bicycle.

Year Three -

2 Year Old Gate      Use Original Scooter Storage area

All scooters and bikes are left at your own risk as we cannot guarantee the same level of security as the original scooter storage area. If you wish to provide your own lock, that is fine with us.

### Dressing for school, water bottles & healthy snack

Children **must** bring in a labelled water bottle that they can use and refill throughout the day as communal water fountains remain closed. The children may also bring a healthy snack for breaktime. Classrooms will remain ventilated to help keep us all safe so we recommend that children have layers they can take on / off as the temperature changes.

### PE and Music

Your child's weekly PE and Music sessions with Tom and Jordan will resume. Your child's PE session with Jordan will be every Wednesday - please make sure they are wearing their PE kit on this day. They will also have a PE lesson every week led by their class teacher which will be every Friday Afternoon. Children can wear either their PE kit this day or a suitable outfit (must be wearing trainers).

### Curriculum Overview

You will find attached a curriculum overview for your child's academic year so far.

### Attendance

Attendance is compulsory, but we understand that some absences may occur. Regular contact and communication to our office about illness and medical appointments is crucial. Please see our website for our Attendance Policy and Addendum Policy.

Office contact details: 0207 772 8500 or email [admin@primrosehill.camden.sch.uk](mailto:admin@primrosehill.camden.sch.uk)

## Reporting any Covid 19 related issues

As ever, it is vital that you communicate immediately with the school via phone or email if your child or any other member of your household:

- Is isolating after coming into contact with a positive Covid case
- Is quarantining following the return from a foreign country
- Has developed any Covid symptoms
- Has tested positive for Covid 19

### **IMPORTANT**

*Please remember - If **anyone in your household** develops any Covid symptoms or tests positive for Covid 19, the whole household **MUST** isolate. If the test result is returned negative, this needs to be reported to the school office before your child can safely return to school.*

Being vigilant with this communication and acting quickly helps to keep our wider community as safe as possible.

Thank you for your continued support and we look forward to seeing you all on Monday 8th March,

SLT and the Year Three Team.

Autumn 1: 'Out of Africa'		
English	Maths	Wider Curriculum
<p>English teaching and learning is made up of English sessions, Guided Reading sessions and spelling sessions. Sessions are planned in response to the children and adapted to their needs.</p> <p>Our focus books this half term will be: <b>Gregory Cool, Fly Eagle Fly and Trees of Peace</b>. These texts are linked to our topic <b>Our Lives, Other People's Lives</b> and will be stimuli for writing.</p>	<p>Maths teaching and learning is constantly adapted in response to the children's needs.</p> <p><b>Place value</b></p> <ul style="list-style-type: none"> <li>● Locate any 2-digit number on a landmarked line, and use this to compare numbers with &lt; or &gt;</li> <li>● Identify any number on the 1-100 grid; understand each number is a multiple of ten and some ones</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>● Know securely number pairs for all numbers up to and including 12</li> <li>● Recognise that addition and subtraction are inverse operations</li> </ul>	<p><b>PSHE Focus</b></p> <ul style="list-style-type: none"> <li>● Transition / Rights Respecting / Setting Goals / Establishing new routines &amp; expectations</li> </ul> <p><b>Art Focus: Deborah Roberts (collage) and Mithili Art (drawing)</b></p> <ul style="list-style-type: none"> <li>● We will use the works of contemporary BAME artists to creatively explore our lives and to express our thoughts and feelings about them.</li> </ul> <p><b>Circle Time</b></p> <ul style="list-style-type: none"> <li>● Sessions once a week as appropriate</li> </ul>

