

Welcome to  
Barford Primary School  
Transition Meeting

Year 3



# Meet our staff

## Year 3



### Teachers:



Miss Jones Miss Paschal



### Teaching Assistants:



Mrs. McIntosh

# Meet other members of our school team



**Miss Davies** – Headteacher and DSL

**Mrs Harrison** – Deputy Headteacher , SENCO and Lead DSL

**Mr Matysik** – Deputy Headteacher and DSL

**Miss Maycock** – KS1 and Y3 Assistant Headteacher

**Mrs Woolgar** – KS2 Assistant Headteacher

**Mrs Lilly** – School Business Manager

**Mrs Janagal** – Pastoral Manager

**Miss Wright** – Attendance Officer and Assistant Learning Mentor

**Ms Ismail** – Office Manager

# Our Vision & Values



At Barford, our unique children and staff feel safe, valued and respected in an emotionally secure environment. The Barford family are resilient, confident and caring. We provide opportunities and experiences to help us strive, thrive and fulfil our full potential in all that we do. Barford is place where we feel nurtured and given 'wings' to fly!

Respect – I treat others,  
as I want to be treated

Kind – I care about  
others and myself

Honest – In all that I do

Ambitious – I want to  
succeed

Confident – I believe in  
myself

Curious – I am interested  
in finding out things

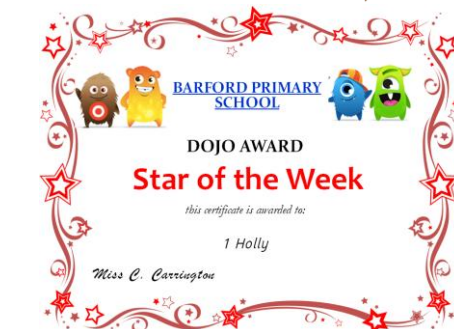
Resilient – I keep trying  
even when things are hard

# Celebration Assembly



To reinforce our vision and values with the children, every Friday there is a Celebration Assembly. This is an opportunity to celebrate the children's achievements in their learning and behaviour. If your child is chosen for a 'Star of the Week' certificate, then you will be invited to the assembly celebrate your child with us.

There are also certificates awarded for the most Dojo Points and the highest achiever on TTRockstars. Class attendance is also celebrated.



# What's happening in Year 3?



Year 3 Autumn Timetable

8:30 – 8:40 Gates open / Morning hat and register taken by 8:40	8:45-9:45	9:45-10:30	10:30-10:45	10:45-12:00	12:00-12:55	12:55-2	2-3	3-3:20
Monday	Maths	3 Cedar Library 9.45-10.15 3 Elm Mpl/RE alternate	Break	English	Lunch time	Maths Meeting 1-1:30	CUSP / Humanities Alternate History Geography Wk 1/2	GPS Dismissal p classroom c
Tuesday	PE 3E Maths 3C	PE 3C Maths 3E		English		Kinetic Letters 2-3	Phonics/Spelling 2-2:30 3 Elm Phonics/Spelling 2:30 - 3 3 Cedar	TTRocks
Wednesday	Maths	Phase assembly 9.15-9.45	Computing/Music Alternate Wk1/W2	English			Phonics/Spelling 2-2:30 3 Elm Phonics/Spelling 2:30 - 3 3 Cedar	PSHE
Thursday	Maths	3 Elm Library AR 9.45-10.15 3 Cedar Mpl/RE alternate		English			Phonics/Spelling 2-2:30 3 Elm Phonics/Spelling 2:30 - 3 3 Cedar	SG Assembly
Friday	8:45-9:15 Celebration Assembly	Editing 9:15-9:45	Maths	English			Reading Skills 2-2:30 3 Cedar Phonics/Spelling 2:30 - 3 3 Elm	Stay at Read



# Our Curriculum



## Reading and Phonics

In school, we use the Little Wandle programme for teaching phonics and reading. The children will have daily phonics lessons learning the phonemes and graphemes in line with Little Wandle. They will have the opportunity to say, read and write these in different words and sentences each day. The children will develop their reading in Reading Skills sessions. These will take place 3x per week where children will work in a small groups with an adult learning to read, develop confidence and fluency before answering questions about the book.

