

WELCOME EVENING 2025 - 2026



Building on high expectations

The
Stoke
Poges
School

Phase Leader: Miss K Kennedy

Specialist Teachers:
Mr Follant (Computing)
Mr Headland (PE)

MEET THE YEAR 3 TEAM

Year 3:

Ash Mrs Bennett

Mrs Ballinger-Ball

Maple Mrs Payne (Mon – Wed)
Mrs Macaulay (Thurs – Fri)

Mrs Young (Mon -Tues)
Mrs Patel (Wed - Fri)
Mrs Kaur (Mon- Fri)

ORGANISATION

The background features a blue-to-purple gradient with several faint technical diagrams. On the right side, there is a large circular gauge with numerical markings from 80 to 210 and an arrow pointing upwards. Below it is a smaller circular diagram with concentric circles and arrows. In the bottom left corner, there is another circular diagram with an arrow pointing left. The overall aesthetic is clean and professional, suggesting a focus on engineering or organizational structure.

SCHOOL UNIFORM

- White shirt and tie
- Grey skirt/tunic dress/trousers/shorts/skirts
- Purple jumper/cardigan with school logo
- White or grey socks
- Modesty shorts may be worn but must not be visible
- Black school shoes – no trainers without a valid reason and note
- Please ensure children have jackets and coats for cold and wet weather
- Hair ties should be black or purple
- Hair accessories should be discrete – no oversized bows, scrunchies or clips.
- Earrings should be small studs only and be taken out/covered with tape for P.E./Games
- No nail varnish or temporary transfer tattoos
- No jewellery unless it is of religious significance – this also needs to be removed for P.E./Games
- PE kit must only be worn on PE days, if your child attends an after school club they must change at the end of the day
- Everything must be labelled!

LUNCHES AND SNACKS

- Should be healthy – no sweets, chocolates, fizzy drinks
- Absolutely no nuts or nut products
- Water bottles are allowed in class, but no juice or squash
- Lunchboxes must be named
- Good idea to give the children a **snack of fruit or vegetable for break** times
- Parents can opt in to pay for milk
- Hot lunches – please check on Sundays that any hot meals pre-booked are still in place.



PENCIL CASES

- In school everyday
- Reasonable size and style
- Everything labelled
- No personal or expensive items
- Recommended list of stationery:

pencil
eraser
ruler 30cm and 15cm
sharpener
blue pen
purple pen
colour pencils
glue stick
scissors



CURRICULUM

The background features a blue-to-purple gradient with several faint technical diagrams. On the right side, there is a large circular diagram with concentric circles and radial lines, resembling a gauge or a scale, with numbers ranging from 80 to 210. Below it is another circular diagram with dashed lines and arrows. On the left side, there are smaller circular diagrams, one with a dashed arrow pointing left and another with a solid arrow pointing right.

LONG TERM PLANS

- As well as Curriculum maps, a more in depth overview can also be found on the website
- Outline areas covered for each subject
- <http://www.stokepoges.bucks.sch.uk>
- Year 3 topics this year
 - Stone Age to Iron Age/Are all settlements the same?
 - The Ancient Egyptians/ Where does our food come from?
 - The Ancient Greeks/Who lives in the Antarctica?

THE STOKE POGES SCHOOL		Year 3 Long Term Plan	
	Stones, Bones and Spears Autumn Term	Incredible Egyptians Spring Term	Groovy Greeks Summer Term
Values	Kindness, Equality, Respect, Honesty	Positivity, Responsibility, Friendship, Resilience	Resilience, Patience, Individuality, Courage
Big Question	Would you rather live in the Stone Age or the Iron Age?	Why were the Egyptians incredible?	How did the Ancient Greeks change our lives?
Purposeful activity	Plan and present a new invention- be an inventor like Uq!	Create a book of Egyptian tales for Year 2	Use a shadow puppet theatre to perform a Greek play to an audience
Enrichment (visitors and visits)	Chiltern Open Air Museum-Stone Age and Iron Age Workshop	Visitor-Mr Egypt Visit to Highclere House- Tut Exhibition	Plan and organise a Mini-Olympics Greek Day
Maths	<p>Number and place value</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems Find 10 or 100 more or less than a given number <p>Addition and subtraction</p> <ul style="list-style-type: none"> Practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the 	<p>Number and place value</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100 Solve number problems and practical problems Compare and order numbers up to 1000. <p>Addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Measurement: money</p>	<p>Addition and subtraction</p> <ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Solve problems that involve all of the above. <p>Multiplication and division</p> <ul style="list-style-type: none"> Use mental and formal written methods to solve multiplication number sentences Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication

