



***HeadStart***

**International School Phuket**

**Year 3**

**Curriculum Handbook**

## **FOREWORD**

“Our task is to educate our student’s whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”

Ken Robinson

The purpose of this curriculum handbook is to provide HeadStart parents with an overview of the content of subjects taught in Year 3. Children in each year will experience a variety of topics encompassing knowledge and skills. Much thought goes into ensuring that there is a seamless transition between the years as the children’s educational development builds on that of previous years.

We hope that you will join us in helping your child to access the wealth of knowledge available in their increasingly sophisticated world. Engage their curiosity where you can – ask questions, encourage them to explain, talk to them about their learning.

Should you have questions relating to anything in this handbook, please do not hesitate to speak to your child’s Homeroom Teacher or Deputy Teacher, our Deputy Head of Primary Academics, Ms Kirsty Hark, or myself.

**Sam Khan**

**Head of School, Foundation and Primary**

# ENGLISH

Oral and written communication are vital life skills. The English National Curriculum encompasses speaking, listening, reading and writing and provides the foundation for lifelong learning. Good communicators are a necessity in the professional domain and at HeadStart our aim is to equip and inspire our pupils to fulfil their potential.

Our English curriculum reflects the requirements of the English National Curriculum but is not constrained by it. We teach writing through five elements: spelling, handwriting, composition, vocabulary and punctuation. At HeadStart, we also understand the impact that high quality literature has on children's engagement and attainment in both reading and writing. Our English lessons are therefore designed around engaging texts from a range of different authors and genres. These texts allow pupils to explore and practice language features and grammatical structures in context, whilst also developing their imagination and vocabulary. We cover spoken language through preparing ideas before writing, giving short speeches and presentations, using Standard English in a range of formal and informal contexts, classroom discussions, as well as rehearsing and performing poetry and play scripts. Within our dedicated reading lessons, as well as developing pleasure from reading, we focus on developing the core skills and strategies to support both word reading and comprehension. Pupils develop their understanding of the texts they read by answering a range of comprehension questions and discussing their thoughts and ideas.

The allocation of time to English in KS2 is 7.5 hours a week; this is divided into 5 English lessons and 4 whole-class reading lessons.

## **Reading**

- a) Whole Class Reading lessons - In KS2, daily reading lessons take place. In these lessons, children will read a variety of suitable texts which may, or may not, be linked to their English text. These lessons provide children with the experience of reading aloud to increase their confidence and improve fluency, expression and characterisation. Texts are discussed to enhance understanding and develop analytical skills, including the skills of inference, deduction and prediction. Various writing, speaking, and listening tasks are completed as part of text exploration.
- b) Reading Scheme - We use the Oxford Reading Tree scheme which includes Treetops and Project X texts. These books are taken from the school library and children progress through the levels throughout their time at school. Each class in Years 1 to 6 has one library lesson per week.
- c) Class Readers - These are books that are chosen by children or the teacher to read during homeroom slots and do not form part of formal lessons. This is a text that both teachers and children can enjoy together, promoting natural conversations and pleasure from reading.
- d) Homework - Children are allocated texts using the Bug Club reading programme. We encourage all children to read two books from this programme each week, as well as read the books they have borrowed from the library.

Children talk and write about their reading, learning to articulate informed personal opinions. They are encouraged to respond imaginatively and intelligently to what they read. World Book Day, author visits and the Drop Everything and Read concept are among the events and activities which support reading in the school.

## **Spelling**

- Spelling lists are given weekly and relate to the spelling rules taught. Spellings are set through the online program Spelling Shed.
- Spelling rules are taught at the start of English lessons where children can apply, practice and understand rules.

## **Writing**

Pupils are taught a range of writing skills with a focus on oral rehearsal and language development as a premise to writing. Children are taught to write for different purposes including writing to entertain, inform, explain, describe, persuade, argue and advise. When children are writing independently, they are taught to use strategies to plan and draft work, use a variety of punctuation, apply spelling rules and techniques and apply Standard English language structures including tense and subject verb agreement.

## **Writing Activities**

Children will experience a wide range of writing tasks in line with the requirements of the English National Curriculum.

### **a) Writing from imagination**

Stories: Children learn to plan and structure their stories with a beginning, middle, and an end. They are taught to create plots, settings and characters usually using a text as a stimulus. In their story writing, children are encouraged to consider the balance of actions, description and dialogue. Drafting, editing, and improving skills are developed and different genres are explored through lessons.

Poetry: Children write, hear and read poetry in different forms.

Play scripts: Children will read play scripts and learn how to create their own so that they understand how a play moves from page to stage. This also provides opportunities for children to develop performance, listening and speaking skills.

