



SCAN ME

Give us a follow on Instagram
to see what the children have
been getting up to!



Welcome to Year 3!

**Year 1, 2 & 3 Vice Principal
Mrs Parmley**

**3 Eden
Mrs Panwar**

**3 Alton Towers
Mrs Ghosh**

**3 Windsor
Miss Farah**

Meet Jessie



- Jessie is a 3 month old cross between a St Bernard and a Poodle and lives with Mrs Snowden and her family
- Very calm temperament and hypoallergenic
- Jessie will become a school therapy dog and her training will take up to 12-18 months. Her three handlers and Jessie will undergo the training with PAWs Therapy Dog Training Programme
- She will always be on a lead around the school and the children will know not to approach her when she is on her lead or wearing her training vest
- No child will work directly with her without permission from parents

Meet our safeguarding team



Mrs Costelloe

DSL



Mrs Kearney

DDSL



Ms Gregory

DDSL



Mrs Snowden

DDSL



Mrs Parmley

DDSL



Miss Poynter

DDSL



Mr Overton

DDSL

At WHA every adult thinks your health, safety and wellbeing are very important. You can talk to any trusted adult in school.

How will we protect you?

- We will provide a safe environment for you to learn in
- We will help you to remain safe at home, as well as school
- We will always listen to you

Our Safeguarding Team

We are here to help

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

Our Vision For Our Children -

By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow? We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. They recognise their own uniqueness and that of others. WHA is a place where no time is wasted and where 'every opportunity shapes a life'.

Our curriculum offer has four aspects that are split into two domains:

Core Curriculum Offer
Knowledge & Experience
(National Curriculum)

WHA Enhanced Curriculum Offer
Values & Equality
(Shaping Lives)



Core Values	Linked Values		
Ambition	Desire	Motivation	Determination
Respect	Empathy	Considerate	Admiration
Tolerance	Acceptance	Patience	Understanding
Friendship	Kindness	Compassion	Love
Positivity	Hope	Happiness	Optimistic
Teamwork	Responsibility	Pride	Equality
Resilience	Perseverance	Adaptable	Fortitude
Courage	Confidence	Valour	Heroism
Honesty	Trustworthy	Integrity	Reliable
Curiosity	Inquisitive	Awareness	Awe

Pupil Premium Grant

Many children from families who receive certain benefits are entitled to a sum of money paid to their school to boost their learning. **This is called the Pupil Premium Grant.**

Are you eligible?

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

The extra funding helps the school to provide further support for your children in so many ways such as extra 1:1 and small group teaching sessions and providing additional resources in school and at home. It also entitles your child to a free school meal every day which could save you hundreds of pounds each academic year.

There is an eligibility checker on our school website as well as a link to the application platform.

We advise **ALL** families to check eligibility as any additional funding will support the school and your children greatly.

Please speak with the school office team if you have any questions about your application

POSITIVE BEHAVIOUR



JUBILEE

A - F



WINDSOR

G - L



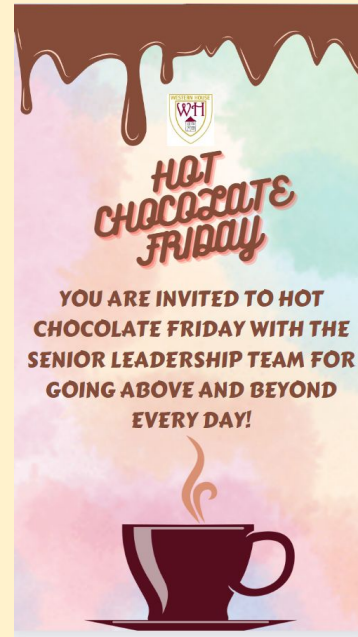
MERCIAN

M - R

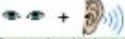


















ETON

S - Z



POOR BEHAVIOUR CHOICES:

