



Year 3 Expecta-

www.spsl.towerhamlets.sch.uk



Welcome to Year 3

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 3 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

Useful Contacts

Tahura Choudhury Year 3 Class Teacher		
Tomas Hall Head of School	Dan French Assistant Headteacher (SENDSCO)	Mark Ali Assistant Headteacher Fahima Begum Assistant Headteacher
Asma Bibi School Business Manager	Demi Flaxton and Madeha Khalique Administrative Team	
<i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i>		

Our Mission and Vision

Jesus said:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

Our Mission:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

Our Vision:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

Our Values

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

End of Year Expectations: Reading

Reading and Spelling

- Can read most words quickly and accurately.
- Can often check what I am reading makes sense by talking about it.
- Can use my knowledge of most words to help me read and understand the meaning of new words.
- Knows that some words sound different to how they are spelt.

Log on to
Bug Club, our
online reading resource,
at:

www.activelearnprimary.co.uk

Guided Reading

- Beginning to use non-fiction books to find out about things.
- Beginning to retell some fairy tales and traditional stories.
- Beginning to predict events in stories from what I have read.
- I am beginning to use evidence from different parts of the text to support my ideas.
- Beginning to justify my ideas with evidence from the book.
- Beginning to discuss words and phrases that interest me.
- Beginning to discuss words and phrases that interest me.
- Beginning to identify different themes in a wide range of books.
- Beginning to tell what the main ideas of the book are from reading a few paragraphs.

Speaking and Listening

- Can often show you I have understood an increasing wide range of texts I have read.
- Can often use a dictionary to check the meaning of new words.
- Beginning to retell some fairy tales and traditional stories.
- Beginning to retell and perform poems and play scripts to read aloud.
- Beginning to recognise different types of poetry.

End of Year Expectations: Writing



- Write for different purposes across the curriculum and begin to use devices for clarity and cohesion, after discussion with the teacher.
- Often compose sentences using a wider range of structures (e.g. sentence starters, pronouns, conjunctions), and vocabulary.
- Often group ideas into different sections.
- Often group ideas into paragraphs.
- Often edit work for improvements to grammar, vocabulary and punctuation.
- Consistently use coordination (or, and, but, so).
- Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions including subordination (when, if, that, because).
- Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Often use adjectives to describe the noun (expanded noun phrases), adverbs and fronted adverbials.
- Confidently use prepositions.

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End of Year Expectations: Writing

- Consistently use:
 - full stops and capital letters to start and end a sentence
 - question marks and / or exclamation marks
 - uses commas to separate items in a list
- Beginning to use:
 - commas after fronted adverbials (e.g. Then, At home,)
 - punctuate direct speech
 - apostrophes
- Consistently writing neatly and legibly using diagonal and horizontal strokes needed to join letters in most of their writing.
- Mostly spells the commonly mis-spelt words from the Y3/4 word list correctly.
- Adding suffixes to spell most words correctly in their writing, eg -ment, -ness, -ful, -less, -ly.
- Spelling most words (where appropriate) with contracted forms (apostrophe).
- Begin to apply prefixes in addition to 'un' (e.g. dis mis in etc.).

Year 3

Grammar Glossary

Grammar term	What does it mean?
Clause	<p>A clause is a phrase of two or more words. It has a verb as the key word.</p> <ul style="list-style-type: none"> • <u>It's raining.</u> • <u>Samira has four pets</u> because <u>she likes animals.</u>
Conjunction	<p>A conjunction links two words, phrases or clauses together as part of a sentence.</p> <p>There are two main types of conjunction:</p> <ul style="list-style-type: none"> • Words such as and, but and so link two words or phrases which are equally important. I got a bike <u>and</u> a football for my birthday. • Words such as because, if or when introduce a subordinate clause • <u>If</u> you like, we can have chips for tea. • There's no tennis today <u>because</u> it's raining.
Consonant letter	<p>A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these:</p> <ul style="list-style-type: none"> • The sounds /p/ and /b/ are made when you close your lips then opening them quickly. • The sound /t/ is made when you press your tongue behind your top teeth.
Direct speech	<p>Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.</p>
Inverted commas	<p>Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.</p> <ul style="list-style-type: none"> • "Why didn't anyone tell me I had my underpants on the outside?" asked Superman.
Prefix	<p>A prefix is added to the beginning of a word to turn it into a different word.</p> <ul style="list-style-type: none"> • <u>o</u>vertake, <u>dis</u>appear, <u>re</u>turn
Preposition	<p>A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links.</p> <ul style="list-style-type: none"> • Please put your pens <u>in</u> the tub. • We went <u>to</u> the USA <u>on</u> holiday. • I haven't seen her <u>since</u> playtime.

