

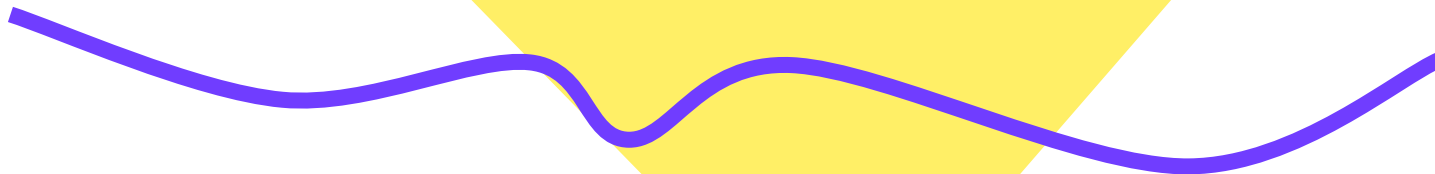


# Year 3

Curriculum evening

Miss Holland and Mr Parker

Miss Smith



# Year 3 staff



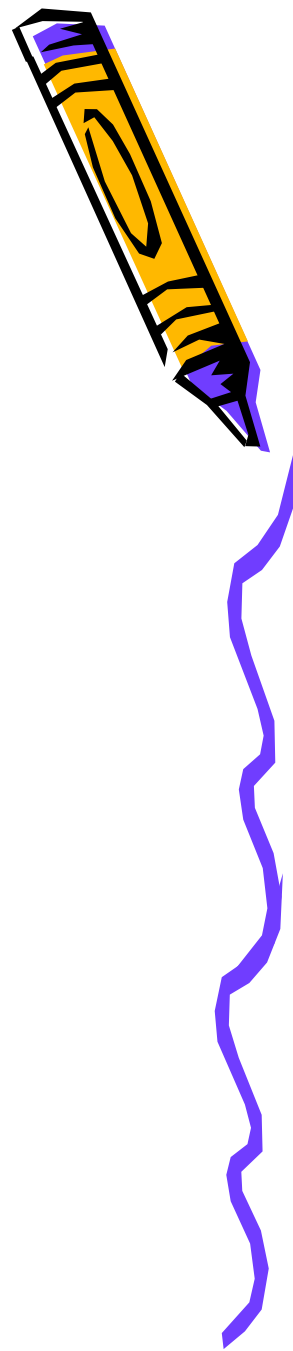
Miss Holland



Mr Parker



Miss Smith



# Other staff members



Mrs Parekh



Mrs Latif



Mrs Patel



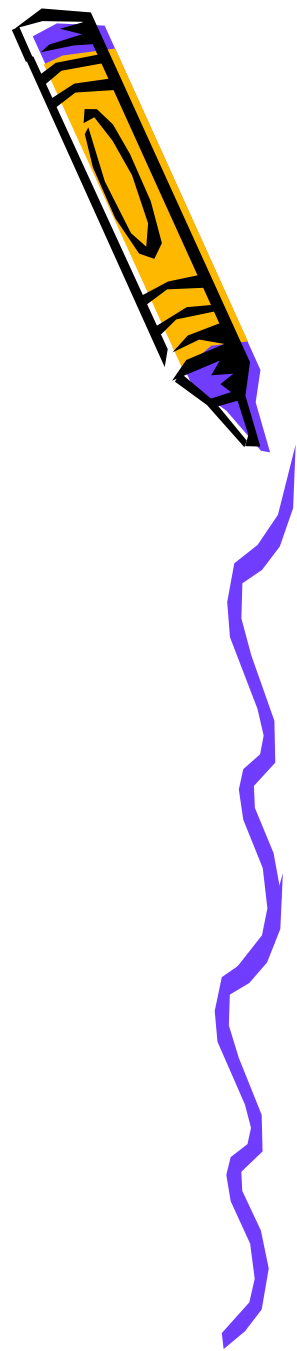
Mrs Cave



Mrs Mufallal



Mrs Purshottam



# Miss Smith's classroom





# Miss Holland's room



# A longer morning



- There has been a change in the routines to what the children were used to in Year 2
- The morning is longer and the breaktime is later (10:50)
- Please send your child in with a snack as they can get quite hungry by breaktime
- Fruit is not provided like it was in KS1



# Independence

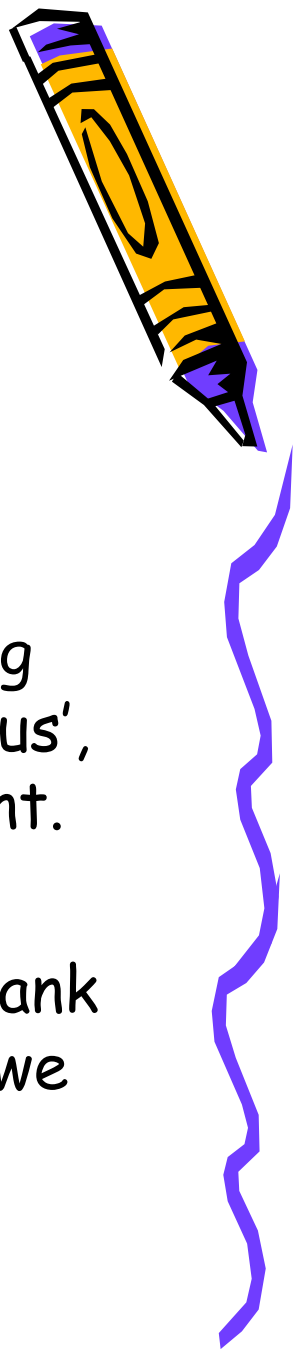


- It is a huge jump into year 3 and lots of the children will feel it with the pace of work!
- We encourage children to remember their instruments for lessons and lesson times where possible (we always tell them too!)
- Choosing appropriate timings for the toilet/ drinks (not during teacher input, once a task has started)