Autumn 2: 'Out of Africa'		
English	Maths	Wider Curriculum
<p><b>Texts</b>  <b>Wangari Mathaai - The Woman who Planted Millions of Trees (Non chronological reports)</b>  <b>Mufaro's Beautiful Daughters (Traditional tale)</b></p> <p><b>Focus for the half term</b></p> <ul style="list-style-type: none"> <li>● Research rainforests and Wangari Mathaai to plan, draft and write non chronological reports.</li> <li>● Making sequenced story maps</li> <li>● Consider a character's points of view and motivations</li> <li>● Writing in role as a story/ real life character</li> <li>● Writing letters</li> </ul>	<p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>● Adding 2 digits on a number line</li> <li>● Subtraction by counting on with counters or number line</li> <li>● Expanded column addition</li> <li>● Exchanging</li> </ul> <p><b>Times Tables</b></p> <ul style="list-style-type: none"> <li>● Count in steps of 2, 5, and 10 from 0</li> <li>● Know 2X, 5X and 10X tables, e.g. saying how many 10s in 40; use X sign correctly, begin using ÷ sign</li> <li>● solve word problems using multiplication</li> </ul> <p><b>Emil Maths</b></p> <ul style="list-style-type: none"> <li>● Logical reasoning &amp; computational thinking</li> </ul>	<p><b>History Focus: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>● Ask simple questions about the period studied (eg. How old is it? What food did they eat in Ancient Egypt? When did the Ancient Egyptians live?)</li> <li>● Use a range of sources to find out about the period studied</li> <li>● Identify a range of sources (eg. artefacts, letters, newspaper articles, art, architecture)</li> <li>● Place periods studied on a timeline and compare where this fits into other periods studied</li> <li>● Identify key features, people and events of periods studied</li> <li>● Use dates and terms related to the passing of time (eg. ancient, modern, AD/BC, CE/BCE, century)</li> </ul> <p><b>Geography Focus: Africa</b></p> <ul style="list-style-type: none"> <li>● Use maps, atlases and globes to locate countries and describe features studied</li> <li>● Know the names of and locate at least four countries from the southern and four from the northern hemisphere</li> <li>● Know the names of and locate at least eight major capital cities</li> </ul>

Spring 1: 'Of Gods and Mortals'		
English	Maths	Wider Curriculum
<p><b>Texts</b>  <b>Theseus and the Minotaur (Narrative)</b>  <b>Informations books about Ancient Greece (Persuasive Writing)</b></p> <p><b>Focus for the half term</b></p> <ul style="list-style-type: none"> <li>• Understand and learn from writing which is similar to that they are going to write regarding its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> <li>• Composing and rehearsing sentences orally</li> <li>• Organising paragraphs around a theme</li> <li>• Know correct main features of different text types</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• Solve problems involving multiplication and division</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p><b>History Focus: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about the period studied</li> <li>• Identify key features, people and events of periods studied</li> <li>• Understand what everyday life was like for people during the periods studied</li> <li>• Compare to our lives today</li> </ul> <p><b>DT Focus: Design and Make a Temple for a Greek God/ Goddess</b></p> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>• Design a product for themselves and others in a range of contexts</li> <li>• Generate their own design criteria by gathering information about their intended users and use them to inform their ideas</li> <li>• Use annotated sketches . . . . to generate, develop and communicate their ideas</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate tools and equipment for a task</li> <li>• Know how to use tools and resources safely</li> <li>• Assemble, join and combine materials</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Music Focus:</b> Learning to play songs on a Ukulele with Olly Keen</p>

Spring 2: 'Of Gods and Mortals'		
English	Maths	Wider Curriculum
<p><b>Texts</b>  <b>Informations books about Ancient Greece (Persuasive Writing)</b>  <b>Paul Cookson (Poetry)</b>  <b>Krindlekrax (Narrative)</b></p> <p><b>Focus for the half term</b></p> <p>As above and:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements, including to grammar and vocabulary</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>• Measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, + = ]</li> <li>• Compare and order fractions with same</li> </ul>	<p><b>Science Focus: Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> <li>• Name some important bones in the human body</li> <li>• Understand the importance of a nutritious, balanced diet</li> <li>• Understand that animals, including humans, cannot make their own food and get nutrition from what they eat</li> </ul> <p><b>PSHE Focus:</b></p> <p><b>CARING RELATIONSHIPS</b> - To identify the qualities of a good friend / recap what a good friend is</p> <p><b>MENTAL WELLBEING</b> - To identify positive thoughts / explore the concept of self - talk</p> <p><b>ART focus:</b></p> <ul style="list-style-type: none"> <li>• Use colour washes to build up a background</li> <li>• Make as many tones of one colour as possible (using white)</li> <li>• Darken colours without using black.</li> <li>• Using a brush to produce different marks, teach how to make dots and dashes, scratching, splashing</li> </ul> <p><b>Music Focus:</b> Learning to play songs on a Ukulele with Olly Keen</p>

• Proof-read for spelling and punctuation errors

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