The Third Set of High Frequency Words

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

Expected Spelling Words For Years 3 and 4



accident (ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion (ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/ eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/ business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/ although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/ women

End of Year Expectations: Mathematics

Number, Place Value, Approximation and Estimation/Rounding
I can count from 0 in multiples of 4, 8, 50 and 100.
I can compare and order numbers up to 1,000.
I can read and write numbers to 1,000 in numerals and words.
I can find 10 or 100 more or less than a given number.
I can recognise the place value of each digit in a 3-digit number.
I can identify, represent and estimate numbers using different ways.
I can solve number problems and practical problems.
Calculations
I can add and subtract mentally, including a 3 digit and a 1 digit number:
I can add and subtract mentally, including a 3 digit and a 10.
I can add and subtract mentally, including a 3 digit and a 100.
I can add and subtract numbers with up to three digits, using column addition and subtraction.
I can estimate the answer to a calculation and use the inverse to check answers.
I can solve problems, including missing number problems.
I can recall and use multiplication and division facts for the 3X tables.
I can recall and use multiplication and division facts for the 4X tables.
I can recall and use multiplication and division facts for the 8X tables.
I can write and calculate mathematical statements for multiplication and division.
I can solve problems, including missing number problems, involving multiplication and division.
Fractions, Decimals and Percentages
I can count up and down in tenths.
I can know that tenths come from dividing an object into 10 equal parts and in dividing a quantity by 10.
I can recognise, find and write fractions of a set of objects.
I can compare and order fractions with the same denominators.
I can add and subtract fractions with the same denominator within one whole. (eg $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
I can recognise and show, using diagrams, equivalent fractions.
I can solve problems using fractions.

End of Year Expectations: Mathematics



Measurement
I can compare lengths using m, cm & mm.
I can compare mass using kg & g.
I can compare volume/capacity using l & ml.
I can measure lengths using m, cm & mm.
I can measure mass using kg & g.
I can measure volume/capacity using l & ml.
I can add and subtract lengths using m, cm & mm.
I can add and subtract mass using kg & g.
I can add and subtract volume/capacity using l & ml.
I can tell and write the time from an analogue clock (12 hour clock).
I can tell and write the time from an analogue clock (24 hour clock).
I can tell and write the time from an analogue clock (Roman numerals - I to XII)
I can estimate and read time to the nearest minute.
I can record and compare time in terms of seconds, minutes and hours.
I can use the vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
I know the number of seconds in a minute.
I know the number of days in each month, year and leap year.
I can compare the length of events.
I can measure the perimeter of simple 2D shapes.
I can add and subtract amounts of money to give change, using both £ and p.
Geometry - Properties of Shape
I can identify horizontal, vertical lines and perpendicular and parallel lines.
I can draw 2D shapes.
I can make 3D shapes using modelling materials.
I can recognise 3D shapes in different ways and describe them.
I can recognise that angles are a property of shape or a turn.
I can identify right angles.
I can recognise that 2 right angles make a $\frac{1}{2}$ turn & 3 make a $\frac{3}{4}$ turn.
I can identify whether angles are greater than or less than a right angle.
Statistics
I can interpret and present data using bar charts, pictograms and tables.
I can solve one-step and two-step questions, using information presented in bar charts with scales, pictograms and tables.

Addition and Subtraction

Addition

Year 3 Add numbers with up to 3-digits

Introduce the **expanded column addition** method:

$$\begin{array}{r} 236 \\ + 73 \\ \hline 100 \\ 200 \\ 309 \end{array}$$

Add the **units** first, in preparation for the compact method.