### **b) Writing from personal experiences**

Children perform written tasks where they have to convey information about themselves or experiences they have had. These could be in the form of diary extracts, descriptive writing about holidays or visits, memories, and feelings. Children are taught to express their views and feelings with confidence and clarity. They should view their experiences as a unique resource and stimulus to support them wherever they are and in whatever they have to do.

### **c) Writing to inform**

Children are taught about many different types of information writing including, but not restricted to, the following: letter-writing, instructions, reviews, book blurbs, reports, newspaper and magazine articles, advertisements, business cards, recipes, information leaflets, and biographies.

Each writing task will require a child to consider the purpose of the writing and the intended audience. As they progress through school, the children will develop their writing 'tool kit': the knowledge and skills that will enable them to write for a wide variety of purposes and audiences.

## Speaking and Listening

The children are given many opportunities to enhance and extend their speaking and listening skills. Speaking and listening activities form a core part of our English lessons as they provide opportunities for children to:

- Develop the ability to speak English using the correct grammar and syntax
- Continually expand their vocabulary and use new words effectively
- Gain confidence in speaking aloud to a variety of audiences
- Listen carefully in order to understand increasingly complex ideas and instructions.

In preparation for written work, the children will engage in many speaking and listening activities to rehearse their ideas and they form a key aspect in the development of writing.

## The curriculum:

### Term 1

Narrative	Non-fiction	Poetry
Narrative linked to the Stone Age Setting and character descriptions	Non-chronological reports linked to Ancient Egypt	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Use of verbs</li> </ul>
<ul style="list-style-type: none"> <li>• Singular and Plural Nouns</li> <li>• Tense</li> <li>• Verbs, adjectives and nouns</li> <li>• Paragraphs around a theme</li> <li>• Determiners</li> </ul>	<ul style="list-style-type: none"> <li>• Subheadings and headings</li> <li>• Tense</li> <li>• Paragraphs around a theme</li> </ul>	

### Term 2

Narrative	Non-fiction	Poetry
Personal narrative Writing in role	Comparative report Persuasive writing	
<ul style="list-style-type: none"> <li>• Adverbs to express time and cause</li> <li>• Inverted commas to punctuate direct speech</li> <li>• Prepositions to express time and cause</li> <li>• Noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Subheadings and headings</li> <li>• Tense</li> <li>• Paragraphs around a theme</li> <li>• Use of language</li> </ul>	

### Term 3

Narrative	Non-fiction	Poetry
Myths and Legends	Non-fiction author studies	
<ul style="list-style-type: none"> <li>• Using a wider range of conjunctions</li> <li>• Editing and proofreading</li> <li>• Paragraphs around a theme</li> <li>• Noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence types</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# MATHEMATICS

At HeadStart, we want all pupils to work as competent and confident mathematicians with a deep understanding of the complex and challenging maths they learn. The maths curriculum aims to enable pupils to demonstrate enthusiasm and excitement for rich mathematical tasks and challenges which they undertake in a resource-rich, nurturing, encouraging and stimulating learning environment.

Our teachers use the White Rose Maths schemes of learning as a basis to guide the pupils' journey to mathematical understanding. White Rose Maths is an in depth scheme with a robust structure and systematic teaching pathway. The scheme is based on best-practise principles and methods of teaching and learning mathematics, and uses a concrete, pictorial and abstract approach to underpin understanding. It follows a small step, mastery approach that gradually builds up to develop a deep understanding of the subject, allowing opportunity for extensive practice, the development of mathematical vocabulary, and the development of critical reasoning and problem solving skills.

The allocation of time to Mathematics is 5 x 55 minute lessons per week. The pupils are all taught in groups according to ability.

At the end of each term and throughout the year, pupils will complete assessments to assess their learning, identify possible gaps in their conceptual understanding and plan future lessons.

## **Year 3 Units of Work:**

### **Term 1**

**Number** – place value within 1,000

**Number** – addition and subtraction

**Number** – multiplication and division

### **Term 2**

**Number** – multiplication and division

**Number** – fractions

### **Term 3**

**Number** – fractions

## **The following units will also be delivered and revisited throughout the year:**

**Geometry** – angles; properties of shapes

**Measurement** – money; time; length and perimeter; mass and capacity

**Statistics** – charts and tables

# SCIENCE

*To develop enquiring minds through investigation, experimentation and learning through discovery.*

Developing the confidence, knowledge and skills to find answers to questions about the scientific world is crucial for HeadStart pupils to become well-informed citizens. As well as appreciating the achievements of scientists who have gone before, the practical study of Science teaches young people to plan and conduct investigations, gather information, work in a team and evaluate their findings - all vital transferrable skills for success in their wider education and life in general.