ENGLISH

- We use an approach called 'Take One Book' and English lessons are structured around a key text. (This half-term we will be reading Seal Surfer by Michael Foreman and linking it to our letter writing)
- The 'End of Year Expectations' document outlines the 'Key Performance Indicators' children need to achieve a Secure ARE by the end of the year
- Children will have a daily guided reading lesson, as well as an English lesson which will incorporate a SPAG starter, and a weekly spelling lesson.
- This term's guided reading book is 'The Stolen Spear'.
- Spellings are set weekly on a Wednesday and tested every Monday.



READING

- We are a reading school and encourage reading for pleasure
- The 'End of Year Expectations' for Reading and KPIs can be found on school website: <http://www.stokepoges.bucks.sch.uk>
- The 'End of Year Expectations' document outlines the 'Key Performance Indicators' children needed to achieve a Secure at the end of Year 3
- Teaching of reading is done with the class teacher in school
- Guided Reading lessons are delivered in whole class reading sessions.
- We encourage the children to share their 'enjoyment' of books and discuss their books with their peers and other adults through 'book talk'
- Teacher's share their reading interests and read to students every day
- Children have weekly library lessons
- Classroom library books are available for children to borrow
- Children record their reading on their reading bookmark

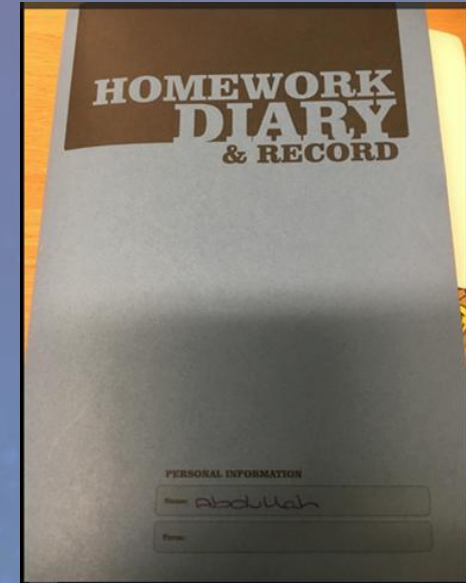
The Stoke Poges School



End of Year Expectations

READING AT HOME

- Reading for enjoyment is encouraged at home
- Once a child has come off the reading scheme they will be encouraged to choose a book from the class library or from home. This book needs to be in school everyday. Teachers will monitor the children's choices and encourage reluctant readers to choose a variety of authors and genres
- We have specialist SEN texts available if needed
- We ask that children read for a minimum of 15 minutes at home daily
- Communicate using the Homework Diary (remind children to show us)
- Our school focus is to raise standards in reading – we would appreciate any volunteers to hear readers in school



MATHS

- End of year expectations for Maths can be found on the school website: <http://www.stokepoges.bucks.sch.uk>
- End of Year Expectations document outlines the 'Key Performance Indicators' children need to achieve a Secure at the end of Year 3

- **Maths Mastery Approach**

- Mixed ability classes for Maths
- Aim to provide challenge for all children
- Maths homework set weekly, including Mathletics
- Calculation policy shows the methods we will be using in school (can be found on the school's website)

The Stoke Poges School



End of Year Expectations

KIRFS



Mathematics Key Instant Recall Facts

KIRFs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<i>I know number bonds for all numbers to 20</i>	<i>I know the multiplication and division facts for the 3 times table</i>	<i>I can recall facts about duration of time</i>	<i>I know the multiplication and division facts for the 4 times table.</i>	<i>I can tell the time to the nearest five minutes</i>	<i>I know the multiplication and division facts for the 8 times table</i>
Year 4	<i>I know number bonds to 100</i>	<i>I know the multiplication and division facts for the 6 times table</i>	<i>I know the multiplication and division facts for the 7 times table</i>	<i>I know the multiplication and division facts for the <u>9</u> and <u>11</u> times tables</i>	<i>I can multiply and divide single-digit numbers by 10 and 100</i>	<i>I can recall decimal equivalents of fractions</i>
Year 5	<i>I know decimal number bonds to 1 and 10</i>	<i>I know the multiplication and division facts for all times tables up to 12×12</i>	<i>I can recall metric conversions</i>	<i>I can double and halve any number up to 100</i>	<i>I can recall square numbers up to 12^2 and their square roots</i>	<i>I can find factor pairs of a number</i>
Year 6	<i>I know the multiplication and division facts for all times tables up to 12×12</i>	<i>I can identify common factors of a pair of numbers</i>	<i>I know common decimals, fractions and percentage equivalences</i>	<i>I can identify prime numbers up to 50</i>	<i>I know the formulae for finding the area of different shapes</i>	<i>I know the first 5 cube numbers</i>