# Listening and concentration

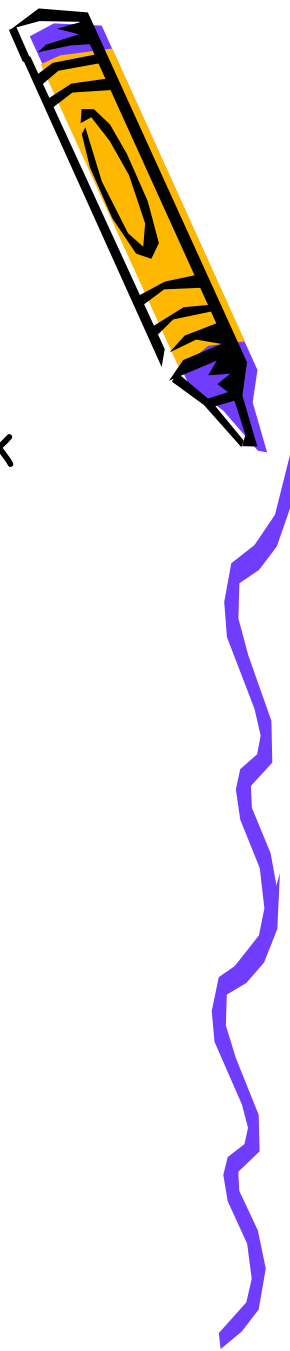
- As we are now sat at tables most of the day, this is a new challenge for the children.
- Children are learning tablet routines including face down when not in use, looking after stylus', general taking care and respect for equipment.
- To ensure all learners can concentrate we thank you for your support with no pencil cases as we provide all





# Equipment

- Named water bottle
- Snack in a named box to be put into the class snack box (not in book bag)
- Named plimsolls
- Named book bag in every day - reading book and planner
- Clubs - ensure bring kit for the day / kit back in school if needed.



# PE

- **Monday - indoor.** House coloured t-shirt, shorts or tracksuit bottoms, sweatshirt, trainers, spare socks.
- **Thursday - outdoor.** House coloured t-shirt, shorts, sweatshirt, trainers, spare socks
- No jewellery
- Please come to school in PE kit.



# Year 3 Long Term Plan



- You can view this on the website:

Year 3 Long Term Plan

Woodland Grange Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Fiction text:</b> Fantasy Plot and aim Character description List poem Exclamation writing</p> <p><b>Picture Book</b> -classific and narrative descriptions -extend and reorder sentences -alter sentences for impact -Recount a story -writing from a character's point of view (speech) -dysgraphia -write a short story</p> <p><b>Poetry: Performance / Nonsense Poetry:</b> Investigating performance poetry Rhyme, rhythm, nonsense Write own version of a nonsense poem</p>	<p><b>Fiction text:</b> Historical Fiction Prediction Structure Presentation Beliefs and record Drama - Character profile Description Diary Letter writing Writing from a character's viewpoint Comparison Postcards Plan own version</p> <p><b>Picture Book</b> -Product (stated / implied) -Describe and compare character's traits -Suspense writing (short, snappy sentences, show don't tell, metaphors, personification) -Balanced argument (Historical question, conjunctions for supporting / opposing, summarise, present facts, conclusion) -PEE to present an argument</p>	<p><b>Poetry: Question and Answer Poems</b> Explore question &amp; answer poems Write own poem Explore rhyming patterns Write poem question &amp; answer poem Read aloud using appropriate intonation and volume so meaning is clear</p> <p><b>Non-Fiction: Narrative</b> Consider the novel as whole Narrative Setting description Postcard Storyboard Narrative write - journey</p>	<p><b>Fiction Text:</b> Adventure stories Abstract and infer meaning, identify themes, authors language choices setting description, adventure story: planning and editing</p> <p><b>Poetry: Earnings</b> Identify Concepts in a poem Use colour to create images Write a haiku poem</p>	<p><b>Fiction text:</b> Explanation Develop language, Response to illustrations Exploring author language choices on reader Responding to illustrations Consider the novel as whole</p>	<p><b>Fiction text:</b> Traditional tales Themes and conventions Authors language choices Draw inferences from dialogue and action Predicting Own traditional tale Short news report Diary entry Character description Advert</p> <p><b>Poetry: Limerick/Clariflow</b> Investigate the structure of a limerick Exploring rhyme and rhyme Write their own limerick Compare limerick and Clariflow Write their own clariflow Perform own poem using intonation, tone, volume and action</p>
<b>Maths</b>	Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money Time	Time Shape Statistics
<b>Science (Collins Snap Science)</b>	Movement and nutrition for the human body	Our changing world Forces, friction and magnets	Light and Shadow Our changing world	Rocks, soils and fossils	Our changing world Flowering plants and plant growth	Flowering plants and life cycle
<b>Computing</b>	Computing systems and networks - Connecting computers Creating media - Snap frame animation		Programming - Sequencing sounds Data and information - Branching databases		Creating media - desktop publishing Programming - events and actions in programs	
<b>History</b>		Stone Age to Iron Age  Key enquiry question: How did life in Stone Age Britain change from the Palaeolithic to Neolithic eras?	Stone Age to Iron Age  Key enquiry question: How did Britain change from the Bronze Age to the Iron Age?			Ancient Egyptians  Key enquiry question: What stayed the same across 3,000 years?
	Fiction and media	Fiction and media		10P Reader Book	Writer and the	



Year 3 LTP 2025-2026 for website.pdf

# Links within our work



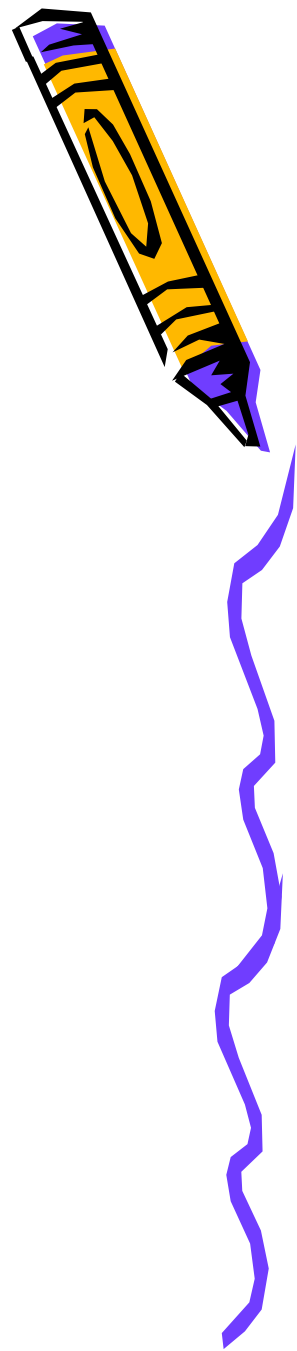
There may be links between subjects.

