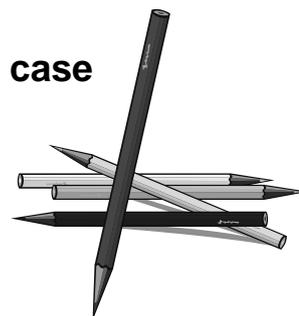


## PRIMARY 3

It is essential that your child has the following items: -

- 3 HB writing pencils, sharpener & rubber in a pencil case
- A packet of Crayola twistables or colouring pencils
- A pritt (glue) stick
- A P.E. bag with a pair of PE slippers
- A box of tissues
- Handwash



☺ Please have your child's name on their items.

Please send a box of tissues with your child on the first day.

**★Please replenish pencils, glue stick and rubbers as necessary throughout the year.**

### GUIDANCE NOTES FOR P3 HOMEWORKS

Homework is normally set each day from Monday to Thursday. It will consist of Spellings and one written homework.

We ask you to provide a quiet environment in which your child can work undisturbed by television or other distractions, and to encourage neat, accurate work which can be presented with pride. The combined homework each night should take no more than 30 minutes.

Please sign homework each evening.



From term 1 on Monday there will be a written homework for one of the curriculum areas, for example World Around Us. On Tuesday and Thursday there will be a written Literacy homework and a written Numeracy homework on Wednesday.

While it is necessary for you to support and guide your child with homework, we appreciate seeing their own best effort.

Here is an overview of what P3 will be studying in each term:

## TERM 1

### LANGUAGE AND LITERACY

- Consolidate phonics and high frequency words and reinforce their use in reading and independent writing
- Sentence construction and punctuation focusing on capital letters, full stops and question marks
- Development of independent writing skills, focusing on instructional, persuasive and letter writing
- Opposites
- Syllables
- Verbs, including past and present tense
- Adjectives
- Connectives – using ‘and’
- Compound words

### NUMERACY AND MATHEMATICS

- Numbers to up to 30 and then 50, including odd and even
- Pattern
- Time – days of the week, months of the year and o'clock
- Ordinal and positional language
- Weight – non-standard and standard
- Money – up to 20p and then 50p
- Story of 5, 6, 7 and 8
- 2D shape – name, count corners and sides
- Story of 7 and 8
- Length – non-standard
- Problem solving strategies – draw a picture and reason logically

### THE WORLD AROUND US

#### Ourselves:

- Naming body parts, human skeleton and organs
- How to have a healthy diet

#### Toys:

- Old and new
- Writing about our favourite toys
- Materials that are used to make toys
- How do toys work? – push and pull forces
- Toys from around the world

## **TERM 2**

### **LANGUAGE AND LITERACY**

- Continue to consolidate phonics and high frequency words and reinforce their use in reading and independent writing
- Further develop sentence structure, focusing on writing and asking questions
- Further develop independent writing skills, focusing on report writing, riddles and fantasy stories
- Punctuation in all written work focusing on capital letters, full stops, question marks and exclamation marks
- Encourage independence and self-checking of work
- Speech bubbles and speech marks
- Plurals – adding s and es
- Nouns
- Verbs and adjectives revision
- Opposites – un words
- Connectives – using ‘because’ and ‘but’

### **NUMERACY AND MATHEMATICS**

- Numbers to 100
- 3D shape – name and properties
- Story of 9 and 10
- Money – up to £1, including change of up to 10p
- Tens and ones in numbers
- Doubles and near doubles
- Fractions – halves, quarters and symmetry
- Time – half past, quarter past and 1 hour before/after
- Length – standard
- Problem solving strategies – look for a pattern and find all possibilities

### **THE WORLD AROUND US**

#### **Trees:**

- Identify and name common types of trees
- Fruits produced by trees
- Parts and their functions
- Lifecycle of an apple tree
- Seasons – how trees change through these
- Animals that use trees as their homes
- Looking after trees
- Our family tree

## **Under the Sea:**

- Oceans of the world
- Animals that live in the ocean
- Sorting animals
- Lifecycle of a sea turtle
- Floating and sinking
- Protecting our oceans

## **TERM 3**

### **LANGUAGE AND LITERACY**

- Further develop independent writing, focusing on fairytales
- Sequence of stories, concentrating on beginning, middle and end
- Character descriptions, using interesting words
- Contractions
- Word endings – er, est, ful, less
- Alphabetical order
- Writing lists – using commas
- Possessive apostrophes

### **NUMERACY AND MATHEMATICS**

- Tens and units work without carrying
- Adding and subtracting multiples of 10
- Rounding to the nearest 10
- Money – continue counting money up to £1, including giving change up to £1
- Capacity – non-standard and standard
- Adding and subtracting 9/11
- Problem solving strategies – work backwards

### **THE WORLD AROUND US**

#### **House and Homes:**

- Types of houses
- Homes around the world and the past
- Building materials and process
- Animal homes