1. We expect the following behaviours for learning in our classroom to include:				
 Engaged and listening to adults or peers who are talking	 Use your indoor voice	 Sitting smartly on the carpet and desk	 Follow all instructions swiftly	If we don't see this: <ol style="list-style-type: none"> Verbal warning Last chance if given a second verbal warning Miss up to 5 minutes of break or lunch
2. We expect that all instructions are followed.				
 Defiance or not following instructions	 Shouting out in the classroom	 Disrupting or distracting other children	 No returning to classroom after break or lunch	If we see this: <ol style="list-style-type: none"> Immediate loss of all break time or half of lunchtime If repeated twice in a week, call home and reflection sheet sent home If repeated three times in a week, report card issued with YTL
3. We expect RESPECT.				
 Lack of respect: extreme impoliteness, leaving class, 'stopping and tutting', arguing back or shouting	 Breach of online safety policy (unkind messaging to or about other children)	 Lack of respect towards peers (swearing, spreading rumours, showing aggression/threatening behaviour eg. pushing and shoving)	If we see this: <ol style="list-style-type: none"> Immediate loss of all break time plus lunchtime and a call home to parents. Reflection form to be completed and sent home. If repeated, meeting arranged with parents and class teacher to work to support improvement of behaviour If repeated, further meetings arranged with parent and YTL. Report card issued with daily reporting to YTL for a week. 	
4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and how care to our school environment.				
 Extreme rudeness/swearing towards staff and/or peers	 Damaging school property (shoving or throwing furniture, vandalism)	 Not keeping safe (climbing fences, hiding, running around school)	If we see this: <ol style="list-style-type: none"> Internal suspension from class or playground. Work to be given and completed in another year group or hub. No social interaction with current year group Reflection form completed and given to parents Parents to meet with YTL and Vice Principal 	
5. We expect everyone to be in control of their behaviour and manage feeling positively and show positive treatment to each other and our environment.				
 Extreme breach of online safety policy (sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material)	 Violence towards peers and adults such as fighting. Sexual Harassment.	 Sustained bullying behaviours	All level 5 behaviours will be considered on a case-by-case basis by the Principal and SLT. The consequence considered will be: <ol style="list-style-type: none"> Internal suspension Fixed term suspension Permanent exclusion 	



PARENTS GUIDE TO:

ZONES OF REGULATION

Western House Academy

At WHA, we use the Zones of Regulation as a way to teach and support our children to manage and regulate their emotions.

The four zones:

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

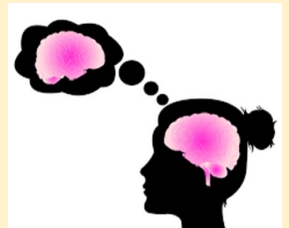
Blue	Green	Yellow	Red
 A blue character with glasses and a white sweater, looking sad and holding a blue ball.	 A blue character in a yellow dress, dancing happily with arms raised.	 A purple character with a long nose, looking frustrated with hands clasped.	 A red character with a flame on its head, shouting with clenched fists.
<p>Sad Sick Tired Bored Moving slowly</p>	<p>Happy Calm Good to go Focused Ready to learn</p>	<p>Frustrated Worried Silly Anxious I need some help</p>	<p>Mad Angry Yelling / Hitting Out of control I need time and space</p>

Why do we use it?

To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- Problem solve and find positive solutions to different emotions

The ultimate goal is for independent regulation.



GENERAL INFORMATION

Tuesday and Thursday: PE day (full PE kit)

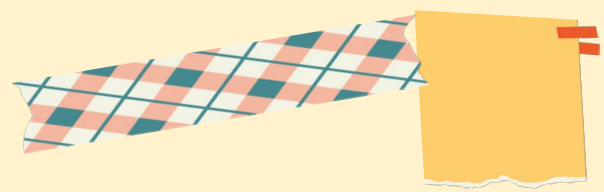
Wednesday: Homework received back

Monday: New spellings given out and spelling test

Friday: Homework given out on Google Classroom



Homework

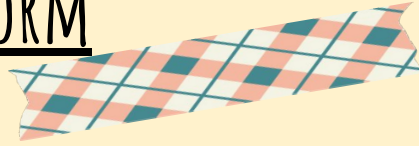


Spellings will be set on Purple Mash, however a hard copy will also be sent home. We expect a minimum score of 8/10 each week.

Homework will be handed out on Google Classroom on a Friday, it must then be completed and returned by the Wednesday. Any children who we see struggling to hand the homework in each week, will spend one breaktime staying in to complete it during this time.