For example-

- We look at instruction writing which links to making our sandwiches in D&T.
- Our water cycle topic in the spring term links with our literacy book focus.
- Our Stone Age topic links with Art and English



# English





# Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Fiction text: Fantasy</b> Skim and scan Character description List poem Instruction writing</p> <p><b>Picture Book</b> -scientific and narrative descriptions -extend and reorder sentences -alter sentences for impact -Recount a story -writing from a character's point of view (speech) -synopsis -write a short story</p> <p><b>Poetry: Performance / Nonsense Poetry:</b> Investigating performance poetry Rhyme, rhythm, nonsense Write own version of a nonsense poem</p>	<p><b>Fiction text: Historical Fiction</b> Prediction Structure presentation Retrieve and record Expressing opinions Drama - Character profile Description Diary Letter writing Writing from a character's viewpoint Comparisons Postcards Plan own version</p> <p><b>Picture Book -</b> Predict (stated / implied) -Describe and compare character's traits -Suspense writing (short, snappy sentences, 'show don't tell', metaphors, personification) -Balanced argument (rhetorical question, conjunctions for supporting / opposing, summarise, present tense, conclusion) -PEE to present an argument</p>	<p><b>Poetry: Question and Answer Poems</b> Explore question &amp; answer poems Write own poem Explore rhyming patterns Write town question &amp; answer poem Read aloud using appropriate intonation and volume so meaning is clear</p> <p><b>Non-fiction: Narrative</b> Consider the novel as whole Narrative Setting description Postcard Storyboard Narrative write - journey</p>	<p><b>Fiction Text: Adventure stories</b> -Retrieve and infer meaning, identify themes, authors language choices, setting description, adventure story-planning and editing</p> <p><b>Poetry: Kennings</b> Identify Kennings in a poem Use colour to create images Write a kenning poem</p>	<p><b>Fiction text: Explanation</b> Develop language, Response to illustrations Exploring author language choices on readers Responding to illustrations Consider the novel as whole</p>	<p><b>Fiction text: Traditional tales</b> Themes and conventions Authors language choices Draw inferences from dialogue and action Predicting Own traditional tale Short news report Diary entry Character description Advert</p> <p><b>Poetry: Limerick/Clerihew</b> Investigate the structure of a limerick Exploring rhythm and rhyme Write their own limerick Compare limerick and Clerihew Write their own clerihew Perform own poem using intonation, tone, volume and action.</p>

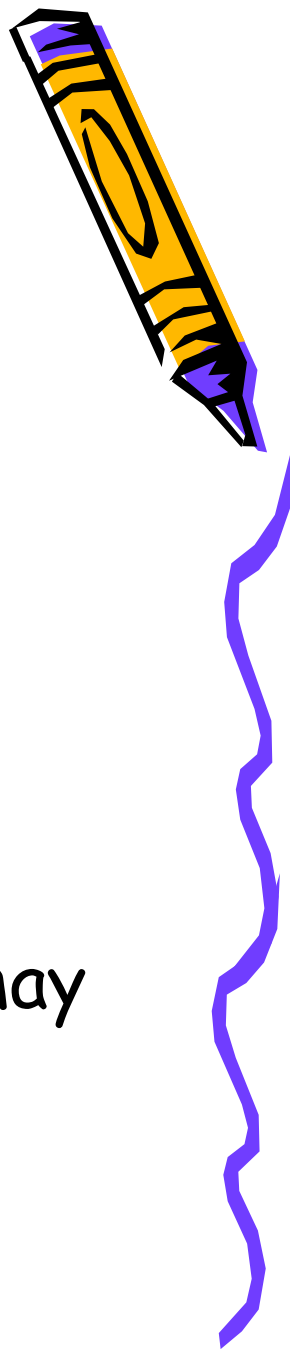


Handwriting- weekly sessions, as well as daily spelling practice, focusing on letter formation and progressing to joining when ready.

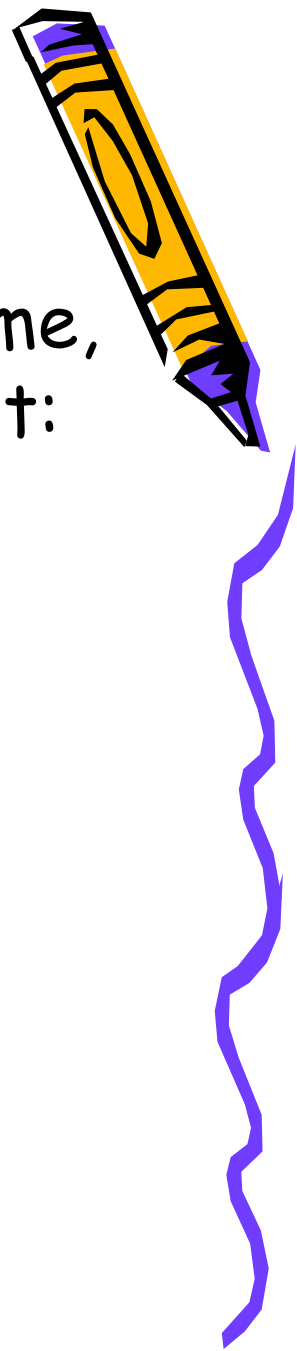


# Writing for Pleasure

- Each week, the children will spend some time doing some independent writing. This is to
  - Increase writing stamina
  - Increase their imagination
  - Increase their love of writing
- Through the autumn term, we will give the children prompts. However, they may choose to write their own story which they will add to each week.



# Ways to help with writing at home



- If you would like to do some writing at home, start with a simple sentence and improve it:
  - Add in an expanded noun phrase
  - Change the verb
  - Change the opener
  - Add in a conjunction to join the sentence
  - Practise spellings, focusing on the yr1/2 and 3/4 common exception words - these can be found in your planner.