I know number bonds for all numbers to 20

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 + 9 = 11$

$5 + 9 = 14$

Example fact

$3 + 8 = 11$

$6 + 8 = 14$

family:

$4 + 7 = 11$

$7 + 7 = 14$

$6 + 9 = 15$

$5 + 6 = 11$

$6 + 9 = 15$

$9 + 6 = 15$

$3 + 9 = 12$

$7 + 8 = 15$

$15 - 9 = 6$

$4 + 8 = 12$

$7 + 9 = 16$

$15 - 6 = 9$

$5 + 7 = 12$

$8 + 8 = 16$

$6 + 6 = 12$

$8 + 9 = 17$

Example of

$4 + 9 = 13$

$9 + 9 = 18$

other facts:

$5 + 8 = 13$

$4 + 5 = 9$

$6 + 7 = 13$

$13 + 5 = 18$

$19 - 7 = 12$

Key Vocabulary

What do I add to 5 to make 19?

What is 17 take away 6?

What is 13 less than 15?

How many more than 8 is 11?

What is the difference between 9 and 13?

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You do not need to practise them all at once; perhaps you could have a fact of the day.

Buy one get three free – If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?

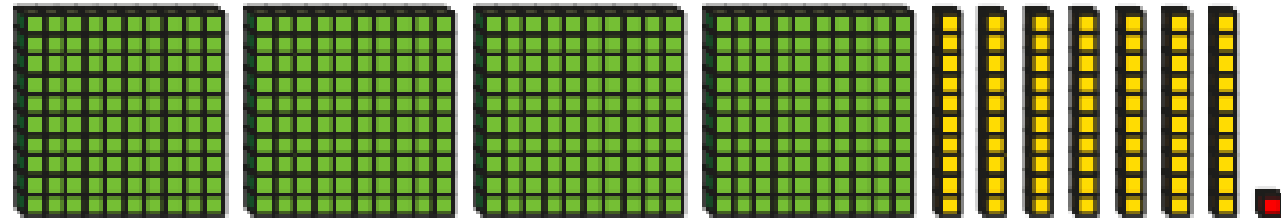
Use doubles and near doubles – If you know that $6 + 6 = 12$, how can you work out $6 + 7$? What about $5 + 7$?

Play Games – There are missing number questions at www.conkermaths.org and see how many questions you can answer in just one minute.

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A TYPICAL MATHS LESSON WILL LOOK
LIKE THIS...

Complete the number sentences.



a) $471 = 400 + 70 + \square$

d) $471 = 410 + \square$

b) $471 = 400 + 20 + \square$

e) $471 = 460 + \square$

c) $471 = 400 + 50 + \square$

f) $471 = \square + 61$

Complete the sentences.

a) \square ones are equal to 1 ten.

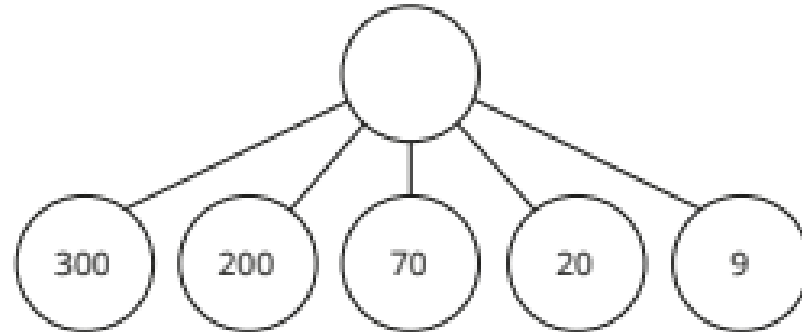
b) \square tens are equal to 1 hundred.

c) \square hundreds are equal to 1 thousand.

• *Is $200 + 100 + 50 + 16$ equal to $300 + 60 + 6$? How do you know?*

Challenge 1

What is the whole?



Answers

Partition 367 in five different ways.

Compare answers with a partner.

What is the same? What is different?



