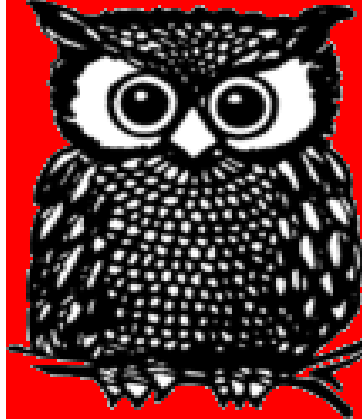


# **Barham Primary School Parents Meeting**



## **Welcome to Year 3**

# Year 3 Team

Mrs Nardani- Year Group Leader (Gujarati)

Miss Ferdouse - Class Teacher (Bengali)

Mrs Karim - Class Teacher

Miss Vekaria- Class Teacher (Gujarati)

Phase Leader: Mrs Thakore (Gujarati)

Other Languages Spoken by the team: Tamil

# Mission Statement

*Accelerated Learning  
Reach highest goals possible  
Aiming for a better future  
Respecting each other  
Working Together*

# **School Rules**

- Be kind
- Be safe
- Be fair
- Be respectful
- Be ready to learn

# The 5R's

## **The Resilient Learner**

- Never gives up (stickability)
- Manages distractions
- Has a positive attitude
- Finds interest in what they are doing

## **The Risk Taker**

- Gives things a go, even if there is a risk of failure
- Know when to take risks and when to play safe

## **The Resourceful Learner**

- Asks 'what if' questions
- Are creative
- Gets on with it
- Envisage the way things may be

## **The Reflective Learner**

- Revises
- Plans
- Review


## **The Learner Who forms positive Relationships**

- Works in collaboration with others
- Shows empathy
- Listens well

# Expectations


- Accelerate learning through quality first teaching.
- Develop independence in thought and action.
- Teach pupils to be responsible for their own learning, their belongings, letters, homework and PE/ Games kit.
- **Importantly, to work in close partnership with parents to ensure the best outcomes for pupils in Year 3.**

# Uniform

<b>Sweat shirt</b>	Burgundy Barham Sweatshirt <b><u>Round-neck</u></b> with stitched school logo	
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<b>Shirt</b>	White polo shirt top  (Nursery, Reception, Years 1,2,3,4)	
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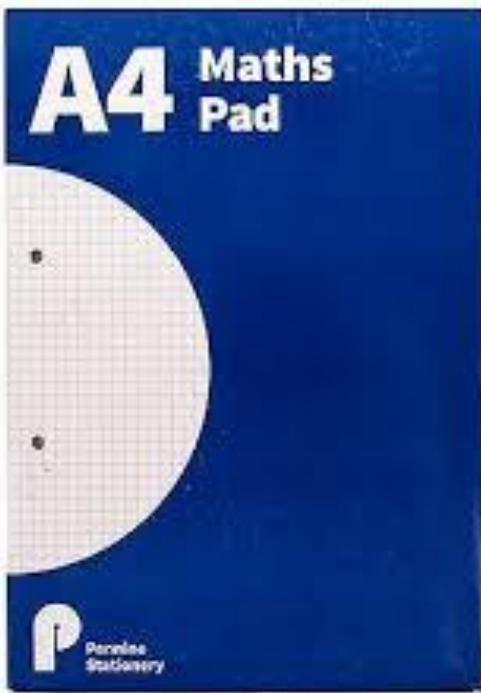
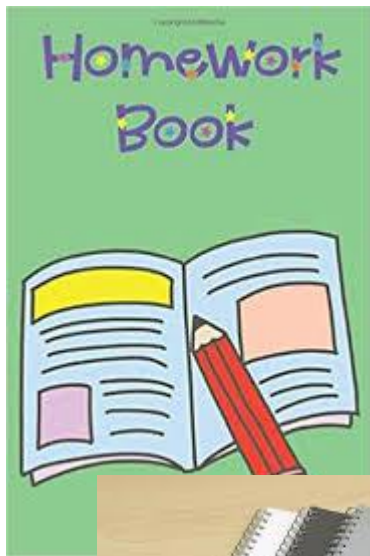
Mid-grey trousers or shorts, Pinafore or skirt
--

