Livingstone Primary & Nursery School

Year 3 Class Handbook 2026-27

Welcome to Year 3



Mr Jenner
Class Teacher

This handbook will provide you with important information about the standards in Year 3 at Livingstone.

Safeguarding

As a school, we are committed to safeguarding and meeting the needs of children. We have a safeguarding policy which is available on the school website and from the Designated Safeguarding Officers.

Communication

Throughout the year, you will receive communications from us about a variety of subjects:

. Important dates
. Upcoming events
. Educational visits and workshops
. Signing up for extra-curricular clubs and extended services

Most communications are text or emailed, in the school's Friday newsletter and on Arbor. Please ensure that your contact information is up-to-date with the school office so that you can receive all emails and texts.

Behaviour

We expect all pupils to be well-behaved and have high standards of themselves, both inside and outside of school. We have ten core values that we promote at Livingstone: respect, responsibility, care, patience, understanding, cooperation, appreciation, determination, friendship and honesty. Bullying is not tolerated and any incidences are dealt with in accordance with our behaviour policy.

Lunches

The school provides a free cooked meal for all pupils, which includes vegetarian options. Our school lunches are balanced, healthy and varied. We also have a salad bar that the children are encouraged to visit.

Please contact the office if you will be providing your child with a packed lunch instead. We ask that packed lunches are healthy and that they contain no nut products due to allergies within the school.

Attendance

Good attendance and punctuality are vital for success at school and to establish positive life habits that are necessary for future success.

All pupils are expected to be in the playground from 8:45am every day. If pupils are not in school by the time the register is taken (8:55am), the office is notified and the pupil will receive a late mark.

Authorised absences are only permitted for valid reasons including:

- Illness
- Medical or dental appointments (ideally appointments should be booked after school or during school holidays)
- Religious observance
- Family bereavement

Only in **exceptional circumstances** may an absence be authorised during term time.

Inform us on the first day of your child's absence and keep us updated throughout the absence period. After 3 days of consecutive illness the school may require medical evidence to support the absence; this could be in the form of a doctor's note or prescribed medication etc.

Wherever possible, parents should always try to arrange medical and dental appointments after school hours or during school holidays.

Please note: we do not advocate that sick children come into school. Pupils who have vomited and/or have diarrhoea should be kept away from school for 48 hours after the last incidence of vomiting/diarrhoea to avoid the risk of spreading infection to others, particularly to pupils in school with serious medical conditions.

If the school is not contacted and a valid reason is not provided for absence, this is recorded as an **unauthorised absence**.

Unauthorised absences are those which the school does not consider essential or reasonable. They can include:

- Forgetting school term dates
- Going on holiday
- Arriving at school long after the register has closed
- Celebrating birthdays

Holidays during term time

The school **cannot** be expected to authorise an absence for a holiday during term time. Taking holidays during term time means that pupils miss important school time – both educationally and for other school activities. **Exceptional circumstances do not include cheaper costs, family availability or weather conditions.**

You may be fined if you take your child on holiday during term time without permission from the Headteacher, who will liaise with the Educational Welfare Officer (EWO). **Legal action may involve a Fixed Penalty Notice or being taken to court.** A penalty notice of £80 may be issued as an alternative to prosecution, but this will rise to £160 if it is not paid within 21 days. Failure to pay a penalty notice may lead to **prosecution.**

Parents who fail to ensure that their children attend school face the risk of imprisonment and parenting orders. Parenting orders involve attending a counselling and guidance programme, usually a parenting class.

Attendance matters!
Don't underestimate the importance of 100 percent attendance. Even one day missed can have an effect on learning:

- **98%** attendance means **4** school days missed
- **95%** attendance means **10** school days missed
- **90%** attendance means **19** school days missed
- **80%** attendance means **38** school days missed
- **5 minutes** late each day means **3** school days missed

<u>Uniform</u>
At Livingstone, we expect all pupils to wear the correct school uniform to promote pride in themselves and the school. All items of clothing should be clearly labelled with your child's full name. Stud earrings and wristwatches are acceptable; otherwise, no other jewellery should be worn.

Leggings, boots, colourful laces and sporting thermals are not part of the school uniform.

Please ensure your child wears the following uniform every day:
. appropriate plain black shoes
. plain grey, black or white socks / or grey tights
. white shirt or polo shirt
. blue school jumper (with the Livingstone logo)
. grey school trousers / skirt / dress
. light blue summer dress/grey shorts



PE Kit

On Wednesdays, pupils need to come to school wearing their PE kit. Unless informed by the class teacher, this is the only day they should need it. All items of clothing should be clearly labelled with your child's full name and stored in a suitable bag. Pupils in Years 3 – 6 can have a roll-on deodorant in their bag.

Leggings, colourful trainers, cycling shorts, football kits and sporting thermals are not part of the school PE kit.