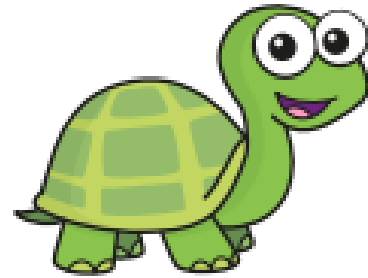
Answers

Challenge 2

Tiny is thinking of a number.



My number can be
partitioned into 3 hundreds,
16 tens and 12 ones.



Complete the number sentence to partition Tiny's number in
a different way.

$$\underline{\quad} = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

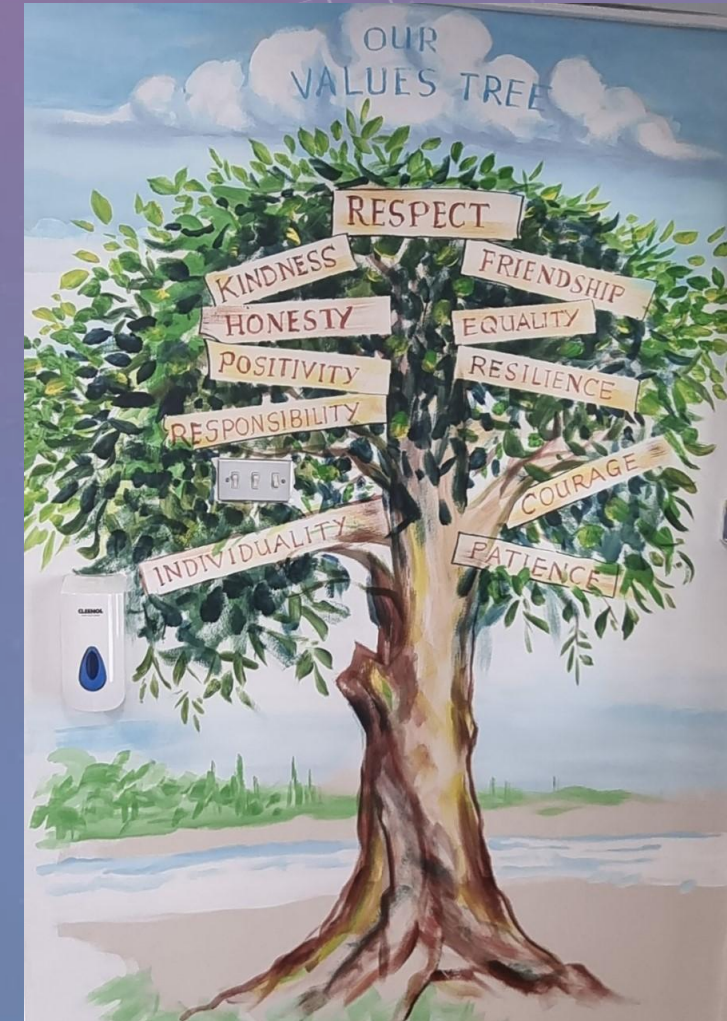
Answers

LKS2 EXPECTATIONS

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VALUES

- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. If the jar is full by the end of the month they will receive a class treat such as: toy afternoons, movie, ice lollies, slippers to school day etc... (This is at the discretion of the class teacher and agreed with the class)



REWARDS AND SANCTIONS

- At Stoke Poges we follow three core rules:
 - Ready *Are you ready to learn? Are you ready to walk through the school?*
 - Respectful *Are you being respectful to your peers and the adults you learn with?*
 - Safe *Are you using the equipment / resources safely? Are you walking around the school in a safe manner?*
- Sanctions
 - Reminder, Caution, Last Chance and a Time Out
- Rewards
 - Rainbow Tickets / Team points – Learning
 - Marbles in the jar – School Values
 - Children to receive a class treat if they fill their marble jar
 - Star of the Week

Marble Jar



Rainbow tickets



SANCTIONS

BEHAVIOUR LADDER

REMINDER

positive encouragement to follow the school rules

CAUTION

First Warning

LAST CHANCE

Thinking time in class
2 minute reflection time at the end of the lesson.

TIME AWAY

Thinking time out of class
5 minute timer

PHASE LEADER

15 minutes – letter home or phone call

DEPUTY HEADTEACHER

Time out of class
Meeting with parents

HEADTEACHER

Meeting with Parents
Significant time out of class

Rudeness to adults
Significant disruption to learning
Refusal to work
mobile phone/inappropriate items into school
Unkindness – physical/verbal behaviour

Dangerous behaviour
Vandalism / theft
Bullying
Fighting
Abusive / racist language

Dangerous items brought into school
Fighting with intention to cause harm.
Bringing the school into disrepute.
Persistent refusal to comply with behaviour policy.