<b>Socks or tights</b>	Grey, black or white <i>only</i>  (NB – if children wear <i>cycling shorts</i> under summer dresses or under skirts/pinafores these shorts should not appear below the hem. Black/White leggings are <u>not</u> school uniform.)	
<b>Shoes</b>	Black velcro-fastening trainers (Nurs, Rec Y1 ONLY)	Black, low-heeled, sensible shoes (not long boots or trainers) (Years 2,3,4,5,6)

<b>PE</b> Pale blue aertex top/polo shirt (available with school logo) Navy/black gym shorts (jogging bottoms optional for outdoors). Black plimsolls outdoors, bare feet indoors All items of clothing and personal belongings should be clearly marked with child's name to reduce the risk of loss.	<b>Hijab/Niqab</b> <b>PLAIN</b> Black, White, Grey or Burgundy
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# Homework books



Your child will need the following:

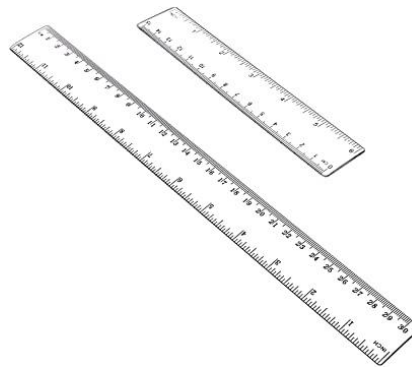
- a lined home work book
- squared home work book





## Pencil case

- Pencil case should be small and made of plastic so it can be cleaned when necessary
- Where possible it should include 5 sharp pencils, rubber, sharpener, ruler, glue stick and colouring pencils.
- Stationery should be labelled with your child's name



# Times Tables

- Your children will sit the statutory 'Times Tables Test', when they reach Year 4. Your children will be expected to learn their times tables in Year 3.

This is the  
link: <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Get the children to Google  
'**maths frame times tables  
check**' and it should be the top  
link.

<b>1 Times Table</b> $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	<b>2 Times Table</b> $4 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	<b>3 Times Table</b> $4 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	<b>4 Times Table</b> $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$	<b>5 Times Table</b> $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	<b>6 Times Table</b> $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$
<b>7 Times Table</b> $1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	<b>8 Times Table</b> $1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$	<b>9 Times Table</b> $1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	<b>10 Times Table</b> $1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$	<b>11 Times Table</b> $1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	<b>12 Times Table</b> $1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$

# Targets

- ▶ You can download the Year 3: maths, literacy and reading targets from the school website. Please do this. Your children will be assessed according to these targets. Please support your children with these targets over the year to consolidate the skills being learnt in school.
- ▶ Your child will be expected to be at Band 3S (Band 3 secure) by the end of the year.

## Number & Place Value

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number. ☐

I can recognise the place value of each digit of a number with hundreds, tens and units. ☐

I can compare and order numbers up to 1000. ☐

I can find, show and estimate numbers using objects and pictures. ☐

I can read and write numbers up to 1000 in numbers and words. ☐

I can solve number and word problems. ☐

## Addition & Subtraction

I can add and subtract numbers in my head, including a three digit number and ones. ☐

I can add and subtract numbers in my head, including a three digit number and tens. ☐

I can add and subtract numbers in my head, including a three digit number and hundreds. ☐

I can add and subtract numbers with up to three digits using formal column methods. ☐

I can estimate the answer to a calculation and use this and inverse operations to check answers. ☐

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ☐

## Multiplication & Division

I can recall and use multiplication and division facts for the 3, 4 and 8 times tables. ☐

I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers. ☐

I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio. ☐

## Fractions

I can count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10. ☐

I can write and find fractions for a set of data and can recognise fractions with small denominators. ☐

I can find and use fractions as numbers e.g.  $\frac{1}{4}$  of 8 = 2 and  $\frac{3}{4}$  of 8 = 6. ☐

I can identify and show equivalent fractions. ☐

I can add and subtract fractions with the same denominator within one whole. ☐

I can compare and order fractions with the same denominator. ☐

I can solve fraction problems. ☐



## Measurement

*I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).*

☐  
☐

I can measure the perimeter of simple 2-D shapes.