In order to carry out this method of addition:

- Children need to recognise the value of the hundreds, tens and units without recording the partitioning.
- Pupils need to be able to add in columns.

Move to the compact **column addition** method, with 'carrying':

236

+ 73

309

1

Add **units** first.

'Carry' numbers **underneath** the bottom line.

Children who are very secure and confident with 3-digit expanded column addition should be moved onto the **compact column addition** method, being introduced to 'carrying' for the first time. Compare the expanded method to the compact column method to develop an understanding of the process and the reduced number of steps involved.

Remind pupils the actual value is **three tens** add **seven tens**, not 'three add seven', which equals **ten** tens.

Subtraction

Year 3 Subtracting with 2 and 3-digit numbers.

Introduce **partitioned column subtraction** method.

STEP 1: introduce this method with examples where **no exchanging** is required.

$$89 - 35 = 54$$

$$\begin{array}{r} 80 + 9 \\ - 30 + 5 \\ \hline 50 + 4 \end{array}$$

When learning to 'exchange', explore partitioning in different ways so that pupils understand that when you exchange, the **VALUE** is the same i.e. $72 = 70 + 2 = 60 + 12 = 50 + 22$ etc. Emphasise that the **value** hasn't changed, we have just partitioned it in a different way.

STEP 2: introduce 'exchanging' through practical subtraction. Make the larger number with Base 10, then subtract 47 from it.

$$72 - 47$$



Before subtracting '7' from the 72 blocks, they will need to exchange a row of 10 for ten units. Then subtract 7, and subtract 4 tens.

$$\begin{array}{r} 60 + 12 \\ - 40 + 7 \\ \hline 20 + 5 = 25 \end{array}$$

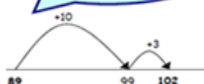
STEP 3: Once pupils are secure with the understanding of 'exchanging', they can use the partitioned column method to subtract any 2 and 3-digit numbers.

$$\begin{array}{r} 238 \\ - 146 \\ \hline 92 \end{array}$$

Subtracting money partitionists e.g. £1 + 30p + 8p

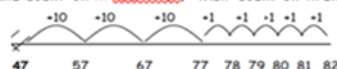
Counting on as a mental strategy for subtraction:

Because counting on in tens is the way we use a 100 square.



Continue to reinforce counting **on** as a strategy for close-together numbers (e.g. 121-118), and also for numbers that are nearly multiples of 10, 100, 1000 or £s, which make it easier to count on (e.g. 102-89, 131-79, or calculating change from £1 etc.).

- Start at the smaller number and count on in **tens** first, then count on in units to find the rest of the difference:



Multiplication And Division

Multiplication

Year 3 Multiply 2-digits by a single digit number

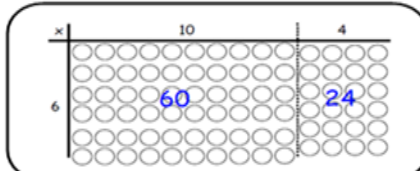
Introduce the **grid method** for multiplying 2-digit by single-digits:

Eg. $23 \times 8 = 184$

X	20	3
8	160	24

$$160 + 24 = 184$$

Link the layout of the grid to an array initially:



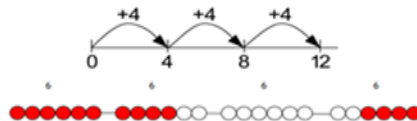
Introduce the grid method with children physically making an array to represent the calculation (e.g. make 8 lots of 23 with 10s and 1s place value counters), then translate this to grid method format (see video clip).