ROUTINES

The background features a blue-to-purple gradient with faint technical diagrams. On the right side, there is a large circular gauge with a scale from 0 to 210 and an arrow pointing to approximately 190. Below it is a smaller circular diagram with concentric circles and arrows. In the bottom left, there are dashed circular lines with arrows. The word "ROUTINES" is centered in a bold, white, sans-serif font with a thin white underline.

TIMINGS OF THE SCHOOL DAY

Start of day – 8.40am with lessons beginning at 8.50am

Break – 10.30 to 10.45am

Lunch – 12.15 to 1.15pm

End of day – 3.15pm

During drop off and pick up, please park away from school and do not drive onto site at this time. This is for the safety of all.

Lates

If your child is unfortunately late for school (after 8.50am), an adult must sign them in at Reception please.



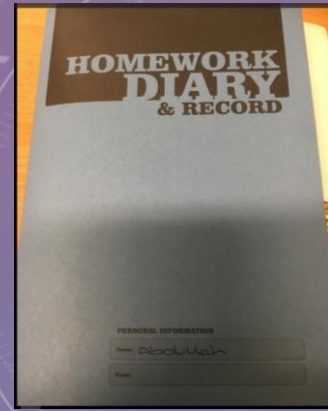
P.E. AND GAMES

- Uniform: P.E. – purple polo shirt and black shorts,
Games – purple polo shirt, black shorts, black joggers,
crew neck black jumper/school jumper, trainers
everything labelled

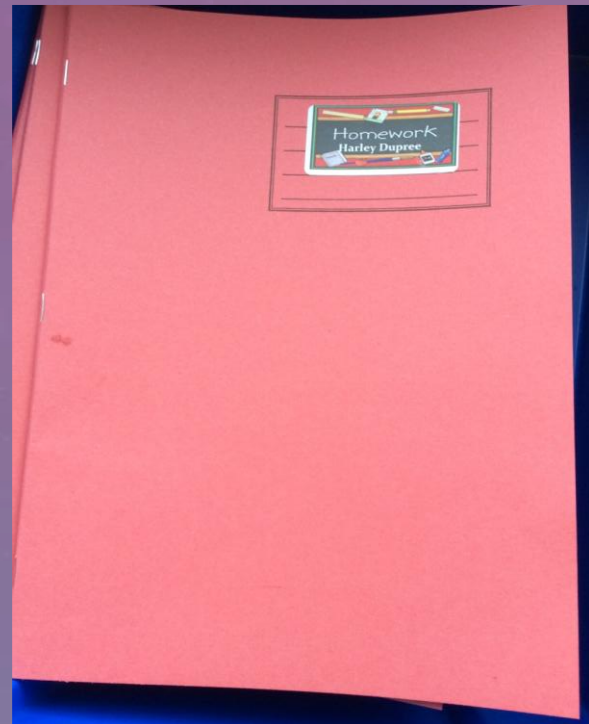
PE – this will occur twice a week (Monday and Friday)
children may come to school wearing their kit



HOME LEARNING



- Homework diary **NO Reading Records**
- Homework Diary needs to be in school everyday
- **Spellings and Maths set weekly**
- **Termly project set based around a theme (3 tasks to be completed per term)**
- Encourage good presentation
- Children responsible for handing in homework
- Communicate using the homework diary (remind children to show us)

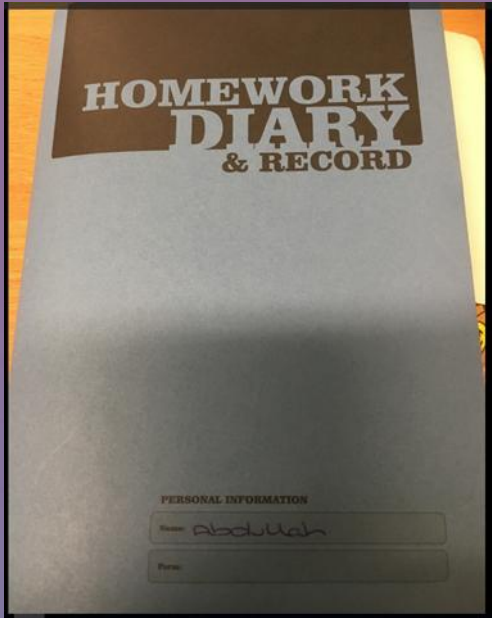


If homework is not handed in on time, children will be given a day's grace and will expect it in school the next day. If it is still not handed in, children will complete their homework at lunchtime with their teacher.