☐  
☐

*I can add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.*

☐  
☐

*I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.*

☐  
☐

I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.

☐  
☐

I can tell you the number of seconds in a minute and how many days there are in a month, a year, and in a leap year.

☐  
☐

I can compare how much time is taken by different events or tasks.

☐  
☐

## Properties of Shape

I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.

☐  
☐

I can recognise angles as properties of shape. I know that angles are a description of a turn.

☐  
☐

*I can recognise angles as properties of shape. I know that angles are a description of a turn*

☐  
☐

*I can spot right angles. I can spot when angles are greater or less than a right angle*

☐  
☐

I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.

☐  
☐

## Statistics

*I can interpret and present data using bar charts, pictograms and tables.*

☐  
☐

I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

☐  
☐

## Spelling

- I can use the prefixes un-, dis-, mis-, re-, pre-. ☐
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. ☐
- I can use the suffix -ly. ☐
- I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. ☐
- I can spell words with endings which sound like 'zhun' e.g. division, decision. ☐
- I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane. ☐
- I can spell words that are often misspelt. ☐
- I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym. ☐
- I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. ☐
- I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. ☐
- I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. ☐
- I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. ☐
- I can use the first two or three letters of a word to check its spelling in a dictionary. ☐
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.* ☐

## Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. ☐
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap. ☐

## Composition

- I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like. ☐
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it. ☐
- I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. ☐
- I can use paragraphs to organise my writing so that blocks of text group related material. ☐
- I can draft and write descriptive work that creates settings, characters and plots.* ☐
- I can draft and write material, such as instructions, using headings and sub-headings to organise my work. ☐
- I can re-read my work to improve it for my audience ☐
- I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. ☐
- I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed* ☐
- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. ☐

## Vocabulary, Grammar & Punctuation

- I can create new words using a range of prefixes including super-, anti-, auto-. ☐
- I can understand when to use 'a' or 'an' in front of a word.* ☐
- I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. ☐
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.* ☐
- I can use paragraphs. ☐
- I can use headings and sub-headings.* ☐
- I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.* ☐
- I can use speech marks correctly.* ☐
- I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. ☐

