

## PRIMARY 3

It is essential that your child has the following items:-

- Plastic wallet (A4+ size) for homework
- A pritt (glue) stick
- HB writing pencils, sharpener & rubber in a pencil case
- A P.E. bag with suitable footwear
- A box of tissues
- A packet of crayons or twistables
- A colouring/puzzle book for a wet lunchtime



Please send a box of tissues with your child on the first day.

★Please replenish pencils, glue stick and rubbers as necessary throughout the year.

### GUIDANCE NOTES FOR P3 HOMEWORKS

Homework is normally set each day from Monday to Thursday. It will consist of Reading, Spellings and Tables.

We ask you to provide a quiet environment in which your child can work undisturbed by television or other distractions, and to encourage neat, accurate work which can be presented with pride. The combined homework each night should take no more that 30 minutes.

Please sign homework each evening.

On Friday we ask for corrections to Friday test to be completed.



From term 1 there will be a written literacy homework on Monday, a handwriting homework on Tuesday and written numeracy homework on Wednesday.

While it is necessary for you to support and guide your child with homework, we appreciate seeing their own best effort.

Here is an overview of what P3 will be studying in each term:

P3 will be continuing with the synthetic phonics programme.

## TERM 1

### LANGUAGE AND LITERACY

- consolidate phonics and reinforce their use in reading and independent writing
- sentence construction and punctuation focusing on capital letters and full stops
- development of independent writing skills
- use of a/an
- making words plural
- alphabetical order
- nouns/proper and common
- initial blends

### NUMERACY AND MATHEMATICS

- 2-D shapes - sides and corners
- 3-D shapes - faces
- numbers up to 100
- money calculations up to 20p
- handling data - block graphs, venn diagrams, carroll diagrams
- time - o'clock, half past and quarter past

### THE WORLD AROUND US

#### Mighty Me:

- naming body parts and bones of skeleton
- how to have a healthy diet
- educational visit from nurse

#### Celebrations:

- fact file about ourselves
- different celebrations e.g. birthday, wedding, baptism
- different events we celebrate e.g. Guy Fawkes, anniversaries, Christmas, Easter.

## TERM 2

### LANGUAGE AND LITERACY

- continue to consolidate phonics and reinforce their use in reading and independent writing
- further develop sentence construction, looking at beginnings and endings of sentences
- further develop independent writing skills
- punctuation in all written work focusing on capital letters, full stops and question marks
- encourage independence and self checking of work
- verbs
- adjectives
- final blends
- compound words

### NUMERACY AND MATHEMATICS

- introduce tens and units, addition and subtraction
- counting money up to 50p
- giving change up to 20p
- time: hour, half hour and quarter past using the analogue and digital clock
- measures: length - metre and centimetre
- ordering numbers

### THE WORLD AROUND US

Topic: Then and Now

- educational trip to Sentry Hill
- comparing how people lived a hundred years ago with now
- focusing on homes, clothes, transport, entertainment
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## TERM 3

### LANGUAGE AND LITERACY

- further develop independent writing
- sequence of stories, concentrating on beginning, middle and end and choosing interesting words
- adverbs
- 'es' plurals
- speech marks
- opposites
- questions]
- words with similar meanings

## NUMERACY AND MATHEMATICS

- tens and units work with carrying
- counting money up to £1
- giving change up to 50p
- measures: weight - kilogram, capacity - litre, length - metre and centimetre
- odd and even numbers

## THE WORLD AROUND US

Topic: Minibeasts

- educational visit to Greenmount
- difference between a minibeast and an insect
- looking at minibeast habitats
- life-cycle of a butterfly

There are 2 formal interviews, normally October and February. Should you have any concern throughout the year please feel free to make an appointment to discuss these with your child's teacher.

Please encourage your child to come to school each day prepared i.e. with pencils sharpened and necessary books. This will help us to develop your child as an independent and responsible learner.

You may find these websites useful

- [bbc.co.uk/schools](http://bbc.co.uk/schools)
- [teachingtime.co.uk](http://teachingtime.co.uk)
- [enchantedlearning.com](http://enchantedlearning.com)
- [channel4.com/learning](http://channel4.com/learning)
- [topmarks.co.uk](http://topmarks.co.uk)
- [moneyville.co.uk](http://moneyville.co.uk)

### Home Liaison Folders

Periodically, throughout the year, samples of your child's class work will be sent home in a folder for you to see how they are doing in school. These folders are normally sent home on a Friday and must be returned for the next school day.

### Assessment

Assessment of your child's learning will take place formally and informally throughout the year. Details of his/her progress will be given to you at interview times and in annual reports. Please contact Mrs Mulligan or your child's class teacher should you need any further information.