If this happens twice in one half term, class teachers will speak to parents and if there is a third incident then children will be sent to the phase leader.

	MON	TUES	WED	THUR	FRI
Handed Out			Spellings		Maths
Due in	Spellings	Maths			
Multiplication tables, project work and reading are on-going.					

SPELLINGS



Year 3 and 4 Statutory Spellings

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

- Occasionally set tasks to complete at home that are related to unit studying in class and/or National curriculum word list (in addition to English homework)
- NC list given to children to take home and can also be found on school website
- Weekly spelling scores will be recorded in your child's spelling book and sent home – these must be returned by the following Monday for their next test.

KNOWLEDGE ORGANISERS

- Maths
- Science
- Our class topic focus

- A knowledge organiser is a single sheet of paper that lists the important facts – not practical skills – that pupils should know by the end of a unit of work. These can be found on the school website and contain key information for pre-teaching, such as vocabulary, and useful links which will enable you to find out more about a subject

LKS2

Ancient Egypt	
Key Vocabulary	
BC	Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
silt	Fine particles of soil, clay or sand carried and left by water.
hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
pharaoh	A ruler of ancient Egypt.
Timeline	
Writing	
<p>Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.</p> <p>Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.</p> <p>The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.</p> <p>Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.</p>	
The Nile	
<p>The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.</p> <p>Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.</p>	

ENRICHMENT

- **Extra-curricular clubs**
- **Educational visits**
- **Visitors to school**
- **Curriculum days (e.g. Science, Art...)**
- **World Book Day**

PUPIL PREMIUM

- If you believe you are eligible for Pupil Premium FSM, please complete the 2025/26 Application Form that was emailed to you or contact The Office for a copy.
- This is NOT the same as Universal Infant Free School Meal, which entitles Reception, Year 1 and Year 2 children to free meals.
- Existing pupil premium eligible parents including if you have transferred from another school also need to complete the form please.
- Pupil Premium FSM is a major funding trigger for our school. Therefore, parents / carers of children in Reception, Year 1 and Year 2 should still apply. Pupil Premium FSM is for any child from Reception to Year 6.
- Under current regulations children whose parents/carers are in receipt of any of the following will be entitled to free school lunches via the Pupil Premium FSM eligibility:
 - Universal Credit with an annual net earned income of no more than £7,400
 - Income Support (IS)
 - Income-based Job Seeker's Allowance (IBJSA)
 - An Income-related employment and support allowance (ESA)
 - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
 - Support under Part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of the State Pension Credit
 - Where they are entitled to Child Tax Credit and also Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals*
- Please return your application form via the school office, or email it to office@stokepoges.school by the end of this week.

WELLBEING

- **Named person**
- **Worry boxes**
- **PSHE – Jigsaw**
- **Assemblies**
- **Collective worship / reflection time**
- **Circle times**
- **Elsa in the lighthouse room**

COMMUNICATION

- Friday e-mail
- Regular school e-mails
- Class WhatsApps
- School website
- Menu changes
- Parents' Evening – 14th and 16th October
- Phone school office: 01753 643 319
- Email school office and it will be forwarded to teachers

office@stokepoges.bucks.sch.uk

The screenshot shows the top portion of the Stoke Poges School website. At the top left is the school's logo, a diamond shape containing a stylized 'S' and 'P'. To its right is the school's motto: "Building on high expectations". On the far right, the school's name "Stoke Poges School" is displayed vertically. Below these elements is a purple navigation bar with the following links: "Home", "Our School", "Curriculum", "Extra-Curricular", "Year Groups", and "Community". At the bottom of the page, there are four purple buttons with icons and text: "Latest news" (with a document icon), "School calendar" (with a calendar icon), "Contact the school" (with a telephone icon), and the "Ofsted" logo.