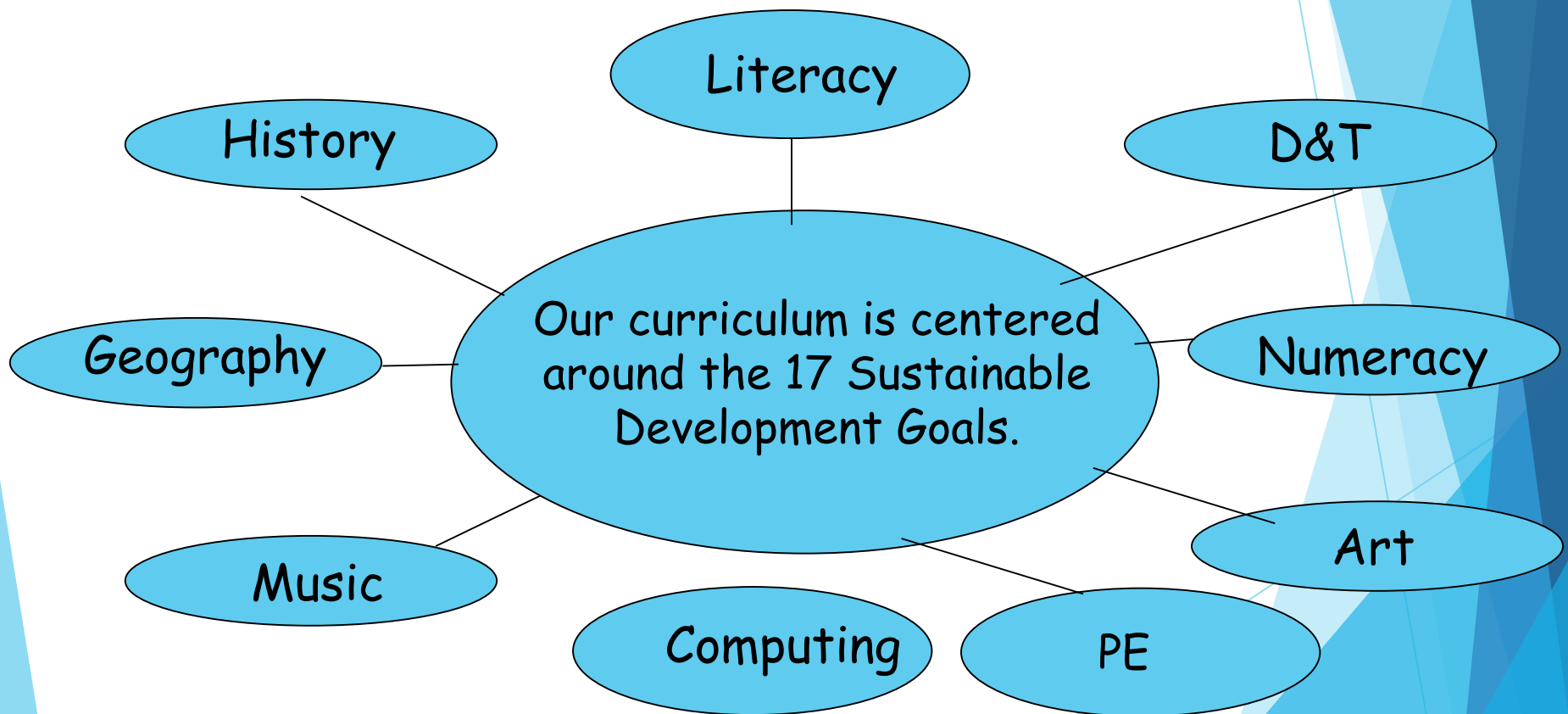


# The Curriculum at Barham

\* See links below for further information on our curriculum

<https://www.barhamprimary.co.uk/page/?title=Barham+Curriculum&pid=20>

[https://www.barhamprimary.co.uk/\\_site/data/files/docs%20website%20pages/curriculum/sept-19/Barham%20Primary%20School%20Curriculum%20Intent%20%202019%202020.pdf?pid=3](https://www.barhamprimary.co.uk/_site/data/files/docs%20website%20pages/curriculum/sept-19/Barham%20Primary%20School%20Curriculum%20Intent%20%202019%202020.pdf?pid=3)





# Literacy

- ▶ Please download Year 3 literacy and reading targets from the school website
- Spellings - New spellings to be given out on Friday and tested the following Tuesday
- Big Writing - Vocabulary, Connectives, Openers and Punctuation pyramid (VCOP)
- Writing for a purpose - making links
- Children should join their handwriting, so please encourage your child to practice this at home.  
<http://letterjoin.co.uk/>



# \*\* Year 3 and 4 Word List \*\*

Use this list for *ideas* and to *check* your spelling!