This year there will be a library session each week amongst other opportunities for reading each day- including 'story time' as a whole class.

CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving.



# Swimming at Barford!



We understand that swimming provides numerous benefits for children, impacting their physical and mental health, as well as crucial water safety skills. Swimming also fosters social skills, builds confidence, and can enhance mental well-being.

In the UK's National Curriculum, it's a requirement for all primary school children to be able to swim competently, confidently, and proficiently over a distance of at least 25 metres by the end of Key Stage 2. It will be a requirement for all children to participate in these lessons.

Our pop-up swimming pool will be provided by a reusable company called 'Aqualympic'. There will be a qualified, competent and trained swimming teacher teaching 10 children at one time. The pool water will also be tested at least 3 times a day.

## Swimming wear

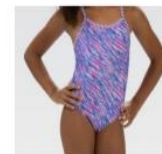
### Boys

- Swimming trunks/shorts, no pockets and above the knee
- Swimming short/log sleeve close fitted tops can be worn



### Girls

- One piece swimming costume
- Swimming leggings can be worn
- Swim dress with swimming leggings or shorts
- Full, one-piece modesty swimwear



# Year 3 Topic Themes

Autumn

Stone Age



Spring

There is no Place Like Home



Summer

Romans



Topic subjects include: Art, Design Technology, History, Geography, Science, R.E, PSHE and Music.



# Year 3 English



## Autumn



<b>A</b>
<b>Vehicle Text</b>
<b>The Iron Man</b>
<b>Writing Outcome &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Approaching Threat Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction Outcome:</b> Trap Explanation <b>Purpose:</b> To explain
<b>Grammar: Word</b>
<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- Using a or an correctly
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification Learn how to use subordination (reinforce from Y2)
<b>Grammar: Text</b>
<b>N/A</b>
<b>Grammar: Punctuation</b>
<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list

## Spring



<b>C</b>
<b>Vehicle Text</b>
<b>The Rhythm of the Rain</b>
<b>Writing Outcome &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Setting Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction Outcome:</b> Information Report <b>Purpose:</b> To inform
<b>Grammar: Word</b>
<b>Build on previous year by:</b> Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Use a wider range of conjunctions, e.g. when, if, because, although Develop understanding of expressing time, place and cause using adverbs, e.g. then, next, soon, therefore (WO2) Develop understanding of expressing time and place using prepositions, e.g. before, after, during
<b>Grammar: Text</b>
Use the present perfect form of verbs in contrast to the simple past (WO2)
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Use apostrophes to mark singular possession in nouns (Y2 reinforcement) Use commas to separate items in a list (WO2 – Y2 reinforcement)

## Summer



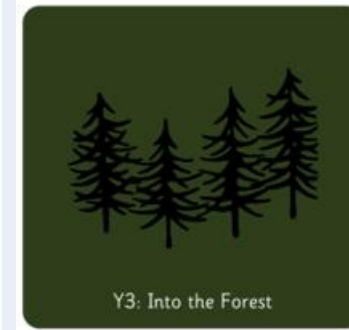
<b>E</b>
<b>Vehicle Text</b>
<b>Egyptology</b>
<b>Writing Outcome &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Egyptian Mystery Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction Outcome:</b> Secret Diary <b>Purpose:</b> To recount
<b>Grammar: Word</b>
<b>Build on previous year by:</b> Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Word families based on common words showing how words are related in form and meaning
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
<b>Grammar: Text</b>
Headings and subheadings to aid presentation (WO2)
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Inverted commas to punctuate direct speech (WO1 only)



<b>B</b>
<b>Vehicle Text</b>
<b>Fox</b>
<b>Writing Outcome &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Fable Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction Outcome:</b> Information Report <b>Purpose:</b> To inform
<b>Grammar: Word</b>
<b>Build on previous year by:</b> Form nouns using a range of prefixes (WO2) Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Use a wider range of conjunctions, e.g. when, if, because, although Develop understanding of expressing time, place and cause using prepositions, e.g. before, after, during
<b>Grammar: Text</b>
Use the present perfect form of verbs in contrast to the simple past (WO2)
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Use of inverted commas to punctuate direct speech Use apostrophes to mark singular possession in nouns (Y2 reinforcement) Use commas to separate items in a list (WO2 – Y2 reinforcement)