COMMUNICATION

- **Weekly Friday emails**

Communication

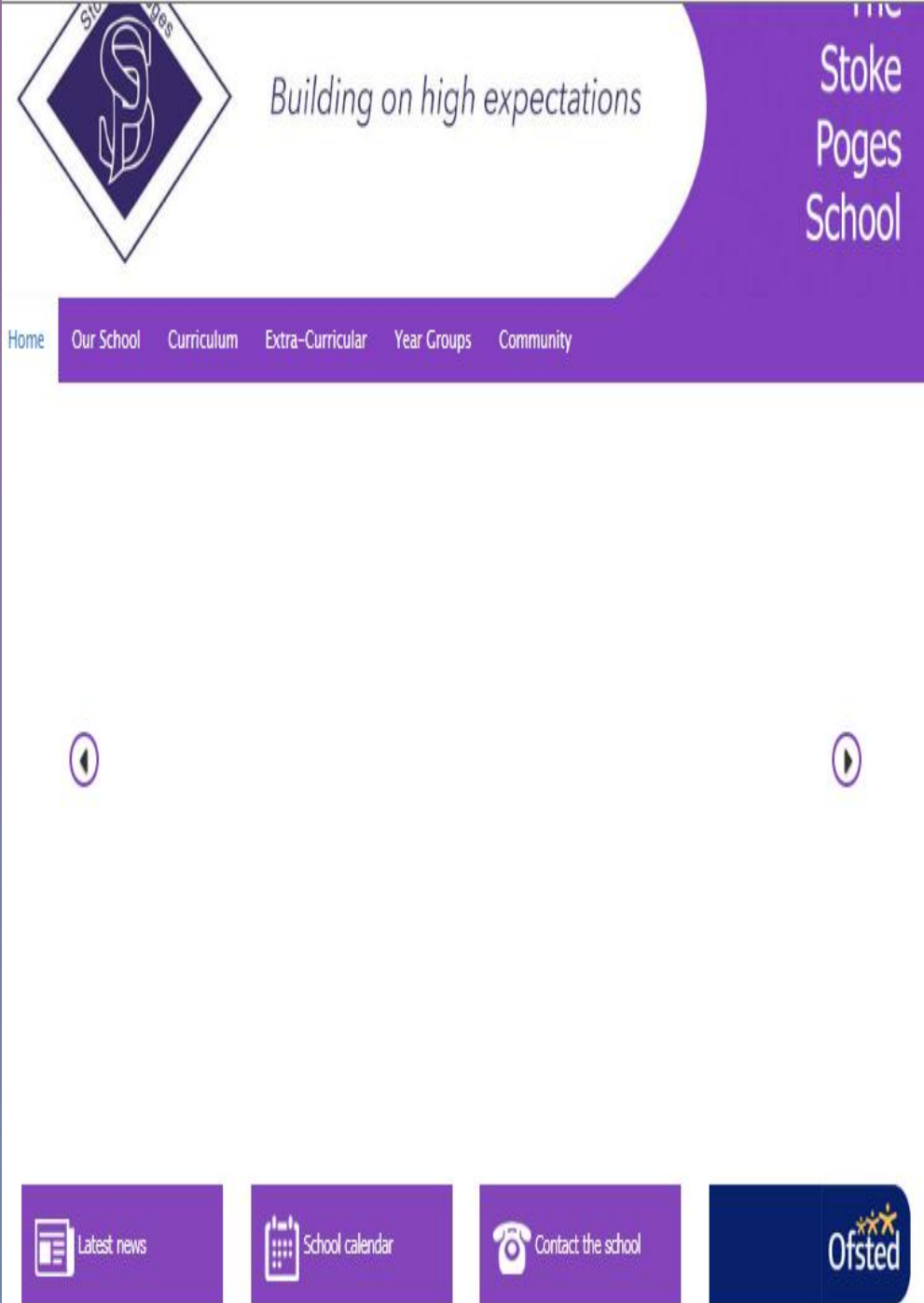
Everything you need to know will be communicated to you by email. As well as a weekly Friday email of a summary/reminder of everything you need to know for the week ahead, reminders may also be sent by WhatsApp.

It is really important to please check emails daily to ensure you are not missing important information relating to your child/children.

Please check the emails or website for answers before calling or emailing, but if you need anything please don't hesitate to contact the Office.

Please only use School Gateway APP to report absence, everything else by email to office@stokepoges.school

When contacting the Office please include your child's full name and class.



ATTENDANCE

- Please ensure your child arrives to school on time.
- It is so important that your child comes to school.
- Poor school attendance and lateness will be addressed.

School Attendance
Every day counts...

Good attendance helps with...