Mrs Annett

Miss McAloon

Mrs McIntosh

Mrs McPherson

Mrs McNeilly

Mrs Arbuckle



USEFUL INFORMATION

- (A) If you have a concern about anything in school, please follow these procedures:
- (i) Speak to your child's class teacher.
  - (ii) Acting Vice-Principal - Mr McAuley
  - (iii) Speak to (Principal) - Mrs Mulligan

- (B) Should your concern not be resolved then:

You may have a concern that should involve the Board of Governors of the school. Please put this in writing to the Secretary of the Board of Governors. This will be discussed at the next meeting with the chairman and a response made by him concerning the issue. Dr. J. H. MacConnell (Chairman).

- (C) If you have a concern about a Child Protection matter in or out of school; please contact:

(i) Mrs Mulligan - Designated Teacher for Child Protection.

*or*

(ii) Mr McAuley - Deputy Designated Teacher.

The Designated Teachers will ensure the matter is completely investigated with support from NEELB and the appropriate outside agencies.

- \* If you ever suspect your child is being bullied at school – please contact the class teacher or Mrs Mulligan immediately.

BALLYCLARE PRIMARY SCHOOL  
UNIFORM CODE



FOUNDATION STAGE P1-2

White polo shirt

Red school sweat shirt

Grey trousers for boys

Grey skirts for girls

Black shoes (low heel)

White socks/plain black tights for girls

Grey socks for boys

Summer Alternative

Grey tailored long shorts for boys

Red gingham dress for girls

(red cardigan may be worn with dress)

KSI P3-4

White short or long-sleeved school shirt

School tie - elasticated

Red school sweat shirt

Grey trousers for boys

Grey skirt for girls

Black shoes (low heel)

White socks/plain black tights for girls

Grey socks for boys

Summer Alternative

Grey tailored long shorts for boys

Red gingham dress for girls

(red cardigan may be worn with dress)

- ⦿ Top button in collar should be fastened so ensure collars are of an appropriate size.  
No 'slack' knots please on ties.

KSII P5-7

White short or long-sleeved school shirt

School tie - elasticated/self tying

Red school sweat shirt

Grey trousers for boys

Grey skirts for girls

Black shoes (low heel)

White socks/plain black tights for girls

Grey socks for boys

Summer Alternative

Grey tailored long shorts for boys

Red gingham dress for girls

(red cardigan may be worn with dress)

- ⦿ Top button in collar should be fastened so ensure collars are of an appropriate size.  
No 'slack' knots please on ties.

PE Uniform is for P4-7 pupils. This consists of a plain white t-shirt/polo shirt, navy or black shorts or tracksuit bottoms and school sweatshirt.

To maintain our school standards and to encourage respect for our school community:

- ♦ All pupils are expected to come to school in the appropriate uniform every day.
- ♦ No jewellery should be worn. No earrings to be worn by either boys or girls.
- ♦ All hair should be tied back from face, if long.  
Boys should have hair no longer than collar length.  
Shaving of heads/designs and hair dye is not welcomed for any pupil.

# BALLYCLARE PRIMARY SCHOOL



## MEDICAL ISSUES

Please ensure you follow our medical procedures guidelines if your child has a medical condition.

- (i) Ensure the school is fully aware of the condition and its implications in school.
- (ii) Ensure a yellow medical form is completed for any medication being requested to be administered in school.
- (iii) Ensure inhalers etc are provided for the class teacher, should an emergency arise.

Contact Mr McAuley (Head of Pastoral Care) for any further advice.

## CARE REQUESTS

It is parental responsibility to ensure the school office/teachers are aware of any changes to collecting arrangements for your child in the afternoon.

Phone calls to change arrangements at the last minute are not welcome unless in an absolute emergency.

Please ensure your child knows who is collecting him/her at the end of the day. This provides comfort and stability for the school day.



**ANTI-BULLYING PROCEDURES**

As a school, we are very pro-active concerning the issue of bullying. All classes are taught not to engage in such behaviour, but also what to do, should it unfortunately still occur. When an incident is reported, the following will take place:

- (i) The class teacher will speak to the bully and the victim involved. Bystanders may also be involved in this discussion. Clear guidance will be given that this type of behaviour should cease immediately. If a child (victim) is distressed at this level – parents will be informed. The parent of the bully will be contacted immediately to ensure the incident is dealt with at home.
  
- (ii) Should this type of incident continue, the class teacher will inform the Head of Stage/Vice Principal/Principal. The bully will be punished in line with our Positive Behaviour Policy and parents will be invited into school for a meeting. No child will be permitted to persistently annoy/upset another child in our school.

The positive ethos encouraged helps to eradicate the need for this type of behaviour but when it occurs, both the victim and the bully get help to ensure it does not continue. A bully often has other issues and these will be investigated to ensure this behaviour pattern stops.