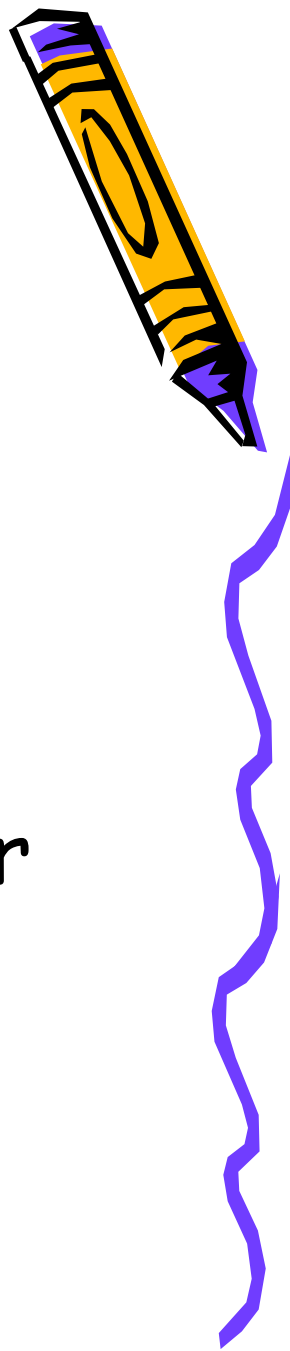
e.g. The cat sat on the mat.



# Ways to help with writing at home

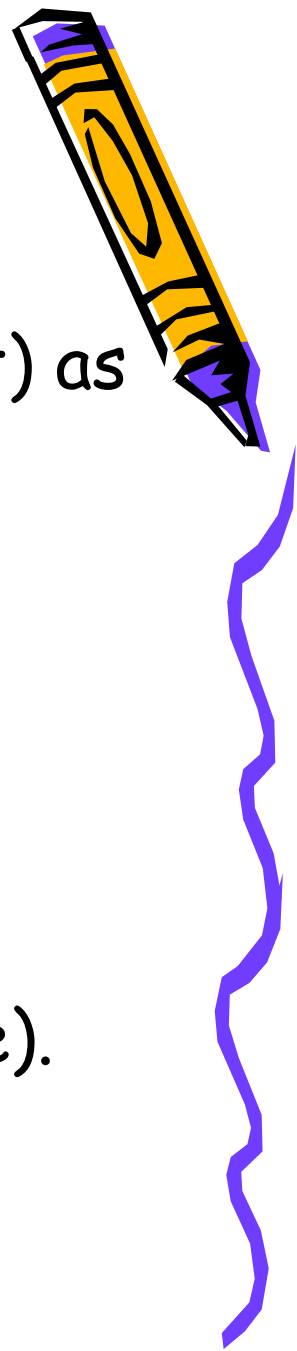
- Add in an expanded noun phrase
- Change the verb
- Change the opener
- Add in a conjunction to join the sentence

Lazily, the large, ginger cat sprawled across the door mat although his owner had opened the door to let her out.



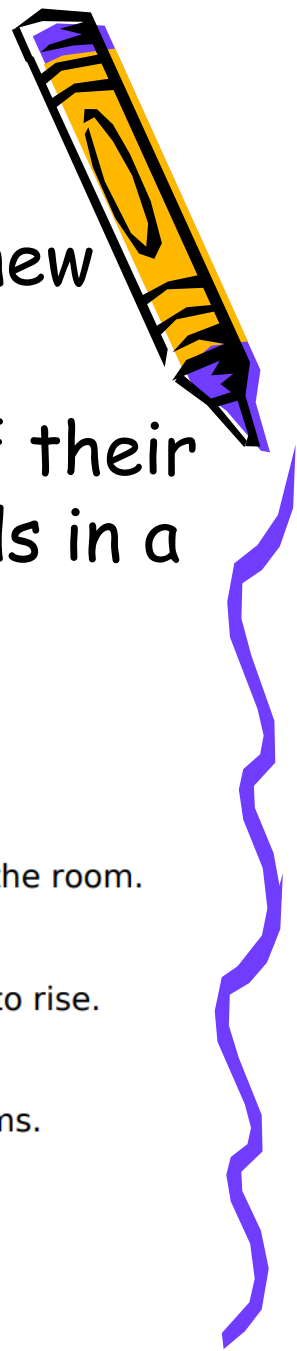
# Spelling

- Weekly spelling sessions
- on a Wednesday -this will be a review (test) as well as introducing the new rule.
- Thursday - a further application session (dictation)
- Friday - Practise and apply
- Monday - SaCaWaC
- Alongside opportunities to overlearn using Spelling Frame (both at school and at home).





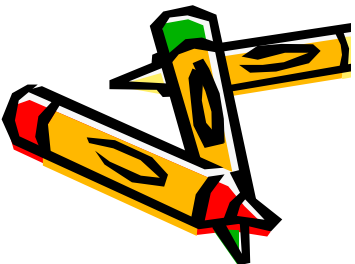
# Spelling



- Each Wednesday the children will begin a new rule.
- Each week, their homework (at the back of their planner 1 page per week) is to use the words in a sentence.

1. I ..... where the toilet was in the very busy restaurant.
2. " I really ..... the fish and chips". said Dad.
3. The girl ..... the teacher by sharpening the pencils.
4. The young girl ..... and waved as she saw her friend across the room.
5. They ..... the baby Ella.
6. We all stood in a ..... holding hands and waiting for the sun to rise.
7. The smell of freshly ..... bread was delicious.
8. The match was ..... with good sportsmanship from both teams.
9. Sally hoped her cake would be delicious when it was baked.

smiled - called - hoped - baked - enjoyed - asked - circle - played - helped



# Ways to learn spellings



- Investigate/examine common letter patterns
- Notice danger zones such as silent letters
- Listen to yourself - Make mnemonics to help you remember how to spell a word eg:
- **Big Elephants Can Always Understand Small Elephants** is a good way to remember how to spell 'because'
- Look for letter sandwiches e.g; 'ewe'



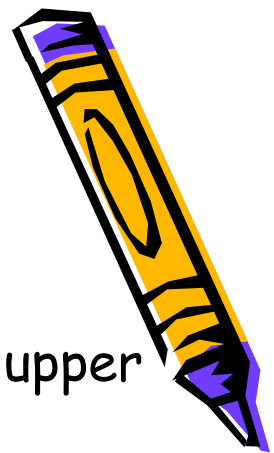
By the end of year 4 your child should know how to spell and include the following words into their writing.