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

# Year 3 Grammar Glossary



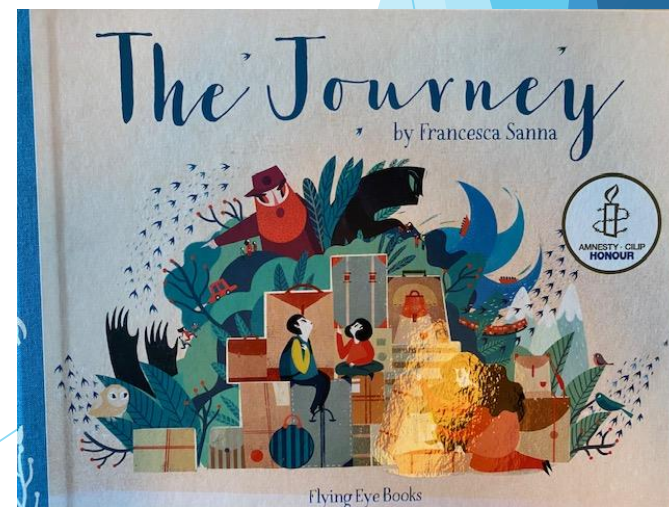
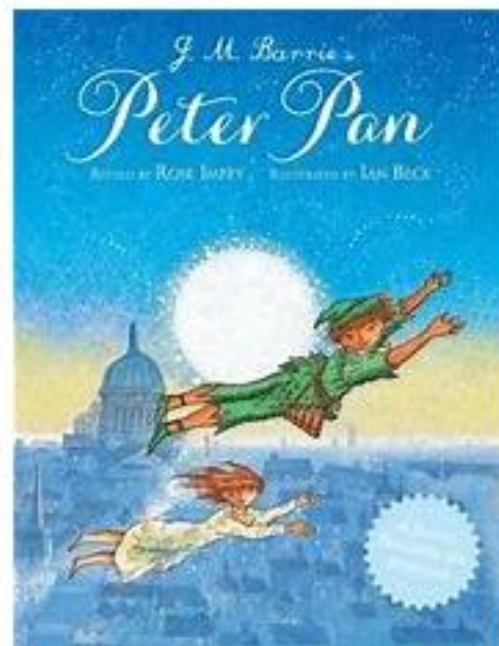
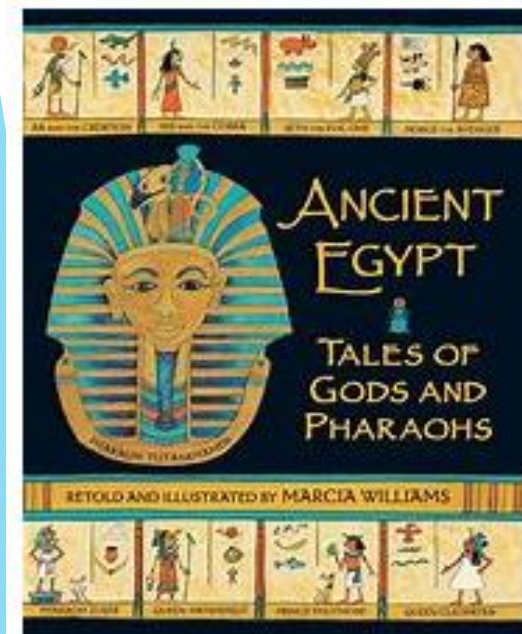
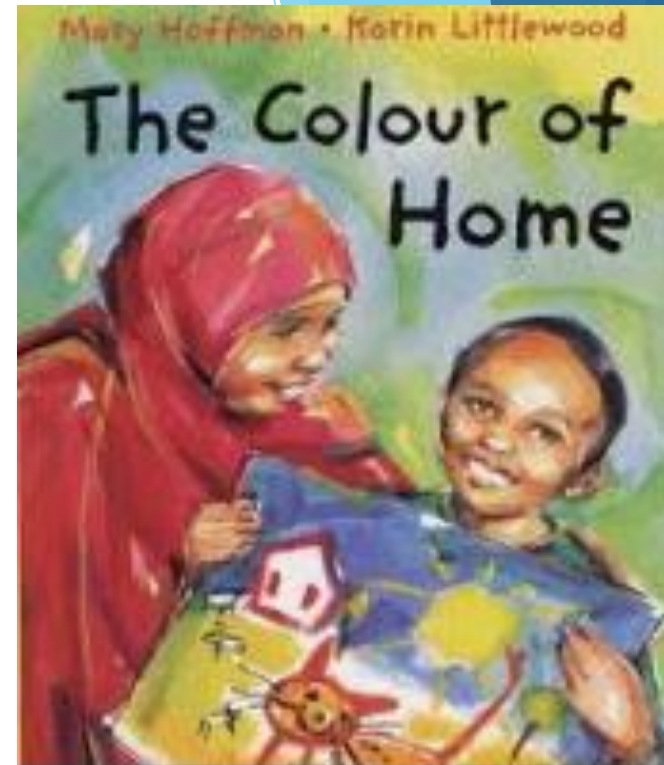
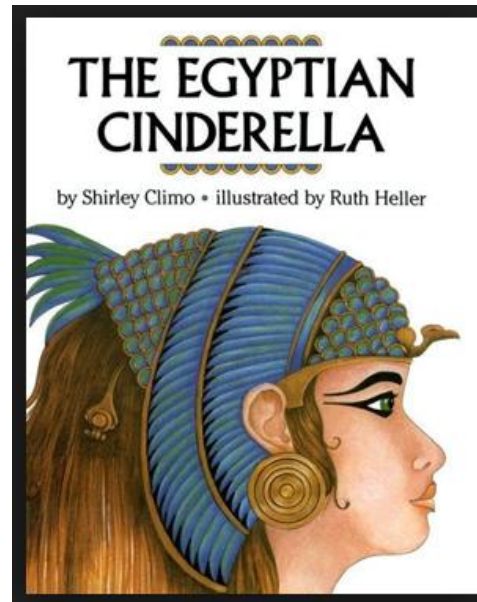
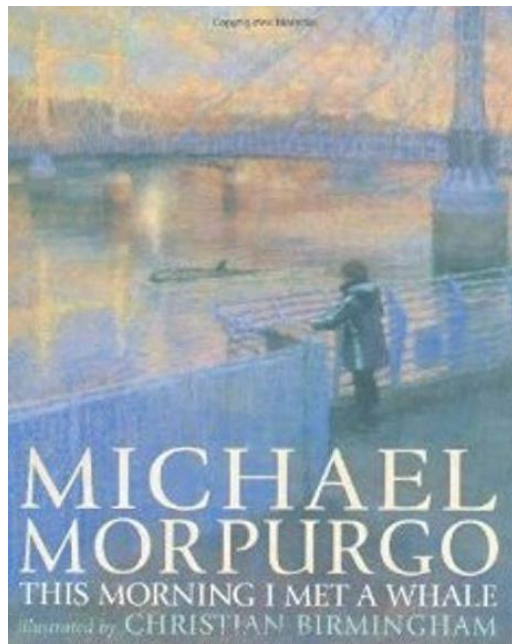
Grammar term	What does it mean?
Clause	<p>A clause is a phrase of two or more words. It has a verb as the key word.</p> <ul style="list-style-type: none"><li>• <u>It's raining.</u> • <u>Samira has four pets</u> because <u>she likes animals.</u></li></ul>
Conjunction	<p>A conjunction links two words, 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"><li>• Words such as <b>and</b>, <b>but</b> and <b>so</b> link two words or phrases which are equally important. I got a bike <u>and</u> a football for my birthday.</li><li>• Words such as <b>because</b>, <b>if</b> or <b>when</b> introduce a subordinate clause</li><li>• <u>If you like, we can have chips for tea.</u> • There's no tennis today <u>because</u> it's raining.</li></ul>
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"><li>• The sounds /p/ and /b/ are made when you close your lips then opening them quickly.</li><li>• The sound /t/ is made when you press your tongue behind your top teeth.</li></ul>
Direct speech	<p>Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.</p>