The Science curriculum is organised on a topic basis, taught by Homeroom and Deputy Teachers. Gradually these topics develop into the three aspects of Science – Biology, Chemistry and Physics. Science at HeadStart is learned by a process of guided discovery. Experimental work is used to investigate natural phenomena and simulate some of the scientific discoveries of the past. Most of the lessons involve the use of experiments, investigations and demonstrations to discover and illustrate the scientific principles being studied. Topics are chosen to fulfil the needs of the curriculum while remaining interesting and relevant to pupils.

A number of extra-curricular activities are arranged each year including educational visits, Science Week activities, Science competitions and After School Programmes.

There are 2 x 55 minute lessons per week.

## **The curriculum:**

During Year 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

### **Working Scientifically**

To ask relevant questions and use different types of scientific enquiries to answer them.

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To identify differences, similarities or changes related to simple scientific ideas and processes.

To use scientific evidence to answer questions or to support their findings.

## **Plants**

To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

To investigate the way in which water is transported within plants.

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## **Animals including humans**

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

## **Rocks**

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

To describe in simple terms how fossils are formed when things that have lived are trapped within rock.

To recognise that soils are made from rocks and organic matter.

## **Light**

To recognise that they need light in order to see things and that dark is the absence of light.

To notice that light is reflected from surfaces.

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

To find patterns in the way that the size of shadows change.

## **Forces and Magnets**

To compare how things move on different surfaces.

To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.

To observe how magnets attract or repel each other and attract some materials and not others.

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

To describe magnets as having 2 poles.

To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.



# HUMANITIES

Geography and history combine to make the Primary humanities curriculum.

Humanities lessons encourage higher level thinking, questioning and discussion. Well-chosen subject matter fosters interest and encourages children to want to know more. During lessons, children develop collaborative as well as individual learning skills both inside the classroom and on field trips.

History helps children understand the present in the context of the past, promoting their sense of chronology. It encourages pupils to empathise with people of the past and to respect and celebrate differences. Enquiry skills are developed using and evaluating evidence, as well as asking and answering questions.

Geography helps children to make sense of their own surroundings through learning about their own locality and the interaction between people and their environment. An interest in the wonder of the wider world is developed, including an appreciation of ethnic, cultural and economic diversity. Children are also encouraged to develop a sense of responsibility towards the environment and an understanding of the human impact on the natural world.

There is 1 x 55 minute Humanities lesson per week.

## The curriculum:

### Geography:

**Phuket & The UK** (compare and contrast human and physical geography / field work – surveys and sketch maps)

**Extreme Earth** (formation of earthquakes and volcanoes/ impact on people and the environment)

**Rivers** (formation of rivers and geological processes/ locating major world rivers/importance of rivers in human settlement – linked to the River Nile)

### History:

**The Stone Age** (timeline and chronology/ technological advancements/ comparison over time between Stone Age, Bronze Age, Iron Age/ cave paintings and artefacts as historical sources)

**Ancient Egypt** (origins of Ancient Egypt/ timeline of significant events/ explore and compare lives of Ancient Egyptians)

# ART

Art gives pupils the opportunity to develop their creativity. They are engaged, inspired and challenged, and will have the knowledge and skills to experiment, invent and create.

## Aims of Art:

Produce creative work

Explore their own ideas

Record their experiences

Become proficient at drawing, painting, sculpting

Become proficient at general art, craft and design techniques

Evaluate and analyse creative works using artistic language

Know about great artists, craft makers and designers

There is 1 x 55 minute lesson per week.

## **The curriculum:**

**Exploring and developing ideas** – Create sketch books to record their observations and use them to review and revisit ideas.

**Investigating and making. Developing skills** – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Knowledge and understanding and Evaluation** – Learn about great artists, architects and designers in history.

# MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. The HeadStart music programme offers opportunities for all pupils to perform and develop their musical abilities. The curriculum focuses on performance, composition and listening skills and is geared towards improving confidence, singing skills and developing creativity. It brings together intellect and feelings and enables personal expression, reflection and emotional development. There are opportunities for all pupils to participate.

There is 1 x 55 minute lesson per week.

## The curriculum:

### **PERFORMING:**

**Singing** – Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Play instruments** – Play tuned and un-tuned instruments musically.

### **LISTENING:**

Listen with concentration and understanding to a range of high-quality live and recorded music.

### **COMPOSING:**

Experiment with, create, select and combine sounds using the elements of music.