These words are introduced weekly within their spelling lessons.

### Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

# Handwriting



- Dedicated handwriting sessions.
- Start by recapping letter formations including lower and upper case letters and numbers from 0 to 9.
- It is important that your child can start and end each letter in the correct place before beginning to join letters
- Handwriting will also be linked to their spelling as this helps to build 'muscle memory' (which is why we ask for sentences each week for homework).



a	b	c	d	e	f	g
Back over the rainbow, big fat tummy, up, down and jump off.	Down in the lift, bounce up, round the roundabout and tuck in.	Back over the rainbow, curl round and stop.	Back over the rainbow, up in the lift, down and jump off.	Out and loop the loop.	Back over the rainbow, down and fishy tail, off and cross.	Back over the rainbow, big fat tummy, up, down and monkey tail.
h	i	j	k	l	m	n
Down in the lift, bounce up, over the hill and jump off.	Down, jump off and splat.	Down monkey tail, jump off and splat.	Down in the lift, bounce up, stick its tongue out, down the slide and jump off.	Down in the lift and jump off.	Down, bounce up, over the hill, over another hill and jump off.	Down, bounce up, over the hill and jump off.
o	p	q	r	s	t	u
Back over the rainbow, big fat tummy and join.	Down, bounce up, around the roundabout and tuck in.	Back over the rainbow, big fat tummy, down and tick.	Down, bounce up and over.	Back over the rainbow and curl around the snake's tail.	Down in the lift, round the bend, off and cross.	Down, round the bend, up down and jump off.
v	w	x	y	z	When joining handwriting in Year 2 please add the joiner to the letters below: o r v w	
Down the slide, up the slide.	Down the slide, up, down and up again.	Down the slide, off and down the other slide.	Down, round the bend, up, down and monkey tail.	Zip along, down the slide and zip along again.		

# Reading



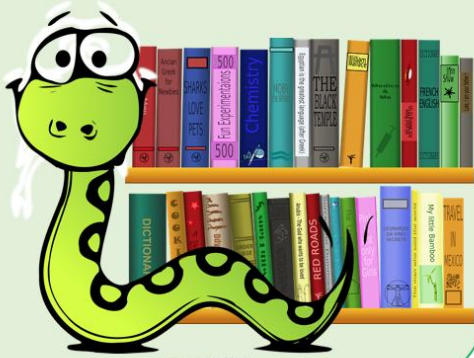
- Within our English lessons, through our book-based curriculum, we incorporate the reading skills for year 3.
- Focusing on word reading, wider decoding skills, grammar for reading, comprehension strategies, responding to reading across the curriculum.











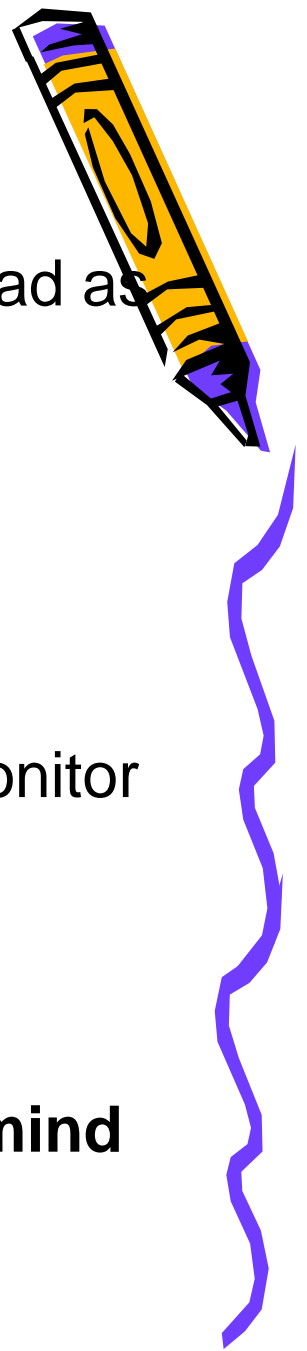
Brown Paint
he

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise



	What is <b>spluttering</b> ? (pg 33)
	Why does George need the medicine to cool down?
	Predict what will happen when George gives Grandma the medicine.
	Where have you seen poetry used in this book?
	How does George turn the medicine brown?
	Summarise George's thought process.

# Reading



- It is important that your child is encouraged to read as much as possible at home.
- We expect the children to keep a record of their reading in their Planners.
- We collect the Reading Planners in weekly to monitor reading at home.
  - 3HS on a Monday    -3EH on a Friday
- **If your child needs to change their book – remind them to ask first thing on a morning.**

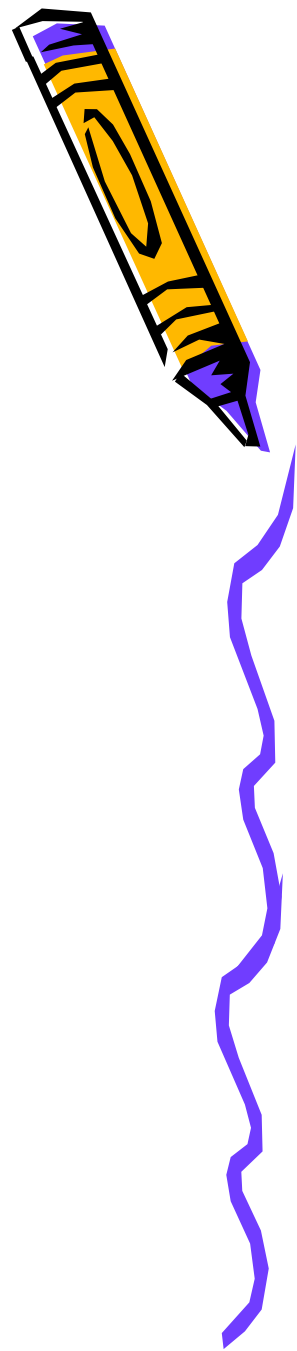


# Reading

- Children do not just have to read their school reading books at home, we encourage a variety of material, e.g. non-fiction, comics and magazines.
- Visits to local libraries are important
- Shared reading to support engagement with reading – high interest which may be beyond their independent access.
- Reading to your child