Please ensure your child has the correct PE kit:
. plain black trainers
. white t-shirt
. blue shorts
. black jogging bottoms (plain or with the school logo)



Website

Please visit our school website for more information: https://livingstoneprimaryschool.org/

Educational Experiences

Autumn term	Spring term	Summer term
Stone age workshop	Egypt themed trip TBC	TBC

Homework

Daily Homework

Pupils are expected to carry out the following daily homework tasks for 20 minutes:

- Reading (to be recorded in their reading diary)
- Times Tables practice (TT Rock Stars)

Their reading diaries are checked weekly, so please encourage your child to read regularly and complete their diary with the date, book title and page numbers.

Weekly Homework

You will be notified about your child's Maths and English homework on Friday via the school newsletter. It needs to be returned to school completed by the following Wednesday. The homework will cover learning they have done at school that week.

Brain Boosters

In addition, your child will receive a 'Brain Boosters' project grid each half term. This has six activities that cover the wider curriculum. It is given out at the end of each half term and is due in the final week before we break up.

If your child completes 2 or 3 activities, they will earn a bronze award.
If your child completes 4 or 5 activities, they will earn a silver award.
If your child completes all 6 activities, they will earn a gold award.

Online Resources

Each child has their own unique username and password for the following websites, which can be found in their reading diaries. Please encourage your child to go on them as often as possible.

- TT Rockstars: https://ttrockstars.com/
- Office 365: https://office.com/
- Letter Join: https://www.letterjoin.co.uk
- Purple Mash: https://www.purplemash.com/login/
- Language Angels: https://www.languageangels.com/
- Some pupils also have access to Nessy: https://www.nessy.com/

Curriculum Map

Subject	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
English	**Purpose:** to entertain **Genre:** linear narrative **Stimulus:** The Bear and the Piano (David Litchfield) **Purpose:** to entertain **Genre:** description **Stimulus:** The Tin Forest (Helen Ward)	**Purpose:** to entertain **Genre:** informal letter **Stimulus:** The Day the Crayons Quit (Drew Daywalt) There is only one writing unit due to Christmas Show rehearsals. Children will be exposed to play-scripts.	**Purpose:** to inform **Genre:** non-chronological report Stimulus: Tell Me a Dragon (Jackie Morris) **Purpose:** to entertain **Genre:** linear narrative **Stimulus:** The Dragonsitter (Josh Lacey)	**Purpose:** to inform **Genre:** instructions **Stimulus:** Revolting Recipes (Roald Dahl) **Purpose:** to entertain **Genre:** linear narrative **Stimulus:** The Twits (Roald Dahl)	**Purpose:** to inform **Genre:** informal letter **Stimulus:** Gregory Cool (Caroline Binch) **Purpose:** to persuade **Genre:** holiday advert for Tobago **Stimulus:** Gregory Cool (Caroline Binch)	**Purpose:** to entertain **Genre:** linear narrative **Stimulus:** Leonora Bolt: Secret Inventor (Lucy Brandt) **Purpose:** to inform **Genre**: instructions **Stimulus:** Leonora Bolt: Secret Inventor (Lucy Brandt)
Grammar	Fronted adverbials, expanded noun phrases, adjectives, adverbs, similes, past tense	Pronouns, conjunctions, fronted adverbials, direct speech, adjectives, verbs, adverbs, informal style,	conjunctions, time conjunctions, fronted adverbials, adverbs, show-not-tell sentences, subordinating conjunctions	Imperative verbs, technical vocabulary, adjectives, direct speech, paragraphs, conjunctions, prepositions	Show-not-tell sentences, fronted adverbials, adjectives, verbs, apostrophes, informal language, persuasive sentence openers	Adjectives, fronted adverbials, prepositions, verbs, similes, organisational features, technical vocabulary, present perfect tense, nouns and pronouns
RWI Spelling	Unit 1: Adding the prefixes dis- and in Unit 2: Adding im- to root words beginning with m or p Unit 3: Adding the suffix -ous.	Unit 4: Adding the suffix -ly. Unit 5: Words ending in -ture.	Unit 6: Adding -ation to verbs to form nouns. Unit 7: Words with the c sound spelt ch	Unit 8: Words with the sh sound spelt ch Unit 9: Adding the suffix -ion	Unit 10: Adding the suffix -ion Unit 11: Adding the prefix re- Unit 12: Adding the prefix anti-	Unit 13: Adding the prefix super- Unit 14: Adding the prefix sub-
	Read write inc. spelling - Year 3 units					
Maths	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions		Fractions Money Time	
			Mass and capacity		Shape Statistics	
Science	**Animals including humans** (skeletons and muscles) **Animals including humans** (nutrition and healthy eating)		**Forces**	**Rocks and Fossils**	**Plants**	**Light**