- Academic Achievement**: Regular attendance helps children keep up with the curriculum and perform better academically.
- Social Skills**: Attending school regularly helps children develop friendships, social skills and learning how to interact with others.
- Routine & Responsibility**: Good attendance teaches the importance of commitment, routine, and responsibility, which are all valuable life skills.
- Focus & Engagement**: Children who attend school regularly are more likely to stay engaged in their learning and develop a positive attitude towards education.
- Building Confidence**: Regular attendance can boost a child's self-esteem and confidence, as they see their progress and achievements over time.
- Enhanced Learning Opportunities**: School provides not just academic instruction, but also extra-curricular activities and enrichment opportunities.

Over half a term missed!

Did you know there are...

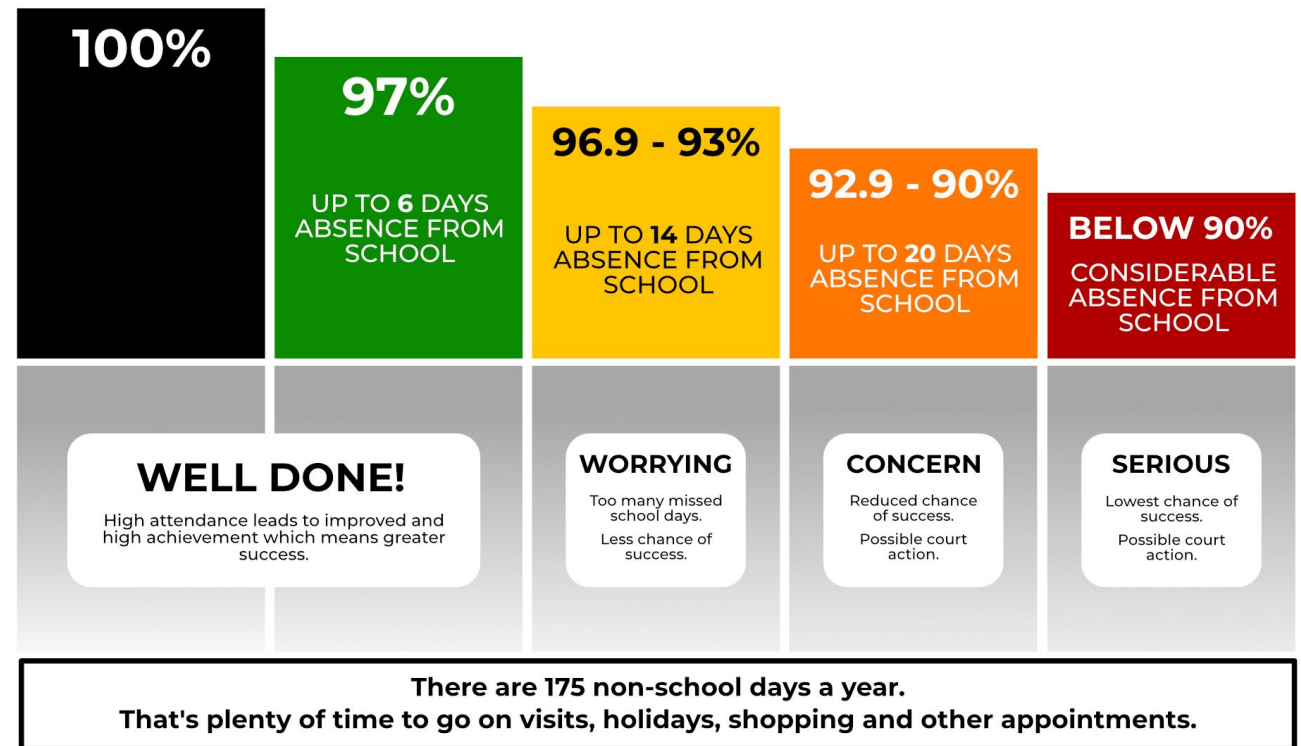
- 365 Days in a Year
- 190 School Days
- 175 Non School Days

Having 90% over 5 school years, is half a school year's work missed!

Silly School Education

Attendance	Days Missed	Percentage
100%	0 Days	100%
95%	10 Days	180
90%	19 Days	171
85%	29 Days	161
80%	38 Days	152
75%	47 Days	143

WHAT IS YOUR ATTENDANCE?



ANY QUESTIONS?

The background features a vertical gradient from light blue at the bottom to purple at the top. It is decorated with faint, semi-transparent technical diagrams, including circular gauges with numerical scales (e.g., 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and dashed lines with arrows indicating flow or direction.