# How to record reading in a diary



18.9.24

Red Planet p1-7 ~~DM~~

20.9.24

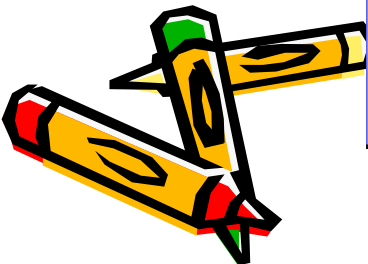
Red Planet p 8-15

xxxxx understood this well and  
could answer some questions. ~~DM~~

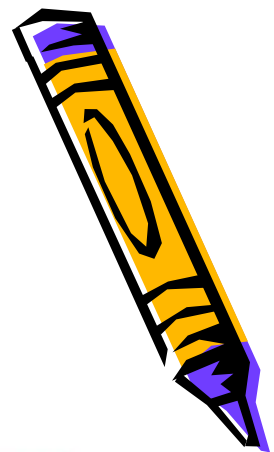
21.9.24

Red Planet p16-end

xxxx really enjoyed this book.  
We talked about the different  
punctuation.



# Recommended reading list



We will upload the list to our Year 3 page on the website



## Recommended Reading for Year 3

### **The Accidental Prime Minister by Tom McLaughlin**

When schoolboy Joe's video about how he would make the world a better place goes viral, he becomes very popular and very famous, and ends up being – Prime Minister! Follow Joe's funny journey in which he makes buses banana shaped, cats have hats and trains have swimming pools. A great chapter book for more confident 7 and 8 year old readers.



### **The Boy Who Grew Dragons by Andy Shepherd**

A funny, heartwarming and captivating adventure about a boy whose dragon fruit from the tree in his garden begins hatching. He soon finds that caring for a small dragon is no easy task. And then more and more dragon fruits start to hatch... Perfect to read to your child or use as a Year 3 class reader.



### **Varjak Paw by SF Said**

When Varjak Paw, an exotic blue cat, listens to his grandfather tell him the mysterious ways of secret ninja cats, he soon finds himself thrust into a world of strange events and dangerous adventures. A great book for group reading in Year 3.



### **Dog Man by Dav Pilkey**

This lively and easy to read series of comic book style stories, with one idea per picture, may well be your seven year old's next favourite set of books. This book will appeal to the most reluctant readers in year 3 and is ideal for reading independently or aloud.



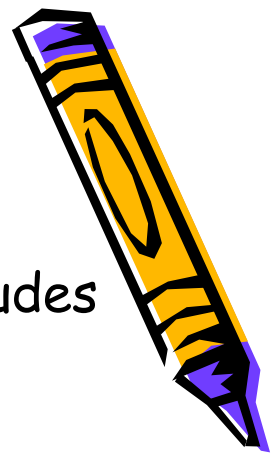
### **King Kong by Anthony Browne**

The classic tale of the giant ape who falls in love with the beautiful Ann Darrow but finds himself locked up and held in captivity. When he escapes, chaos ensues in New York. This large-format book includes lots of stunning illustrations and will appeal to both able and reluctant readers in year three. It is also ideal to read with your child.





# Maths



- Focus on being secure with basic number work, this includes place value, counting, times tables, number bonds.
- It is vital that children have instant recall of their number bonds to 10 in order to apply these to more complicated calculations.
- They also need to understand that these skills are transferable e.g. I know  $7 + 2 = 9$  so  $17 + 2 = 19$  and  $70 + 20 = 90$ .
- See calculation policy on school website
- [Woodland Grange Primary School - Curriculum \(woodlandwideweb.org.uk\)](http://woodlandwideweb.org.uk).



- Times table and division sessions.
- Times Table Rock Stars logins have been sent home.
- Practise weekly
- We expect children to know 10, 5, 2, 3, 4, and 8 times tables as a minimum by the end of year 3. and all times tables up to  $12 \times 12$  by end of Year 4.
- The Year 2 expectation was for children to know their 2, 5, and 10 times tables.





## JAMMING

Take it easy



## GIG

Perform once a month



## GARAGE

Complete your heatmap



**1.63** s/q

Studio Speed



**3,410**

Current coins



## STUDIO

Get a rock status



## SOUNDCHECK

Beat the clock





	10	2	5	3	4	8	6	7	9	11	12
10	$10 \times 10$	$10 \times 2$	$10 \times 5$	$10 \times 3$	$10 \times 4$	$10 \times 8$	$10 \times 6$	$10 \times 7$	$10 \times 9$	$10 \times 11$	$10 \times 12$
2	$2 \times 10$	$2 \times 2$	$2 \times 5$	$2 \times 3$	$2 \times 4$	$2 \times 8$	$2 \times 6$	$2 \times 7$	$2 \times 9$	$2 \times 11$	$2 \times 12$
5	$5 \times 10$	$5 \times 2$	$5 \times 5$	$5 \times 3$	$5 \times 4$	$5 \times 8$	$5 \times 6$	$5 \times 7$	$5 \times 9$	$5 \times 11$	$5 \times 12$
3	$3 \times 10$	$3 \times 2$	$3 \times 5$	$3 \times 3$	$3 \times 4$	$3 \times 8$	$3 \times 6$	$3 \times 7$	$3 \times 9$	$3 \times 11$	$3 \times 12$
4	$4 \times 10$	$4 \times 2$	$4 \times 5$	$4 \times 3$	$4 \times 4$	$4 \times 8$	$4 \times 6$	$4 \times 7$	$4 \times 9$	$4 \times 11$	$4 \times 12$
8	$8 \times 10$	$8 \times 2$	$8 \times 5$	$8 \times 3$	$8 \times 4$						
6	$6 \times 10$	$6 \times 2$	$6 \times 5$	$6 \times 3$	$6 \times 4$						
7	$7 \times 10$	$7 \times 2$	$7 \times 5$	$7 \times 3$	$7 \times 4$						
9	$9 \times 10$	$9 \times 2$	$9 \times 5$	$9 \times 3$	$9 \times 4$						
11	$11 \times 10$	$11 \times 2$	$11 \times 5$	$11 \times 3$	$11 \times 4$						
12	$12 \times 10$	$12 \times 2$	$12 \times 5$	$12 \times 3$	$12 \times 4$						

