



**PARK HILL
JUNIOR
SCHOOL**

WELCOME

TO

YEAR 3

YEAR 3 TEAM



3S
Mr Squires



3U
Mr Upchurch



Ms Dempsey
Phase Team Leader



3D
Miss Devitt

Mrs Gregg
Learning Support



Misss Andrews
Learning Support



SAFEGUARDING

Miss Penn



Mrs Cooper



Mrs Griffin



Ms Arli



Deputy Designated Safeguarding Leads

Miss Colley



Ms Dempsey



Designated Safeguarding Leads

Designated Safeguarding Officers

COMMUNICATION

If you need to speak to your child's class teacher, please wait till the end of the school day.

*Send the office an email for the attention of the class teacher
office@parkhilljunior.co.uk*

Write a message in your child's planner.

Speak to a member of staff on the gate .

PE DAYS FOR YEAR 3

Tuesday

Thursday

Your child can wear the Park Hill Junior School PE kit on PE days.

*Your child can wear the Park Hill Junior School PE kit days they
have a sports club after school.*

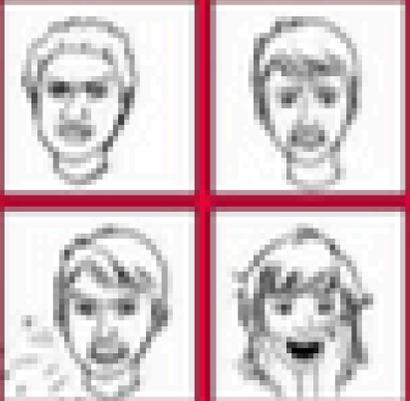
OUR CURRICULUM



FOR ALL LEARNERS

ZONES OF REGULATION



| | | | |
|--|--|---|---|
|  |  |  |  |
| <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> | <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p> | <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> | <p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p> |

NEURODIVERSITY AT PHJS



The range of needs at Park Hill vary and we are wanting to ensure that all children are able to get the tailored and adapted support that they need.

Our provisions will be well varied to ensure the correct provision is offered. We have a commitment to developing an inclusive environment for everyone, ensuring that supporting SEN is everyone's responsibility, not just from the SENDCo but from all adults at Park Hill Junior School, and a commitment to embrace neurodiversity

Neurodiversity Community
Parents Coffee Morning
2nd October 2025
9:10-10:10



Dr. Joe Lettington
Supporting Attention Regulation
Difficultes at Home
10th October 2025
9:15-10:15

HOME LEARNING

Week Beginning: 29th September 2025

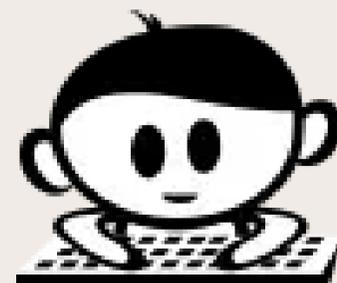
| | |
|---|---------|
| Reading Record – Monday Book/Chapter/Page | Comment |
| Reading Record – Tuesday Book/Chapter/Page | Comment |
| Reading Record – Wednesday Book/Chapter/Page | Comment |
| Reading Record – Thursday Book/Chapter/Page | Comment |
| Reading Record – Friday Book/Chapter/Page | Comment |
| Parent/Carer signature: | |

26

Reading Daily - children are to be filling out their planners daily.



To update consent:



KidzType



FRUIT OR VEGETABLE SNACK



WATER BOTTLE



ZPD



Zone of Proximal Development

The range of books that are challenging enough to promote growth but not so difficult that they cause frustration, allowing a pupil to develop comprehension skills through guided practice or reading within their capability



*Checking a books ZPD at home
Scan the QR code*



India
YEAR 3 AUTUMN 1

MATHS

Children will learn:

- Number bonds to 100.
- Place value up to 1000
- Finding 1, 10 and 100 more or less than a given number
- Comparing objects and numbers
- Mental and written strategies for addition and subtraction



READING AND WRITING

Children will use VIPERS and take part in Non-fiction Fridays in Guided Reading sessions.

The class books they will be reading are: India Incredible India.

In grammar lessons the children will learn about:

- Nouns, adjectives and verbs
- Determiners
- Past tense
- Paragraphs

In writing the children will be using their knowledge to write:

- A comparison of geographical and human features of India and the UK
- A non-Chronological report of the fauna and flora in India
- Descriptive, narrative writing





GEOGRAPHY

In geography children will learn:

- To use atlases maps and globes to locate India.
- Describe India according to these key terms: hemisphere, other places and time zone.
- About the human and physical features of India including the flora and fauna.
- To name and locate countries and cities in the UK
- To name and locate continents of the world
- To describe and compare physical and human characteristics of India and the UK



SCIENCE

Children will learn:
Working scientifically

- To ask relevant questions and use different types of scientific enquiries
- To use evidence to answer questions

Animals including humans

- To recognise that animals (including humans) need the right types and amounts of nutrition
- To identify food groups and their impact
- To recognise what makes a balanced diet
- To identify skeletons which are used for support, protections and movement
- To identify that animals have muscles to help them move




RE

Children will be learning about:

World Views

- What is it like for someone to follow God?
- Bible stories
- Covenant
- Weddings

PE

Children will learn:

- About passing and receiving
- To explore effective teamwork
- The basic principles for attacking and defending
- To compete against others in a controlled manner
- To begin to move and use actions with co-ordination and Control which will be explored through netball and hockey

Gymnastics with a focus on the cognitive skill

- To use their body to make different shapes
- To travel in different ways on the floor and apparatus
- To balance in different ways
- To begin to make simple sequences using balance and travel




ART and DESIGN and TECHNOLOGY

In art the children will learn:

- To use sketchbooks to make observations and review their art work.
- To use different techniques to shade
- To use symmetry in their art
- To use basic shapes to represent animals and people

In Design and Technology children will learn:

- To plan, make, change and evaluate a moving boat

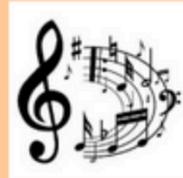



MUSIC

Children will learn:

- To recognise different musical genres and instruments
- To begin to use musical terminology
- To begin to explore musical notation





COMPUTING

Children will learn:

- E-safety
- How to use Google Classroom
- To touch type



FRENCH

Children will learn:

- To introduce themselves
- Numbers 1-12
- Saying their age





PSHE

Children will be following the Jigsaw programme and learn:

- To recognise their worth and achievements
- To set personal goals
- To face new challenges positively
- About rules, roles and responsibilities
- How to make responsible choices




**Curriculum &
knowledge organisers
can be found on the
website**

SKILLS BUILDER



Complements our curriculum intent - skills for their future.

8 Essential Skills

Supports the emotional wellbeing and academic success of children

Prepares them for life beyond school.



THANK

YOU