To do this, children must be able to:

- Partition numbers into tens and units
- Multiply multiples of ten by a single digit (e.g. 20×4) using their knowledge of multiplication facts and place value
- Recall and work out multiplication facts in the 2, 3, 4, 5, 8 and 10 times tables.
- Work out multiplication facts not known by repeated addition or other taught mental strategies (e.g. by commutative law, working out near multiples and adjusting, using doubling etc.) Strategies to support this are repeated addition using a number line, bead bars and arrays:



$$9 \times 4 = 36$$

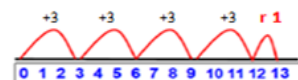


Division

Year 3 Divide 2-digit numbers by a single digit (where there is no remainder in the final answer)

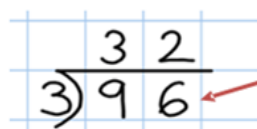
Grouping on a number line:

$$13 \div 3 = 4 \text{ r } 1$$



STEP 1: Children continue to work out unknown division facts by grouping on a number line from zero. They are also now taught the concept of **remainders**, as in the example. This should be introduced practically and with arrays, as well as being translated to a number line. Children should work towards calculating some basic division facts with remainders mentally, for the 2s, 3s, 4s, 5s, 8s and 10s, ready for carrying remainders across within the short division method.

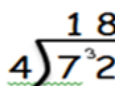
Short division: Limit numbers to **NO** remainders in the answer **OR** copied (each digit must be a multiple of the divisor).



STEP 2: Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., short division for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout of short division by comparing it to an array.

- Remind children of correct place value, that 96 is equal to 90 and 6, but in short division, pose:
- How many 3s in 9? = 3, and record it above the 9 tens.
 - How many 3s in 6? = 2, and record it above the 6 units.

Short division: Limit numbers to **NO** remainders in the final answer, but **with** remainders occurring within the



STEP 3: Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. $96 \div 4$), and be taught to carry the remainder onto the next digit. If needed, children should use the number line to work out individual division facts that occur which they are not yet able to recall mentally.

Real life contexts need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

Step 3 Only taught when pupils can calculate remainders

Times Tables

2 x	
1 x 2 =	2
2 x 2 =	4
3 x 2 =	6
4 x 2 =	8
5 x 2 =	10
6 x 2 =	12
7 x 2 =	14
8 x 2 =	16
9 x 2 =	18
10 x 2 =	20
11 x 2 =	22
12 x 2 =	24

5 x	
1 x 5 =	5
2 x 5 =	10
3 x 5 =	15
4 x 5 =	20
5 x 5 =	25
6 x 5 =	30
7 x 5 =	35
8 x 5 =	40
9 x 5 =	45
10 x 5 =	50
11 x 5 =	55
12 x 5 =	60

10 x	
1 x 10 =	10
2 x 10 =	20
3 x 10 =	30
4 x 10 =	40
5 x 10 =	50
6 x 10 =	60
7 x 10 =	70
8 x 10 =	80
9 x 10 =	90
10 x 10 =	100
11 x 10 =	110
12 x 10 =	120

4 x	
1 x 4 =	4
2 x 4 =	8
3 x 4 =	12
4 x 4 =	16
5 x 4 =	20
6 x 4 =	24
7 x 4 =	28
8 x 4 =	32
9 x 4 =	36
10 x 4 =	40
11 x 4 =	44
12 x 4 =	48

Times Tables

3 x	8 x	6 x	9 x	7 x
1 x 3 = 3	1 x 8 = 8	1 x 6 = 6	1 x 9 = 9	1 x 7 = 7
2 x 3 = 6	2 x 8 = 16	2 x 6 = 12	2 x 9 = 18	2 x 7 = 14
3 x 3 = 9	3 x 8 = 24	3 x 6 = 18	3 x 9 = 27	3 x 7 = 21
4 x 3 = 12	4 x 8 = 32	4 x 6 = 24	4 x 9 = 36	4 x 7 = 28
5 x 3 = 15	5 x 8 = 40	5 x 6 = 30	5 x 9 = 45	5 x 7 = 35
6 x 3 = 18	6 x 8 = 48	6 x 6 = 36	6 x 9 = 54	6 x 7 = 42
7 x 3 = 21	7 x 8 = 56	7 x 6 = 42	7 x 9 = 63	7 x 7 = 49
8 x 3 = 24	8 x 8 = 64	8 x 6 = 48	8 x 9 = 72	8 x 7 = 56
9 x 3 = 27	9 x 8 = 72	9 x 6 = 54	9 x 9 = 81	9 x 7 = 63
10 x 3 = 30	10 x 8 = 80	10 x 6 = 60	10 x 9 = 90	10 x 7 = 70
11 x 3 = 33	11 x 8 = 88	11 x 6 = 66	11 x 9 = 99	11 x 7 = 77
12 x 3 = 36	12 x 8 = 96	12 x 6 = 72	12 x 9 = 108	12 x 7 = 84