<b>D</b>
<b>Vehicle Text</b>
<b>Jemmy Button</b>
<b>Writing Outcome &amp; Writing Purpose</b>
<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction:</b> Letters <b>Purpose:</b> To recount
<b>Grammar: Word</b>
<b>Build on previous year by:</b> Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Word families based on common words showing how words are related in form and meaning
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Use a wider range of conjunctions, e.g. when, if, because, although Develop understanding of expressing time, place and cause using prepositions, e.g. before, after, during Develop understanding by expressing time, place and cause using adverbs e.g., then, next, soon, therefore
<b>Grammar: Text</b>
<b>Build on previous year &amp; focus on:</b> Develop understanding of using the present perfect form of verbs in contrast to the simple past
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Introduction to inverted commas to punctuate direct speech



<b>F</b>
<b>Vehicle Text</b>
<b>Into the Forest</b>
<b>Writing Outcome &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Lost Narrative <b>Purpose:</b> To narrate
<b>Non-Fiction Outcome:</b> Newspaper Report <b>Purpose:</b> To recount
<b>Grammar: Word</b>
<b>Build on previous year by:</b> Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Word families based on common words showing how words are related in form and meaning Developing understanding of the formation of nouns using a range of prefixes
<b>Grammar: Sentence</b>
<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
<b>Grammar: Text</b>
Headings and subheadings to aid presentation (WO2) Develop understanding using the present perfect form of verbs in contrast to the simple past (WO2)
<b>Grammar: Punctuation</b>
<b>Build on previous year &amp; focus on:</b> Inverted commas to punctuate direct speech

# Year 3 Maths



## Autumn

- 1 Number sense and exploring calculation strategies
- 2 Place value
- 3 Graphs
- 4 Addition and subtraction
- 5 Length and perimeter



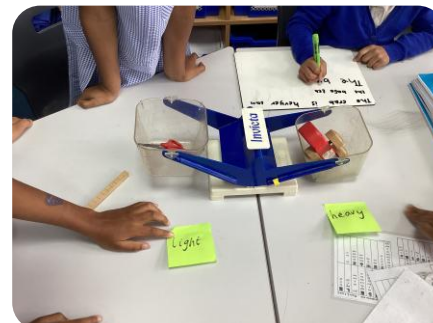
## Spring

- 6 Multiplication and division
- 7 Calculating with multiplication and division
- 8 Time
- 9 Fractions



## Summer

- 10 Angles and shapes
- 11 Measures
- 12 Applying multiplicative thinking
- 13 Exploring calculation strategies and place value



# Year 3 PE



## Your PE day will be... **Tuesday**

On this day children will come into school in their uniform and will get changed during the school day. PE kits will remain in school and be sent home for washing at half-term.

The P.E Kit should consist of:

- Black or navy jogging bottoms for outside P.E (no logos)
- Black or navy shorts for indoor P.E (no logos)
- White T-shirt
- School blue sweatshirt (no hoods)
- Black or white trainers (no logos)
- Long hair should be tied back
- Earrings should be taken out or covered with a plaster/medical tape
- Children wearing religious necklaces/bracelets, should have these covered



# Uniform



School uniform is very important and we want the children to take a pride in themselves and to be proud of being at Barford.

No jewellery or personal items are allowed to be worn apart from stud ear rings and a watch. For safety, such items **MUST** be removed for PE. No make-up, including nail varnish, is allowed.

Please label all items. ( Use a permanent marker if you don't have name labels)

## Girls

Dark grey or black skirt/ dress/ trousers.

White blouse/polo shirt.

Royal blue sweatshirt/cardigan (waist length, no hood).

White, black or grey socks/tights.