UNIFORM



Girls

- Grey (**not black**) skirts, grey trousers are permitted
- Burgundy jumper/sweatshirt or cardigan
- Pale blue blouse/polo shirt
- Grey or black socks or tights
- School tie* (optional)
- Pale blue/white check dresses for summer

Boys

- Grey (**not black**) trousers
- Burgundy jumper/sweatshirt
- Pale blue shirt/polo shirt
- Grey or black socks
- School tie* (optional)
- Grey shorts for summer



Shoes

- flat black shoes or
- black trainers (no logos or other colours visible)

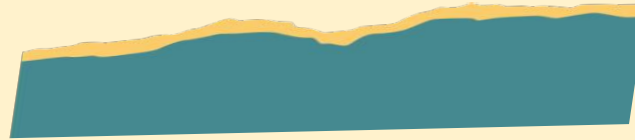
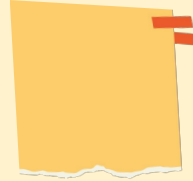




P.E. KIT

Burgundy or black shorts
Burgundy or pale blue T-shirt
Trainers (for outdoor sport) - plain black
or plain white
Plimsolls or trainers (indoor)
Tracksuit or jogging bottoms and sweat
top for winter

Tracksuit, jogging bottoms & sweat tops
need to be a plain, dark colour (navy,
black, dark grey) with NO pictures,
writing or patterns.



UNIFORM - THIS SETS HIGH STANDARDS AND EXPECTATIONS

Hair must be tied up. Any hair accessories must be in school colours.

- All black shoes. The children can wear black trainers, but they must be ALL black.
- No hoop earrings.
- No nail polish.



Accelerated Reader™



Accelerated Reader is used by Yr2-6 to track children's reading.

Each child completes an assessment termly to identify their correct ZPD range.

They then choose books within this range to read and take a quiz.

The quiz checks your child's understanding and provides their teacher with information about how they need to be supported and challenged.

Each child should be completing 2 quizzes a week.

Children can choose books from our AR library, at home or using the online platform - MyON.

RENAISSANCE
myON

Regular reading impacts a child's success at school. If not addressed early the educational gap widens...

Child A



Reads 20 minutes per day

3,600 minutes per school year

1,800,000 words per school year



Scores in the 90th percentile

Child B



Reads 5 minutes per day

900 minutes per school year

282,000 words per school year



Scores in the 50th percentile

Child C



Reads 1 minute per day

180 minutes per school year

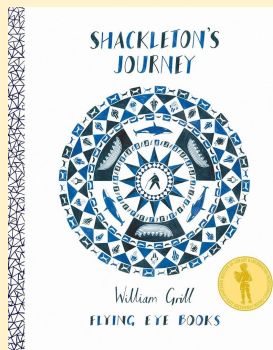
8,000 words per school year



Scores in the 10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

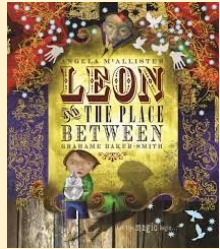
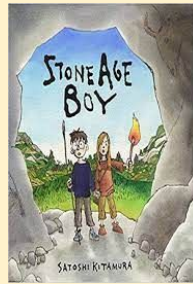


Autumn 1
Shakelton's Journey
By William Grill

TBC

READING

Autumn 2
The Stone Age boy
By Santoshi Kitamura

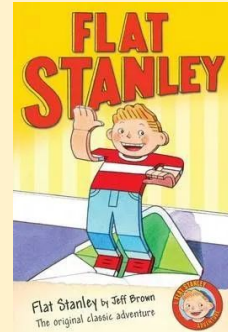


Spring 1
Leon and the
Place Between
(TBC)
*By Angela
McAllister*

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

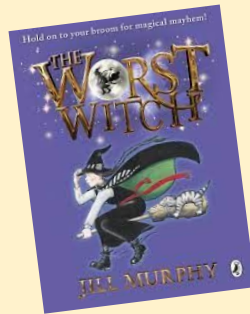


Spring 2
Flat Stanley
By Jeff Brown



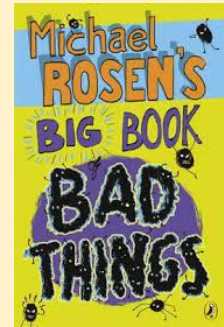
Summer 1

The Worst Witch
By Jill Murphy



Summer 2

The Big book of
bad things
By Michael Rosen



MATHS AT WHA

- Follow White Rose Maths.
- Times Tables. By the end of Year 4, children will sit the Multiplication Tables Check and are expected to know the tables up to 12×12 . Please ensure that your child completes the times tables practise that the teachers set and go onto TTRS.
- Knowledge Organisers for maths will be added to the website for parents to understand what the expectations are.
- This year they will learn the 3, 6, 9 and 8 times tables.