History/ Geography	**Stone age to Iron age** **(History)** What were the main changes in Britain from the Stone Age to the Iron Age?	**Ancient Egypt** **(History)** What can we find out about ancient Egypt from what has survived?	**Hills and Mountains** **(Geography)** Do hilly and mountainous areas have the same human and physical features?
	• Changes in Britain from the Stone Age to the Iron Age • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China	• Key topographical features including hills, mountains and land-use patterns; and understand how some of these aspects have changed over time *Describe and understand key aspects of:* • Physical geography, including mountains and hills • use maps, atlases, globes and digital/computer mapping to locate hills and mountains and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
R.E	BQ1 What is real? Areas covered' • Faith • Miracles in Christianity and Islam • Humanist views on miracles • Angels	BQ2 Where do we come from? Areas covered' • Abrahamic stories of creation • Hindu beliefs about the beginning of the universe • Abrahamic and Dharmic beliefs about the beginning of the universe	BQ3 How do we know? Areas covered' TBC
Computing	E-safety and Digital Literacy	Creative use of information technology	Programming and computer science
Art	**Painting and mixed media** ***Prehistoric Painting*** Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art	**Sculpture, 3D and craft** ***Ancient Egyptian Scrolls*** Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	**Drawing** ***Growing artists*** Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy todraw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.

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D&T	Aspect of D&T: Food Focus: Healthy and varied diet Product: Sandwiches		Aspect of D&T: Structures Focus: Shell structures (including computer- aided design) Product: Biscuit box		Aspect of D&T: Textiles Focus: 2D shape to 3D product Product: Bag	
PE	Outdoor: netball Indoor: Foundations of gymnastics	Outdoor: Tag rugby Indoor: Foundations of Dance	Outdoor: OAA (outdoor Adventurous Activities) Indoor: Gymnastics 2 Swimming	Outdoor: Tennis Indoor: Dance Genres	Outdoor: Athletics Indoor: Rhythmic gymnastics	Outdoor: Cricket Indoor: Dance Choreography & performance
Music	Christmas Show Sing with expression. Develop an understanding of breathing, posture, phrasing, dynamics and pitch.		Weekly Instrument Sessions – Recorder		Weekly Instrument Sessions – Recorder	
PSHE	Emotions and feelings Peer influence/pressure Me and my community		Healthy Lifestyles Safe Relationships Where do things come from?		Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money	
French	Greetings/asking and answering questions Presenting myself Numbers Christmas		Days of week Months of year Animals Classroom objects		Le Petit Chaperon Rouge Body parts Re-cap	
Possible Trips	Stone Age Discovery Trip		Mr Egypt Experience at school or the British Museum		Alexandra Palace	

National Curriculum, please click here: [Primary National Curriculum]

Religious Education

From 2025, Barnet schools are required to teach the new Barnet Agreed Syllabus for RE. RE teaching will focus on six big questions: What is real? Where do we come from? How do we know? What is our situation? What is our goal? and How do we get there? We are working closely with the local authority updating the content of our RE curriculum. The six big questions are covered over two years.

Interventions/Additional Learning Opportunities

At Livingstone, we provide additional learning opportunities to boost and challenge pupils of all abilities. Every half term, we analyse pupil attainment and progress and using this information select pupils for interventions, including pupils with special or additional educational needs, the more able, those who need a "boost" and those eligible for Pupil Premium.

The school employs specialist teachers and teaching assistants to deliver these programmes and parents are expected to support their children to make the most of these opportunities.

Here are some of the interventions we offer:

Additional adult support during English, Maths and Guided Reading lessons
Fresh Start – a phonics, reading and spelling scheme to support the development of reading for KS2 pupils
First Class @ Number – a Maths consolidation programme
English - extension for the more able
Maths - extension for the more able
Small group teaching of Reading, Writing, Phonics and/or Maths by an intervention teacher
Pastoral care – includes social skills, mindfulness and cognitive behavioural therapy
Fine and gross motor skills interventions, such as handwriting or additional PE
Talk Boost – speech and language development for EYFS and KS1 pupils

Extended Services

At Livingstone we provide a comprehensive extended day which includes a Breakfast and After-School Club from 8:00am until 5:45pm, for which there are charges. We make bookings and payments as easy as possible with our online School Money system.

Our extra-curricular programme includes a range of fun activities that take place after school. Pupils are encouraged to regularly participate to support their development of skills as well as enrich their social, physical/mental wellbeing.

Activity clubs run from 3:15 - 4:15pm. Our club timetable does include the following:

. Football
. Yoga
. Dance
. Tag rugby
. Multi-sports
. Athletics
. Netball
. Crcket
. Choir

Enquiries can be made at the school office.

Please click here for details of pricing: Extended Services Pricing 2026/27