#### **Famous People:**

- Louis Braille
- Florence Nightingale
- Beatrix Potter
- Roald Dahl

**There are 2 formal interviews, normally October and February. Should you have any concerns throughout the year please feel free to make an appointment to discuss these with your child's teacher.**

**Please encourage your child to come to school each day prepared i.e. with pencils sharpened and necessary resources. This will help us to develop your child as an independent and responsible learner.**

**You may find these websites useful**

- [bbc.co.uk/bitesize](http://bbc.co.uk/bitesize)
- [topmarks.co.uk](http://topmarks.co.uk)
- [ictgames.com](http://ictgames.com)

### **Assessment**

**Assessment of your child's learning will take place formally and informally throughout the year. Details of his/her progress will be given to you at interview times and in annual reports. Please contact Mr McClean or your child's class teacher should you need any further information.**

# **NETTLEFIELD PRIMARY SCHOOL**

## **USEFUL INFORMATION**

**(A) If you have a concern about anything in school, please follow these procedures:**

- (i) Speak to your child's class teacher.**
- (ii) Acting Vice-Principal - Miss Irwin**
- (iii) Speak to (Principal) - Mr McLean**

**(B) Should your concern not be resolved then:**

**You may have a concern that should involve the Board of Governors of the school. Please put this in writing to the Secretary of the Board of Governors. This will be discussed at the next meeting with the chairman and a response made by him concerning the issue. Mrs M. McCartney (Chairperson).**

**(C) If you have a concern about a Child Protection matter in or out of school; please contact:**

- (i) Mrs Cardy - Designated Teacher for Child Protection.**
- or**
- (ii) Mr McLean - Deputy Designated Teacher.**

**The Designated Teachers will ensure the matter is completely investigated with support from the Education Authority and the appropriate outside agencies.**

**\* If you ever suspect your child is being bullied at school – please contact the class teacher or Mr McLean immediately.**

## **NETTLEFIED PRIMARY SCHOOL**

### **MEDICAL ISSUES**

**Please ensure you follow our medical procedures guidelines if your child has a medical condition.**

- (i) Ensure the school is fully aware of the condition and its implications in school.**
- (ii) Ensure a yellow medical form is completed for any medication being requested to be administered in school.**
- (iii) Ensure inhalers etc are provided for the class teacher, should an emergency arise.**

**Contact Mr McLean for any further advice.**

### **CARE REQUESTS**

**It is parental responsibility to ensure the school office/teachers are aware of any changes to collecting arrangements for your child in the afternoon.**

**Phone calls to change arrangements at the last minute are not welcome unless in an absolute emergency.**

**Please ensure your child knows who is collecting him/her at the end of the day. This provides comfort and stability for the school day.**



**Primary One**

**Boys**

White Polo Shirt  
Green V neck jumper  
(Green only)  
Grey trousers  
Black school shoes  
(no trainers)

**PE Kit**

Plimsoll gutties only

**Primary One**

**Girls**

White Polo Shirt  
Green V neck jumper or cardigan  
(Green only)  
Grey skirt or pinafore  
Grey tights  
Black school shoes  
(no trainers or heels)

**PE Kit**

Plimsoll gutties only

**Primary Two to Seven**

**Boys**

White shirt  
Green V neck jumper  
(Green only)  
Official school tie  
Grey trousers  
Black school shoes  
(no trainers)

**PE Kit**

White polo shirt,  
Navy or black shorts or tracksuit bottoms  
Trainers

**Primary Two to Seven**

**Girls**

White shirt  
Green V neck jumper  
(Green only)  
Official school tie  
Grey skirt or pinafore  
Grey tights  
Black school shoes  
(no trainers or heels)

**PE Kit**

White polo shirt,  
Navy or black shorts, tracksuit bottoms or  
thicker leggings  
Trainers

**Please note:** After parent consultation as well as for health and safety reasons, the wearing of ear rings or any other jewellery **is not permitted** at Nettlefield.  
'Number One' grade haircuts, hair colours or artistic designs shaved into heads are also unacceptable.

## **Nettlefield Primary School**

### **Anti – Bullying Procedures**

**As a school, we are very pro-active concerning the issue of bullying. All classes are taught not to engage in such behaviour, but also what to do, should it unfortunately still occur. When an incident is reported, the following will take place:**

**The class teacher will speak to the bully and the victim involved. Bystanders may also be involved in this discussion. Clear guidance will be given that this type of behaviour should cease immediately. If a child (victim) is distressed at this level – parents will be informed. The parent of the bully will be contacted immediately to ensure the incident is dealt with at home.**

**Should this type of incident continue, the class teacher will inform the Head of Stage/Vice Principal/Principal. The bully will be punished in line with our Positive Behaviour Policy and parents will be invited into school for a meeting. No child will be permitted to persistently annoy/upset another child in our school.**

**The positive ethos encouraged helps to eradicate the need for this type of behaviour but when it occurs, both the victim and the bully get help to ensure it does not continue. A bully often has other issues and these will be investigated to ensure this behaviour pattern stops.**