Autumn 1

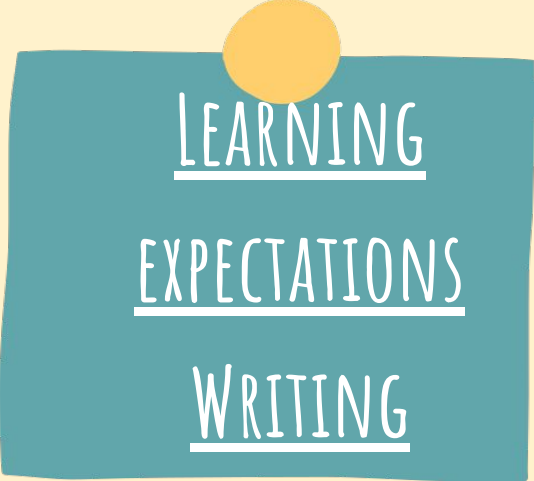
Place Value in punctuation
Setting
Antarctica

Autumn 2

Fact file for the Stone Age
Film Narrative:
Moz the Monster

Spring 1

Explanation of the journey of a rock
Portal Story




LEARNING
EXPECTATIONS
WRITING

Spring 2

Adventure story

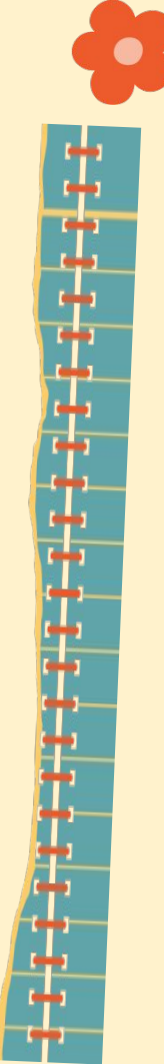
Summer 1



Instructions for a magic poem
Film narrative:
The Black Hat

Summer 2

Poetry: Kennings
Recount of Trip to kew Gardens





School Census



Department for Education

Thursday 2nd October

Much of our funding is decided based on the school census on Thursday 2nd October 2025.

The number of hot lunches eaten on this day is one of the ways that this funding is calculated.



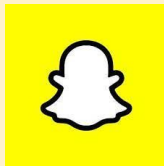
We normally have a special menu on this day. Please order a meal to help secure the best possible funding we can for our children.



Safeguarding our children is everyone's responsibility and duty and requires an open, communicative relationship between school and home.

ONLINE SAFETY TIPS

- Ensure you have parental controls in place on ALL apps and platforms on your child's device.
- Ensure you are aware of age restrictions on apps and social media and the risks they present to young children.
- Snapchat is a popular app amongst young children, however presents serious dangers. Messages are designed to disappear making it hard to gather proof, people can set up fake accounts and pretend to be someone they are not, the tool 'quick add' enables strangers to request to befriend your child and your child's location can be visible on a detailed map to everyone they are friends with unless they have changed their settings.
- WhatsApp group chats amongst peers although can be harmless, in the past have been the medium for online bullying. It is important you are aware of what your child is saying on any platforms and remove them from a group chat if it is no longer a positive environment whilst reporting any evidence of online bullying to school or to the Police.



If we receive evidence that your child has been part of any online bullying or inappropriate activity then external agencies may be contacted.

DAILY TIMETABLE

8:30 Soft start

8:55 School starts/
Register

9:00- 9:45- First lesson

9:45-10:45- Second lesson

10:45-11:00 Break

11:00-12:15 Third lesson

12:15 - 1:15 Lunch

1:15 - 3:15 two / three
afternoon lessons

3:25- Hometime

SOFT START FOCUSED ON READING





WELL BEING DAYS

The 15th of every month

Each month there will be a curriculum focus.



10 BY 10 EXPERIENCES IN YEAR 3....

Trip to the cinema



Travelling by train



HOW TO CONTACT US:

If you have a concern or something you would like to discuss the first person you should speak to is your child's class teacher.

- If the problem is not solved please feel free to make an appointment to speak to the Year 3 Leader- Mrs Ghosh
- If you still feel your concern has not been dealt with then please make an appointment with Mrs Parmley
- (Vice Principal for Years 1, 2 and 3)

Our email:

Mrs Ghosh 3altontowerswha@theparkfederation.org

Mrs Panwar 3edenwha@theparkfederation.org

Miss Farah 3windsorwha@theparkfederation.org

The background is a teal color with several overlapping paper elements. In the top left, there is a yellow sticky note with two red cherries. In the top right, there is a white spiral notebook with pink and yellow horizontal lines. In the bottom right, there is a small orange flower with a yellow center and a green stem. In the bottom center, there is a small piece of red and green plaid paper. On the left side of the central white box, there is a black scribble that looks like the word 'see'.

THANK YOU!
Any questions?