# Year 3 Grammar Glossary



Grammar term	What does it mean?
Speech marks	See <b>inverted commas</b> .
Subordinate clause	A subordinate clause adds to another clause. It can't be a sentence by itself. • Here's the book <u>that I promised you</u> . • <u>When I grow up</u> , I want to be a pilot.
Vowel letter	A vowel letter is one that you make by just changing the shape of your open mouth. You don't use your teeth, tongue or lips. • The letters <b>a, e, i, o</b> and <b>u</b> are vowels. They can be spoken or written. • Letter <b>y</b> can also be used to represent a vowel sound.
Word family	Words in a word family are related by meaning, grammar or spelling. • Teach, teacher, teaching • Child, children, childish(ly)
Inverted commas	Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking. • "Why didn't anyone tell me I had my underpants on the outside?" asked Superman.
Prefix	A prefix is added to the beginning of a word to turn it into a different word. • <u>o</u> vertake, <u>dis</u> appear, <u>re</u> turn
Preposition	A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links. • 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 since <u>pl</u> aytime

# Year 3 Class Readers





# Reading at Home

- ▶ When reading with your child, help them to develop their comprehension skills by using the stems that your children have been using at school. These include making predictions (what might happen next), inference (reading between the lines), making connections, summarising and asking questions to help with comprehension.

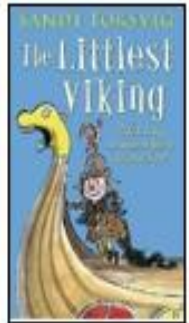
Read out aloud to help fluency.

- Ask questions about the book they are reading. For example:
- Why did the author choose that word?
- What is your impression of that character?
- What would you do in that situation?
- What might happen next? Why?
- What evidence do you have to support your answer?
- Who is your favourite character in your book? Why?

Ahlberg, Allan Please Mrs Butler  
 Arkle, Phyllis Railway Cat  
 Banks, Lynne Reid The Indian in the Cupboard  
 Briggs, Raymond Fungus the Bogeyman  
 Brown, Jeff Flat Stanley  
 Carpenter, Humphrey Mr Maieika  
 Childs, Rob Wicked Day!  
Cresswell, Helen Mystery Winklesea  
 Dahl, Roald The Twits, Matilda, Fantastic Mr Fox,  
 Charlie and Chocolate Factory,  
 Danny The Champion of the World,  
 James and the Giant Peach, The BFG  
 Daniels, Lucy Animal Ark series  
 Fine, Anne Bill's New Frock

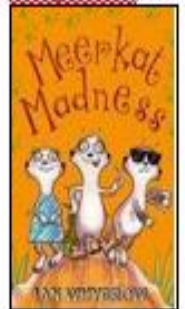
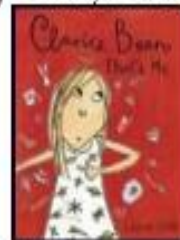
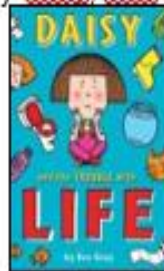
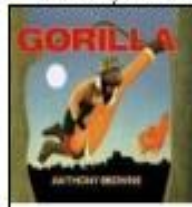
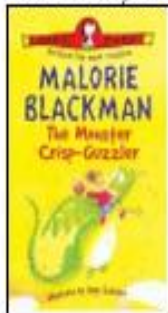


Frost, Adam Harry Rabbit on the Run  
 Simon, Francesca Horrid Henry (series)  
 King-Smith, Dick The Sheep Pig  
 Morpurgo, Michael Cool, The Butterfly Lion,  
 Kensuke's Kingdom, Billy the Kid  
 Nimmo, Jenny Invisible Vinnie  
 Rowling, J K Harry Potter and the Philosopher's  
 Stone  
 Ryan, Margaret Scratch and Sniff  
 Strong, Jeremy The Hundred Mile an Hour Dog  
 Strong, Jeremy Return of the Hundred Mile an  
 Hour Dog  
Toksvig, Sandi The Littlest Viking  
Uttley, Alison The Sam Pig Story Book  
 White, E B Charlotte's Web  
Whybrow, Ian Boy Racer