Plain royal blue, grey, black or white headscarf (no longer than shoulder length).

Summer: Blue and white gingham dress (optional).

Summer: White leggings/tights (optional).

## Boys

Dark grey or black trousers.

White shirt/polo shirt.

Royal blue sweatshirt/jumper.

White, black or grey socks.

Summer: Dark grey or black shorts (optional).

## Boys and girls shoes

Plain, flat black shoes - **not** trainers.

No heels/platforms.

Must cover toes and be secured to the foot.



# Homework



- Each week you will get one piece of English and Maths homework. This will go out on Friday and to be returned by Wednesday of the following week.
- Other activities may be sent home i.e. phonics or handwriting.
- Home readers will come out each week. Please listen to your child read for at least 10 minutes each night and leave a comment in their reading diary. Accelerated Reader books will be sent out this week and eventually we will be sending this and a reading for pleasure book.
- 'TTRockstars' can be accessed at home with your child's log in. This will help them develop their times table knowledge.

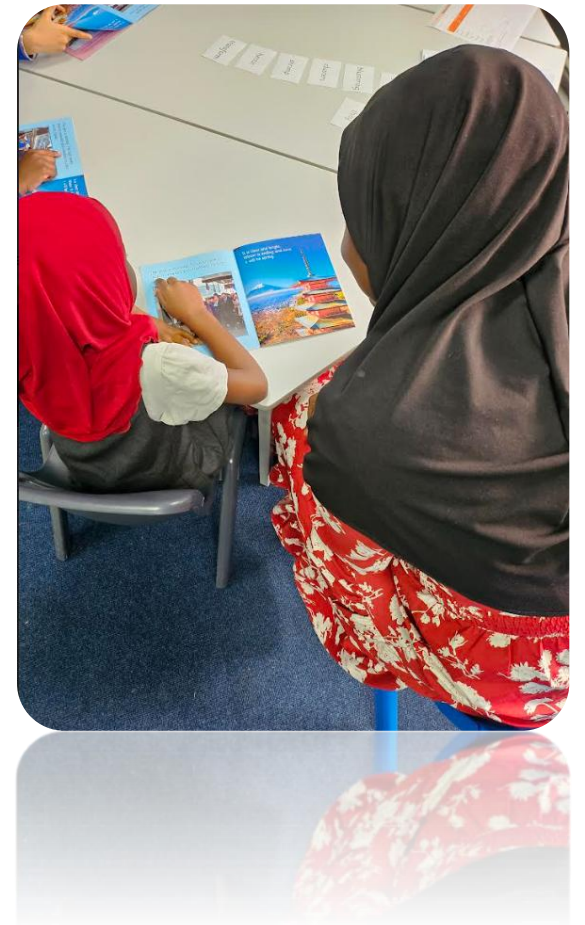
# Reading for pleasure



## Stay and Read with Parents

Every Friday afternoon 2:45pm - 3:00pm, there will be a Parent Stay and Read session.

This is to promote reading for pleasure. It is a great opportunity to share a range of books with your child. Teaching staff will also be on hand if you have any queries about phonics and reading.



# Accelerated Reader

• Accelerated Reader (AR) is a reading programme that aims to motivate children to read, by guiding them to books that are just right for them and promoting rewards for their progress. Children can then build on their reading skills and enjoy reading, becoming confident, independent readers who read for pleasure.



## Star Readers!

The children can win a prize from our vending machine. Your child can become a star reader; all the children go into a raffle draw once per week and can win a book from our school vending machine.



## School Library

Your child will have access to our school library once per week in September. They will bring a book home that interests them!

# Trips, visits and enrichment in school



*"Pupils have access to an extensive range of experiences beyond the classroom." OFSTED 2023*



Autumn	Spring	Summer
Lunt Roman Fort	Local Area Study	Birmingham Museum

## Enrichment

We network with a range of providers to give your children a wealth of experiences: Royal Ballet, Roots to Fruits, Street Dance, visitors from the community and music services.

## Payment Plans to support parents paying for trips

We provide a payment plan which will allow you to spread the cost of trips over the school year. We will share with you this information before the start of the new term, so you can plan ahead.