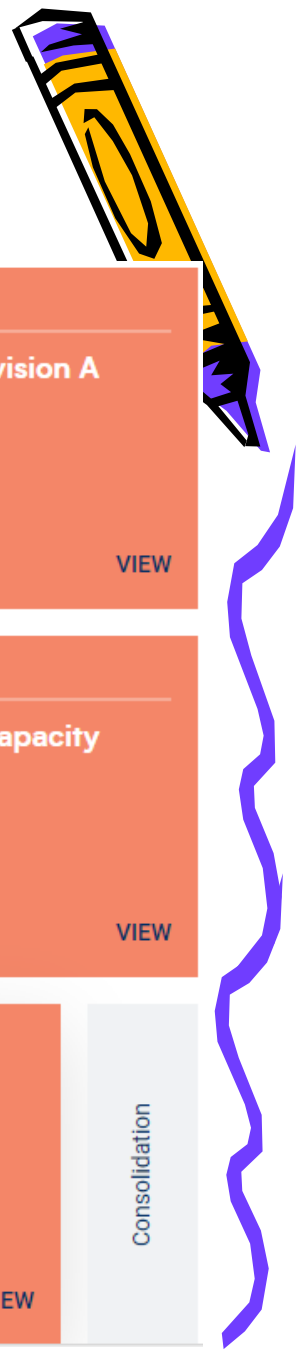


# Maths at home

- Telling the time - digital and analogue
- Times tables
- Number bonds
- Money including coin recognition and giving change
- Problem solving
- Use opportunities in every day activities



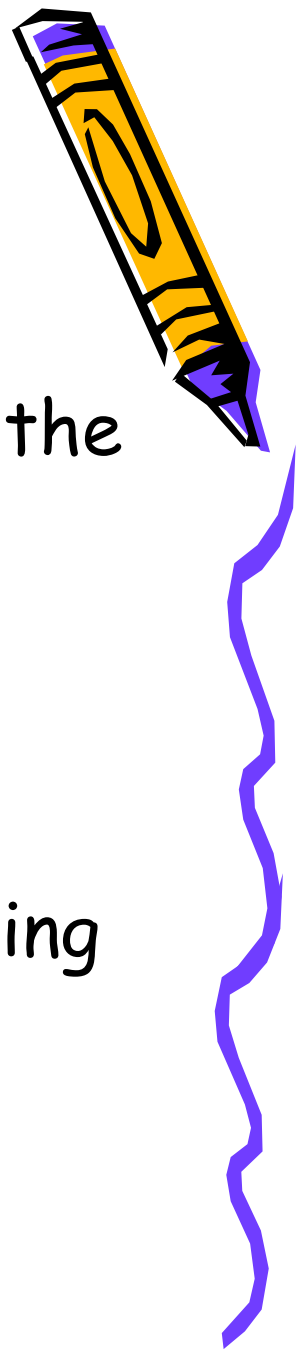
# Maths Overview



Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		
	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>	<div>Number</div> <div>Fractions A</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and capacity</div> <div>VIEW</div>	
	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>



# Homework



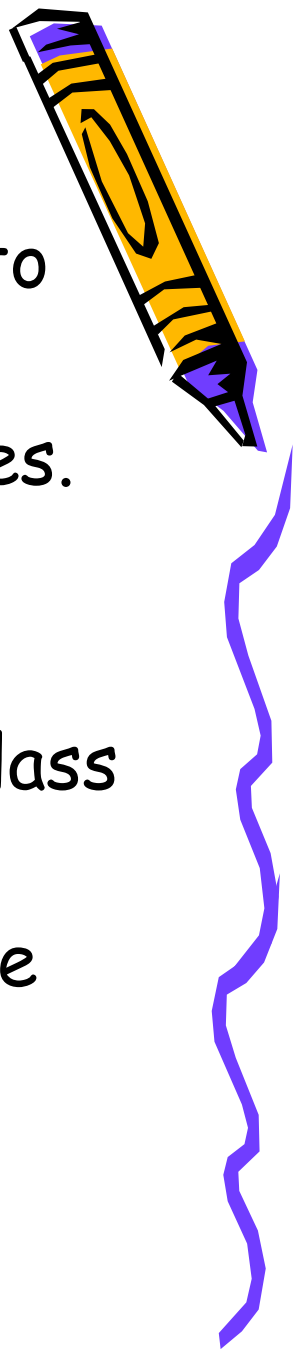
- Read at least 3 times a week
- Learning spellings and completing all of the related activities
- Times table practice
- Number bond practice (where needed)
- Other related homework where appropriate - set Friday, for the following Friday.





# Other information...

- Inhalers need to be named and handed to teachers
- EpiPens to the office. Check expiry dates.
- All uniform, PE kits, lunch boxes, snack boxes and water bottles named.
- Look at class dojo page each week for class info.
- Make sure that the office are up to date with school dinners.