Log on to TT Rock Stars,
our online times tables
resource, at:
www.ttrockstars.com

Working Scientifically

- **Can ask relevant questions and use different types of scientific enquiry to answer them.**
- Can use practical science to ask questions about the world around them.
- Can decide which type of enquiry to use to answer the questions they come up with. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- Can identify when to plan and carry out a fair test.
- **Can set up simple practical enquiries, comparative and fair tests.**
- Can suggest how to plan a fair test.
- Can suggest criteria for grouping, sorting and classifying information.
- Can recognise when secondary sources of information should be used when their questions cannot be answered practically.
- Can make predictions.
- **Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers.**
- **Can gather, record, classify and present data in a variety of ways to help in answering questions.**
- **Can record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.**
- Can sort information into criteria that they have decided.
- Can identify where patterns might be found and what data to collect to identify them.

- Can make decisions about observations - what to make, how long to make them for and what equipment to use. (with help).
- Can use equipment like data loggers and microscopes.
- Can collect data from observations and measurements by using notes, tables and standard units.
- Can help make decisions on how to record and analyse this data.
- **Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **Can use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.**
- **Can identify differences, similarities or changes related to simple scientific ideas and processes using straight forward scientific evidence to answer questions or to support their findings.**
- Can identify simple changes, patterns, similarities and differences in data. (with help)
- Can draw simple conclusions from data or relevant enquiries (including research) to answer questions. (with help)
- Can identify new questions arising from the data, information and research. (with help)
- Can find ways of making improvements
- Can use scientific language to discuss ideas and communicate findings.

Supporting Your Child

Ensuring Children Do Their Best in Meeting Their Year Group Expectations, They Need To:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed it cannot be caught up so cannot be met.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

Online Resources

The following resources are used to support your child's learning at home.

- **Reading:** Bug Club online at www.activelearnprimary.co.uk
- **Times Tables:** Times Table Rock Stars www.ttrockstars.com
- **Google Classroom**

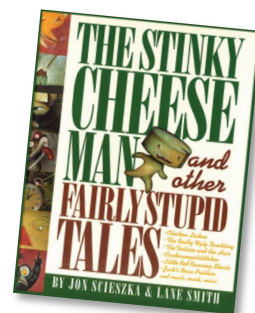
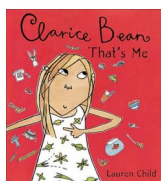
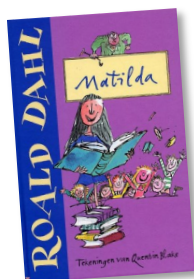
All children have been given log in details for these online resources.

For further assistance, please speak with the class teacher.

Places to Visit:

- Museum of Docklands - www.museumoflondon.org.uk/museum-london-docklands
- Museum of London - www.museumoflondon.org.uk
- The Science Museum - www.sciencemuseum.org.uk
- The Natural History Museum - www.nhm.ac.uk
- Tower of London - www.hrp.org.uk/tower-of-london
- Royal Museums Greenwich - www.rmg.co.uk
- V&A Museum of Childhood, Bethnal Green - www.vam.ac.uk/moc
- Art galleries, such as:
 - The National Gallery - www.nationalgallery.org.uk