# After-school Clubs and opportunities



We offer a range of FREE after school clubs which are run by our staff. We are only able to offer a limited number of places so it is first come, first served.

Day of club	Type of club	Year groups	Times	Places available	Staff Member
Tuesday	Art & Crafts	1,2	3:30pm – 4pm	10	Miss Bradney
Tuesday	Minecraft education	4,5,6	3:30pm – 4pm	15	Mr Able
Tuesday	Board Games	1,2	3:30pm – 4pm	10	Miss Akhtar
Tuesday	Urdu	4,5,6	3:30pm – 4pm	15	Mrs Baig
Thursday	Girls' Football	4,5,6	3:30pm – 4pm	16	Mrs Rolls
Thursday	Book Club	1,2,3	3:30pm – 4pm	12	Miss Sifford
Thursday	Eco-Club	4,5,6	3:30pm – 4pm	20	Miss Jones (Y4)
Thursday	Science	3,4	3:30pm – 4pm	16	Miss Jones (Y3)
Thursday	Lego	1,2,3	3:30pm – 4pm	12	Miss Maycock
Thursday	Dance	1,2	3:30pm – 4pm	9	Mrs Nuur
Friday	Chess	3,4,5,6	3:30pm – 4pm	12	Miss Pascal

# Attendance Matters



## What do I do if my child is unwell?

Please contact Barford Primary School on **0121 464 3765 by 8:30am** if your child is unable to attend. Please refer to NHS guidelines if you are unsure on how long to keep your child off school. We will work with you and your child to improve their attendance.

## Two types of absence

### Authorised and Unauthorised

Any absence from school (authorised or unauthorised) will affect a child's attendance percentage. Authorised means the Academy has approved the absence as a reasonable explanation for your child's absence. If your child/ren are absent for more than 3 days due to illness we will need medical evidence to authorise any further absence. Unauthorised absence can lead to legal action. See examples of both these absences below.

### NHS guidance on common illnesses

#### Runny nose

It's fine to send your child to school with a runny or blocked nose, but if they have a fever keep them off school until the fever goes.

#### Headlice

There's no need to keep your child off school if they have head lice. Please treat headlice as soon as possible.

#### Sore throat

You can still send your child to school if they have a [sore throat](#).

#### Diarrhoea or vomiting

Children with [diarrhoea or vomiting](#) should stay away from school for 48 hours.

Please refer to the NHS website for more illnesses and timescales.

<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

Research shows that regular attendance and good punctuality are crucial factors in students achieving their full potential at school. Here at Barford Primary School we wish to work in partnership with Parents and Carers and seek your full support in ensuring that your child attends everyday and on time.

Home visits are conducted by our pastoral and attendance team if your child is absent. They are unannounced visits occasionally on the 3<sup>rd</sup> day of absence.

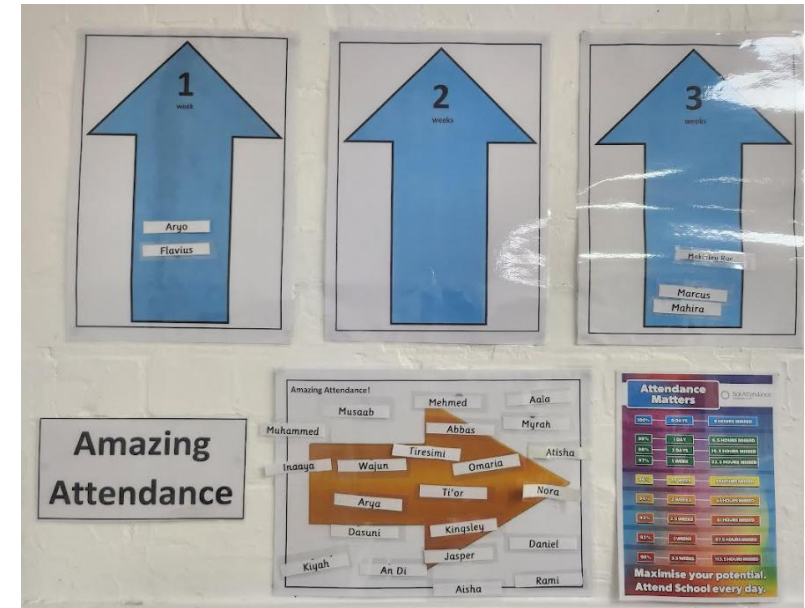
**If we haven't received any contact with you by the 3<sup>rd</sup> day of absence and get no response via a home visit, then referrals to the local authority may be made.**

Always ensure you notify the academy of any address changes.