### Further suggestions:

White, E B Blackman, Malorie Browne, Anthony Gray, Kes Stanton, Andy Child, Lauren Burchett, J Birney, Betty G Whybrow, Ian



# Numeracy

- ▶ Pupils should recall and use multiplication and division facts for all the times tables up to 12 multiplication tables
- ▶ Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
- ▶ Practising methods for  $+$   $-$   $\times$   $\div$
- ▶ Tell and write the time to the nearest minute and draw the hands on a clock face to show these times
- ▶ Identify and describe the properties of 2D and 3D shapes,
- ▶ Interpret and construct simple pictograms, tally charts and simple tables

# Behaviour and Discipline

- Positive discipline using mentions assembly, rewards and Dojo
- Green, Red and Yellow cards Good to be Green Behaviour Chart
- Parental involvement supporting learning



# Homework

- Times table practise
- Maths and English homework will be given weekly on a Friday
- It must be handed in the following Tuesday
- Preloading projects for half term/end of term holidays
- Weekly Spellings: Children will be set spellings each week to practise, learn and understand, so that they can use them in their work. They will be tested on them each week. They should look up the definition and write the word in a sentence.
- Reading book to take home
- Mini homework throughout the week

# Healthy Minds

- Water bottles - access all day
- Morning snack for playtime -fruit
- Healthy lunchboxes - balanced diet
- Healthy School Meals
- In hot weather sun tan lotion, hats and water
- Initiative to introduce the Daily Mile in the Summer.

# Summer Holiday Suggestions

- Help your child to practice their times tables every day as they will need these next year
- Science Museum - Investigating 'Plants', 'The Human Body', 'Magnets and Forces'
- The Natural History Museum- looking at 'Rocks and Fossils'
- Literacy - Reading a variety of text types and genres e.g. newspapers, books, non fiction books, magazines, comics, encyclopaedias...
- Go to the library and research about the Stone Age, Bronze Age and Iron Age.
- Keep a diary to record what they have been doing over their holidays.

# Swimming at Barham



- ▶ Children receive paid swimming lessons in Year 4
- ▶ It is a statutory requirement. The government states in the national curriculum that primary aged children should be taught to:  
*‘swim competently, confidently and proficiently over a distance or up to at least 25 metres.’*

## How Parents and Guardians can help

- ▶ Visit your local Swimming Pool...IT'S GREAT FUN!
- ▶ Vale Farm Sports Centre, Wembley - our local pool
- ▶ Only £2.50 per child - with an accompanying adult
- ▶ Children under 5 years old go free!
- ▶ Vale Farm offer **CHEAP** weekly private lessons
- ▶ Children who start swimming early (**ideally Year 3**)

**ACHIEVE 25 METRES CONFIDENTLY!**

- ▶ **REMEMBER** swimming is an **IMPORTANT LIFE SKILL!**

More information will come to you when your child is



# Swimming Information



- ▶ Vale Farm, Watford Rd, Wembley, 020 8908 6545
- ▶ Click the 'Parent' tab on the school website, for more information on private lessons and General Advice / Health & Safety Advice for swimming from the NHS



- ▶ **REMEMBER** swimming is an **IMPORTANT LIFE SKILL!**

More information will come to you when your child is in year 4

# Extra Support For Parents

At Barham, we conduct different courses for you (parents) to help you support your child's learning. The courses are as follows:

Phonics - To support you with reading and writing in English.

Numeracy - To support you with your maths.

ICT - To support you with using computers safely.

English to support your child's learning - English speaking course.

Story Sack - Bring your child's favourite story to life by creating puppets, games, magnets and much more.

All courses are once a week and the duration of each course is one term.





# **AUTUMN TERM 2020**

**INSET:** Thursday 3<sup>rd</sup> and Friday 4<sup>th</sup> September 2020

**Term Starts:** Monday 7<sup>th</sup> September 2020

**Half Term:** Monday 26<sup>th</sup> October – Friday 30<sup>th</sup> October 2020

**Term Ends:** Friday 18<sup>th</sup> December 2020



Thank you!