Suggested Books to Read



Winnie the Witch by Valerie Thomas

Burglar Bill by Allan Ahlberg

Mog and the Forgetful Cat by Judith Kerr

Clarice Bean, That's Me by Lauren Child

Mister Magnolia by Quentin Blake

The Adventures of the Dish and Spoon by Mini Grey

Just So Stories by Rudyard Kipling

Wolves by Emily Gravett

Asterix the Gaul by Rene Goscinny and Albert Uderzo

I Hate School by Jeanne Willis and Tony Ross

Rumpelstiltskin and other Grimm Tales by Carol Ann Duffy

Horrid Henry by Francesca Simon

The Stinky Cheese Man and other Fairly Stupid Tales

by Jon Scieszka and Lane Smith

Oh, the places you'll go by Dr Seuss

Anancy Spiderman by James Berry and Joseph Oioibu

Mr Majeika by Frank Roders

The Paperbag Princess by Michael Martchenko

The Enormous Crocodile by Roald Dahl

Fungus the Bogeyman by Raymond Briggs

Flat Stanley by Jeff Brown

Winnie the Pooh by A A Milne

The Worst Witch by Jill Murphy

The Queen's Nose by Dick King Smith

Pippi Longstocking by Astrid Lindgren

Dinosaurs and all the Rubbish by Michael Foreman

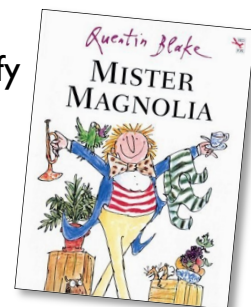
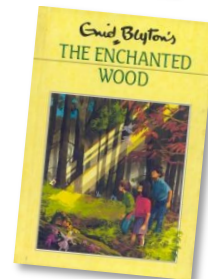
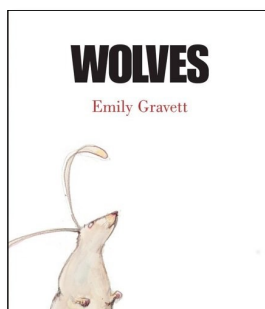
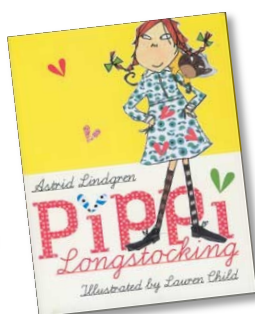
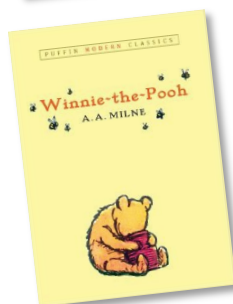
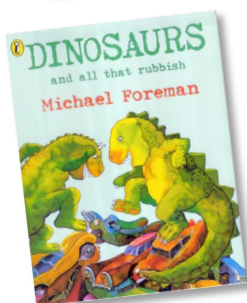
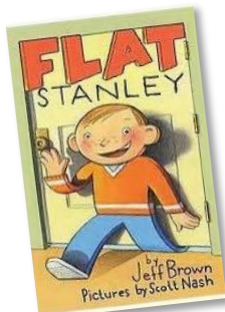
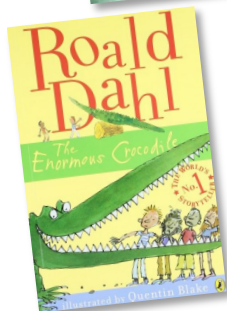
The Enchanted Wood by Enid Blyton

The Diary of a Killer Cat by Ann Fine

Matilda by Roald Dahl

The BFG by Roald Dahl

The Lion The Witch and the Wardrobe by C S Lewis









Executive Functions

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:






- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> • focusing for objects • pointing & grabbing 			<ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills 	<ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> • understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset.
EARLY LEARNER 5-12 YEARS	<ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children's use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children's educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge 	
<ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas.
<ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes.

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

Behavioural Expectations and Understanding Self

Can include children being able to:

Hold Information in Mind



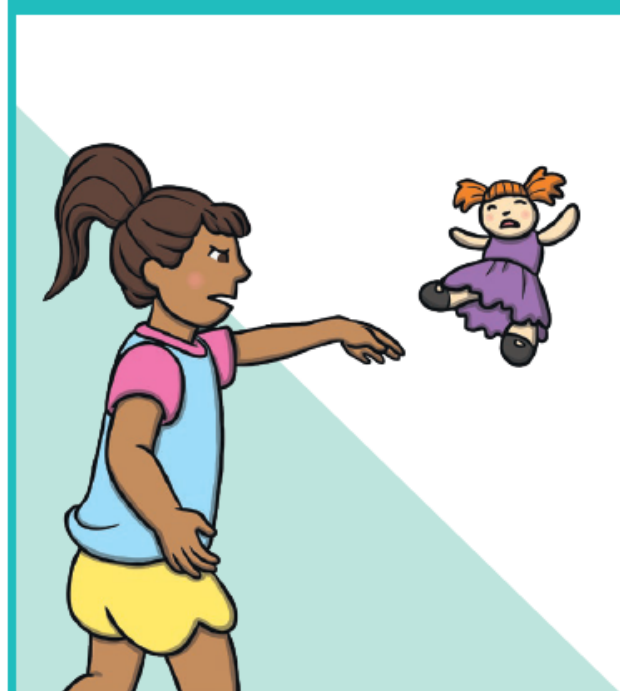
Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



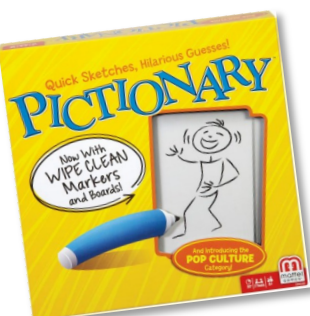
Executive Function Support at Home

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



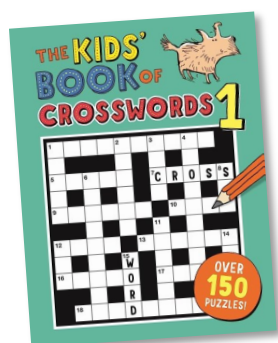
Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary



Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



Working Memory Boosters

At a glance

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. Work on Visualisation Skills

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. Have Your Child Teach You

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. Suggest Games That Use Visual Memory

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. Play Cards

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and

Working Memory Boosters

which ones other people have played.

5. Encourage Active Reading

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. Chunk Information into Smaller Bites

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. Make it Multisensory

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. Help Make Connections

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

Key Takeaways

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

Well-Being Top-Tips

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1

Think of a way
you can be
active every day
this month.

2

Play an outdoor
game with
friends or
family.

3

Reflect on
something you
are really proud
of.

4

Visit a
museum
with a trusted
adult.

5

Take five
minutes
to just sit still
and breathe.

6

Try
stargazing.

7

Put on some
calming music
and colour in
some colouring
pages.

8

Do some
baking – you
could try to
make some
biscuits.

9

Arrange a
play date
with one of
your friends.

10

Get up early
to enjoy
the sunrise.

11

Keep a sleep
diary over the
course of a week
to check if you're
getting enough
sleep each night.

12

Watch one of
your favourite
films or a brand
new one!

Well-Being Top-Tips

13

Go for a walk with a friend or family member. Explore somewhere you haven't been before.

14

Draw a picture to show the best thing that happened today.

15

Listen to some music that makes you feel good.

16

Give a loved one a hug.

17

Go for a picnic outdoors and pack your favourite snack.

18

Read a book.

19

Go to the park and play on your favourite equipment.

20

Cook a delicious meal for your family.

21

Make a thank-you card for somebody.

22

Do something that makes you laugh.

23

Make a time capsule that includes information about your life today. Keep it somewhere safe.

24

Visit the park.

25

Think about a person in your life you are grateful for. What is it about them that makes them special?

Child Protection And Safeguarding

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

Designated Safeguarding Staff

**Designated
Safeguarding Lead:**
Mark Ali

**Deputy Designated
Safeguarding Leads:**
Tomas Hall
Fahima Begum
Dan French

SENDCo:
Dan French

What Should You Do if you are Concerned

If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).



Attendance and Punctuality

High attendance is essential for a child to reach their full potential

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed
of any changes of address or telephone numbers.*





Leopold Street, London E3 4LA
020 7987 4624 | admin@spsl.towerhamlets.sch.uk | www.spsl.towerhamlets.sch.uk
www.spsl.towerhamlets.sch.uk

 St Paul with St Luke CE Primary School

 @stpaulstluke