# Attendance Matters

- Every week your child's class celebrates good attendance including all improvements in attendance.
- Children who have good and improving attendance receive an attendance sticker and a raffle ticket for a weekly prize draw.
- Each week the winner from each class, chooses a prize from the attendance cupboard.
- At the end of each term, the class in each key stage with the highest attendance receives a voucher to spend on a class game or activities such as Monopoly or Twister !

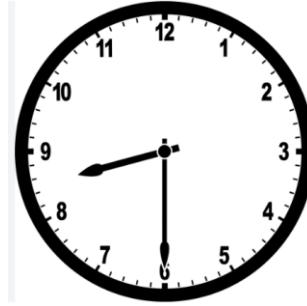
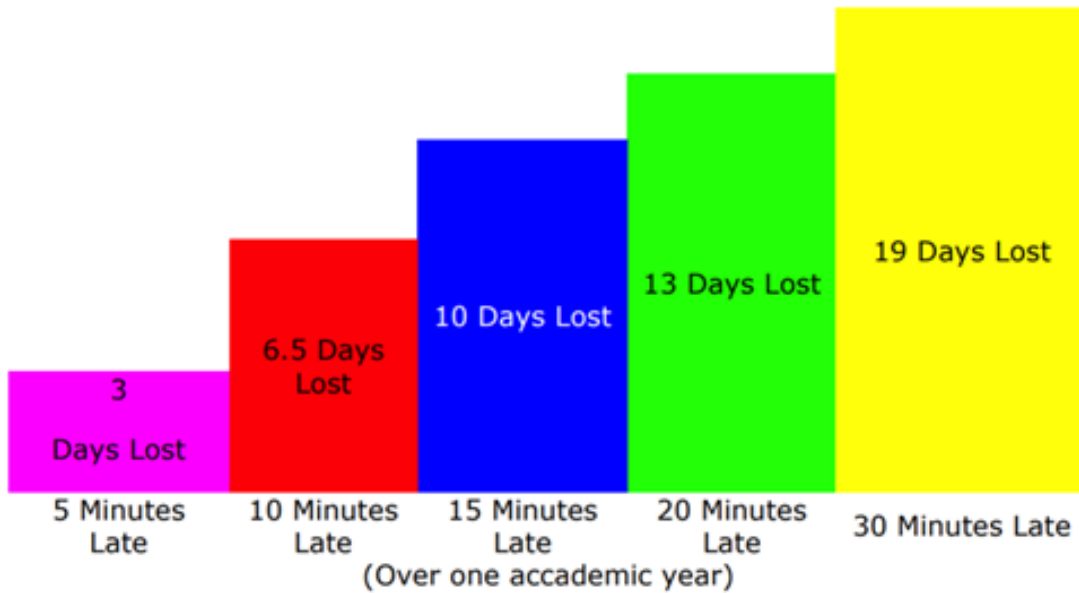
Great attendance and punctuality is rewarded in school!



# Every minute counts!

## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



- School gates open at 8:30am. Bring your child to the reception gate on Barford Road and take your child to the blue double doors.
- Children should be in school and must be sat down in the classroom at 8:40 am for registration.
- Gates will close at 8:40am.
- (If you arrive after 8.40am ,you will be asked to go round to the main entrance and bring your child into school and your child will be marked as late.)
- Lessons begin promptly at 8:45.
- End of the day is 3:10. Please collect your child from their classroom door on the reception playground.