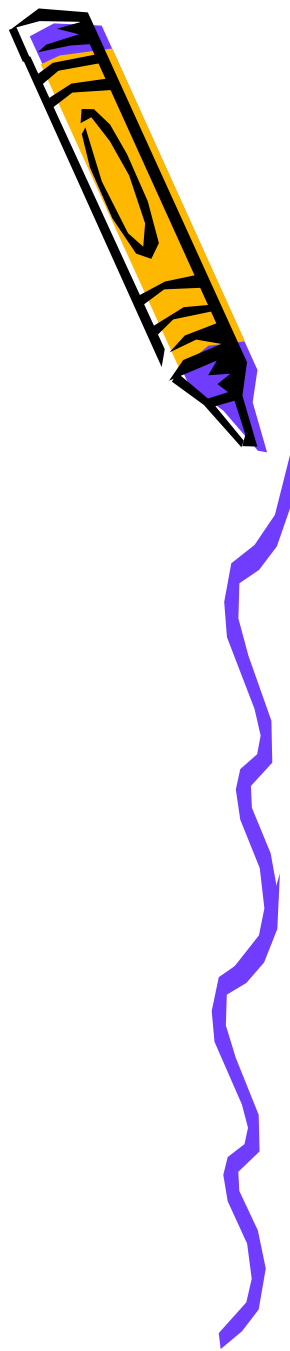
# Other information...

- If there is anything that you need to discuss, we are always happy to help.
- Ways to contact:
  - Please email or telephone the school office who will forward any messages to us
  - write a note in the reading diary
  - catch us at the end of the day after seeing out all of the children



# Parents evenings

- Monday 6<sup>th</sup> October
- Wednesday 8<sup>th</sup> October
- Monday 13<sup>th</sup> October





# Whole school messages





# Pupil Premium



Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (£1,455 per child) paid directly to school. We use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips or clubs
- Paying for school uniform

There is no stigma attached to applying for this funding, we encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if families are in any of the following categories:

- Income based Government support (e.g. Job seekers allowance)
- They have children in the care of the local authority
- They are in the armed forces



**If you think your child is entitled to pupil premium, email [freeschoolmeals@leics.gov.uk](mailto:freeschoolmeals@leics.gov.uk) or call 0116 3056588 or 0116 3057093**



# School Trips & Visits



We are delighted that school trips are organised across the school. They add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff, building a cohesive offer for the children as they move through the school. Some trips are outside of school, some in school visits.

Trips have to be funded otherwise they cannot go ahead. We rely on all payments being made as otherwise this impacts our wider school budget, prevents us from being able to provide other opportunities for the children and can result in the trip being cancelled.

We will look to schedule trips as early as we can, so there is plenty of time for payments. We will always support those families in receipt of Pupil Premium (paying 50% of the overall cost). Payment plans are also available, contact the school office for more information.





# Whole School Performances



This year we will be organising whole school performances for pupils across the year by covering different faiths and cultures. Christmas is always a busy time in school with many productions requiring rehearsal and performance time in the hall. We also feel that this doesn't reflect the community that our school serves. As a result year groups will use the following festivals as the theme for a production, performance or assembly.

Year 1 - Rosh Hashanah

Year 2 - Vaisakhi

Year 3 - Christmas at the Church (St Peter's in Oadby)

Year 4 - Diwali

Year 5 - Eid

Year 6 - Christmas at the Church (St Peter's in Oadby)





# Parking



We would ask families to make the Grange farm car park as their number one choice when parking at school. It is only a 3 minute walk from school and cuts down the congestion outside of school.

We will continue to issue our 'polite parking reminders' to cars outside of school. Please do not be offended if you find one on your car. We receive emails from local residents about lack of access and there have been instances where the bus is unable to drive along Beaufort Way (this would be the same for any emergency vehicle) due to school traffic.

Please remember the following:

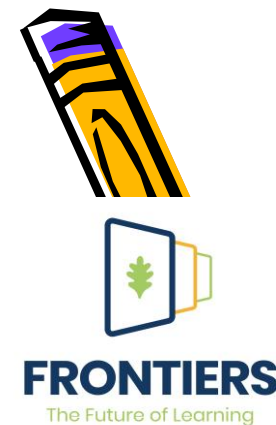
- Do not block road junctions, residents driveways or bus stops
- Do not use the school entrance to perform a U-turn
- The school car park is for staff only (or families that require disabled access)
- Do not Park on the yellow zig zag lines outside school
- Ensure you leave enough room on pavements for pedestrians, pushchairs/prams to

Switch off your engine whilst you are waiting outside school





# Frontiers - Year 2



We have implemented 1:1 devices for all pupils from year 1 to 6.

The devices will be used to support and enhance teaching and learning in the classroom and ensure everyone can access what they need in the classroom.

Pupils will still be taught in the usual way. The iPad will be used in place of a shared text or resource that would have been used in a lesson.

Children will still use books in the same way as before. We still value your child's handwriting. We are also mindful of the amount of time we will be using a device in a lesson.

Apps will be used to set share resources, assignments and quizzes. Devices will also make learning more accessible for all pupils.

There is no charge to parents and devices will remain in school.





# Other messages



**Late arrivals:** Please sign in at the school office, do not go straight to the classroom.

**Holiday requests:** Holidays are not authorised during term time except for exceptional circumstances. Request forms are on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.

**Medical appointments:** We will ask for evidence of any medical appoint that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.

**School dinners:** Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KS1 qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.

**Forgotten Items:** Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.

**Be on time:** Please make sure that your child is here for a 8.45am and collected at 3.15pm

**Arbor:** You can download the Arbor app. Useful for in app messages (e.g. absence).





# FoWG

The Friends of Woodland Grange (FoWG) are our parents group. They are a voluntary group, made up from parents and carers across the school. They organise events and raise money on behalf of the school, with every penny going to benefit every pupil at Woodland Grange.

In the past they have raised money for playground equipment, classroom resources and technology in school.

They need your help! Get in touch with your year group Whatsapp rep to find out more.





# Uniformerly



FOWG are selling pre-loved uniform.

Purchasing options and donating items can be arranged throughout the year, by contacting us on [fowg.uniformerly@gmail.com](mailto:fowg.uniformerly@gmail.com) or contacting your [WhatsApp rep.](#)

Donations to the school reception or to pre-school will not be accepted.

## WANTED...

### Items with the school logo:

- ✓ School cardigans/ jumpers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags

### Other items:

- ✓ Wellies
- ✓ Trainers
- ✓ School boots & shoes

Items need to be  
~ clean  
~ in good condition  
~ size label attached  
~ no name labels

**reduce, reuse, donate**