# Lunchtime Arrangements

## School Meals

You can choose a hot meal for your child free of charge under the Government Scheme 'Universal Free School Meals'. Universal Free School meals only apply to years Reception to Year 2.

### Free school Meals

We ask that you complete the FSM form to check if your child is eligible for Pupil Premium Funding. Please speak to Mrs Lilly if you would like support for claiming this. **For every child that is Free School meals the schools receives funding!**

We are extremely lucky that we cook all our own meals on site !! The teaching staff team and lunchtime supervisors will guide and support your child during lunchtime so it becomes part of their normal routine which they enjoy ! Our menu is available on our website.

### Packed Lunches

If you send your child to school with a packed lunch please ensure these are healthy!  
Lunch boxes could include things like sandwiches, wraps, fruit, yogurt, cereal bars and healthy drinks

We have a 'NO' nuts policy in school.



If your child is eligible for free school meals, the school receives additional funding which can purchase additional resources for your child!



# Allergies and wristbands

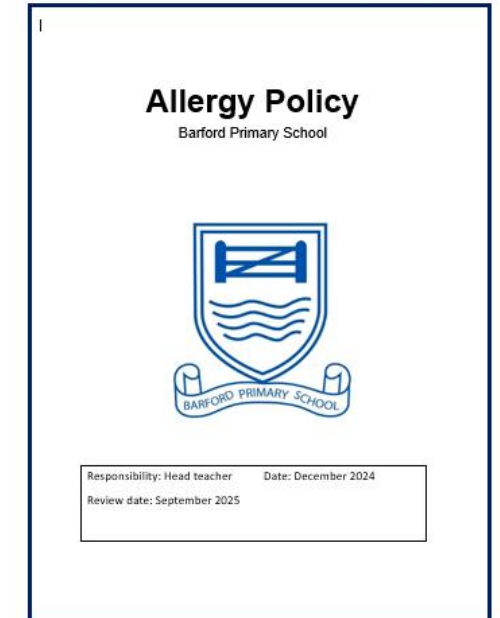
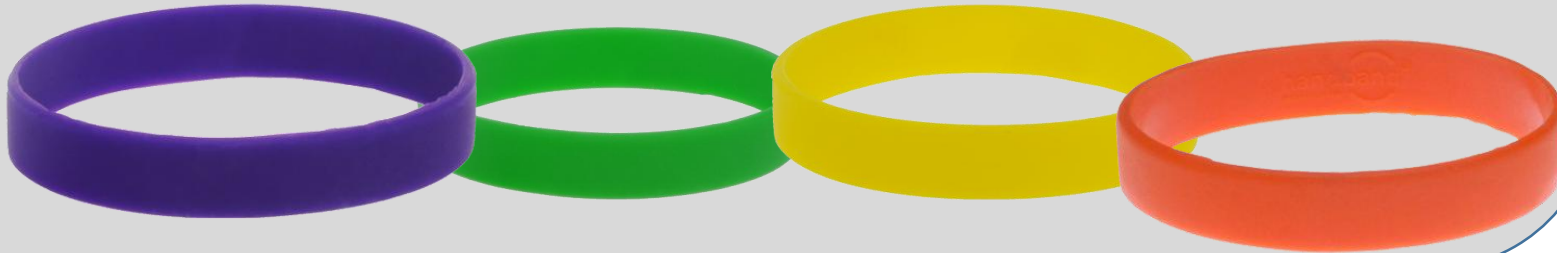


Organisation of children with allergies in the school dinner hall and nursery

All children with a diagnosed allergy will wear a purple lanyard and purple wristband with their name, class and allergy type. The children are served first and use a purple tray for their food. It is the Catering Supervisor's responsibility that all kitchen staff follow the school policy for dealing with children with allergies.

Other groups of children in school wear the following coloured-wristbands:

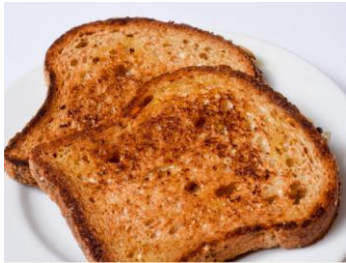
- Vegetarian (green wristband)
- Religious choices including Halal, no pork, beef, shellfish (yellow wristband)
- No religious choices (orange wristband)



# Snack time

## Toasty Tuesdays & Fruit Fridays

On Tuesdays and Fridays children can bring in money for toast and fruit. They will hand the money to their teacher, where name and the amount of toast or fruit they want, will be written on a list. At snack time the fruit or toast will be given to them. This is a cash only service.



30p for 2 slices



50p per pot



## Free Fruit for the children

Your child will be provided with free fruit for snack at break-time however, if they would like a fruit pot on Fridays or Toast on Tuesdays this will be chargeable.

## Water bottles

Please could you send your child in with a water bottle which is clearly labelled with their name. The children will be able to refill their bottles during the day. They will bring this home with them everyday so it can be washed. WE encourage the children to drink water only- not fruit juice.

# MCAS – My Child at School



Barford is a cashless school, all monies, such as dinner and trip money, are paid to the school through MCAS so **we expect all parents/carers to register with MCAS**. Please liaise with the office team, who will be able to assist you with this.

Please contact Mrs Lilly (School Business Manager,) if you are having any problems with this.

Download the My Child at School app on your mobile phone via Play store (Android) or App Store (Apple)

Monday 17<sup>th</sup> October 2022  
**Barford Primary School Newsletter**  
"Happy hearts, healthy minds, exhilarating experiences – inspires success"  
Head Teacher's Message  
Dear Parents/Carers,  
It has been a very busy start to our second half of the Autumn Term! Thank you to all of you who came to our Parents Evening. It was lovely to see you all despite the freezing rain! We hope you enjoyed driving the school! We have raised lots of money which will enable us to buy books for our school library which is a really lovely addition to our school. We are proud of the support of the community and in the heat of everything we do at Barford! I just want to say if a message has been sent to my inbox staff who have helped to run the bar for the week!  
I have sent out a paper copy of our latest OFSTED report which is arranged to visit our '1000' g walking in CP-STEED boots which is with our school I am very proud!  
Watch out for the online being sent out next week about our up and our Christmas fair! If you could spare a few hours to help us start the you and come and join in our planning meetings with our fundraising!  
Finally, have a great weekend and we will see you safe and sound next week!

Weekly Attendance at Barford  
EYFS – Apple 95%  
Key Stage 1 – Holly & Ash 95%  
Key Stage 2 – Cedar 98%  
We would like to remind you that holidays during term time are not allowed. Unauthorised leave may result in a penalty fine.

New topic in Reception  
If I have to mention your back and our new all back needs to be started! This week we will focus on our new topic of light and dark and getting back connections and...  
We've had some new development in our outdoor area & it's in our water wall. Under this area we've added a water table. However, the water table is still in the process of being set up. We will be adding some more to it in the next few weeks. We have been looking at getting some fish to keep in the tank. We will be adding some more to it in the next few weeks.

The reception team

Calendar for October 2022:  
MONDAY: Teacher Trust Day (5:30PM Parents Evening)  
TUESDAY: 5:30PM Curriculum Parent Workshop (Maths)  
WEDNESDAY: 5:30PM Curriculum Parent Workshop (ICT)  
THURSDAY: 5:30PM Curriculum Parent Workshop (ICT)  
FRIDAY: Coffee Morning with Mrs Jerragall (9:00AM Form Filling with Mrs Jerragall)  
SATURDAY: 9:00AM Form Filling with Mrs Jerragall (9:15AM Year 5 Remembrance Day Assembly)



All newsletters, whole school letters and the school calendar is kept updated on our school website.

# Year 3 Readiness for September



## What can you do with your child to get them ready for year 3 in September?

Read! Read! Read! Enroll your child at the local library.

Continue practicing 'Phonics GPCs.' if your child is still working on phonics.

Practice times tables – x2, x3, x4, x5, x6, x8, x10 in order.

Encourage your child to start taking responsibility for their own things, such as packing their school bag, filling their water bottle and getting PE kit ready.

Start looking at the topic for September – Stone Age.