# MODERN FOREIGN LANGUAGES (MFL – French, Russian and Mandarin)

In an increasingly globalised society, modern foreign language skills allow for greater communication between people. It also develops problem-solving skills and increases adaptability, resourcefulness and creativity. Language learning teaches cultural awareness and the capacity to see issues from a variety of perspectives, which are highly valued by universities and employers. Carefully differentiated lessons support all abilities. Extension activities are available for linguistically able pupils through dictionary and research work, presentation opportunities.

Listening and speaking is developed and the written language is introduced through reading and writing exercises. Accuracy of pronunciation and intonation is developed. Vocabulary topics include numbers, weather, description, nationalities and birthdays. Life in other countries is explored through themed days.

The primary goal of learning for the MFL course is to help beginners and children who have learned the target language for one or two years, particularly children from a non-French/Chinese background, build a solid foundation for learning French/Chinese as a foreign language. The course will emphasize the development of communication skills in listening and speaking. Recognising characters and writing characters are also the focus of this course.

There are 4 x 55 minute lessons per week of First Language French, Russian or Mandarin.

## The curriculum:

### Listening and Responding –

**Listen** to a variety of forms of spoken language to obtain information and respond appropriately.

**Transcribe** words and short sentences that they hear with increasing accuracy

### Speaking –

**Speak** coherently and confidently, with increasingly accurate pronunciation and intonation.

**Express** and develop ideas clearly and with increasing accuracy, both orally and in writing.

**Initiate** and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

### Reading and Responding –

**Read** and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

**Read** literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

### **Writing –**

**Write** prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

**Identify** and **use** tenses or other structures which convey the present, past, and future as appropriate to the language being studied using accurate grammar, spelling and punctuation.

# COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics and Science, and provides insights into both natural and artificial systems. The core of Computing is where pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Cyber security and eSafety are embedded in the course, allowing discussion and development of safe transferrable practise when using all types of digital technology.

There is 1 x 55 minute lesson per week.

## The curriculum:

Children will learn how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Children will learn how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Children will learn how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Children will understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

Children will learn how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Children will learn how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Children will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# PHYSICAL EDUCATION

*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity” John F Kennedy*

Physical education is a fundamental part of the curriculum across all years at HeadStart for this very reason. All pupils are able to take part in a physical activity every day, either through PE sessions, games time or via an activity or after school club. HeadStart pupils are able to develop their fitness and physical skills across a vast range of sports and in chosen areas of interest or talent. Fitness becomes a normal part of following a healthy lifestyle for HeadStart students and is an ethos that will stay with them for a lifetime.

During Year 3 (Key Stage 2) pupils develop their creative imagination in physical activity. They learn new skills, find out how to move in different ways and link them to actions in a variety of activities. They develop an understanding of how to succeed in different sports and learn how to evaluate and recognise success. During the key stage children develop the knowledge, skills and understanding through Dance activities, Games activities, Gymnastic activities, Athletics activities, Swimming activities. Activities in Year 3 focus specifically on basic generic skills, playing in smaller sided games where appropriate.

Students will learn how to use running, jumping, throwing and catching in isolation and in combination. Students will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

## **The curriculum:**

Dance and Movement – Perform all dance movements and activities with appropriate aesthetic quality and complexity for their age.

Games – Join in all games activities confidently and effectively for their age.

Swimming – Join in all swimming activities confidently for their age and explore freely how to move in and under water with confidence.

Gymnastics – Perform all Gymnastic movements and activities with appropriate aesthetic quality and complexity for their age.

Athletics – Join in all Athletics activities confidently for their age and explore freely how to develop technical aspects of each event.

# Personal Development and International Awareness Studies

Our Personal Development and International Awareness Studies curriculum is centred around 6 broad themes. These connect learning across the school and are progressively revisited in each year group.

Our curriculum equips our learners for critical and active engagement with the challenges and opportunities of life; and will allow them in the future to participate fully in a globalised society, and to secure a more just and sustainable world than the one they have inherited.

There is approximately 1 x 55 minute lesson per week.

## **The curriculum:**

A Fairer World: Social Justice and Equity

Our Diverse World: Identity and Diversity

Our Connected World: Globalisation and Interdependence

Protecting Our World: Sustainable Development

A More Peaceful World: Peace and Conflict

A More Peaceful World: Human Rights and Governance



# THAI

Thai is taught to all pupils at HeadStart. For native and intermediate Thai speakers they will have 5 x 55 minute lessons per week; for Thai as a foreign language they will have 2 x 55 minute lessons per week.

## The curriculum:

### THAI AS A FIRST LANGUAGE

- หลักภาษา
  - พยัญชนะไทยและตัวเลขไทย ,สระ, สระอะ อะะ แอะ, สระอัว โอะ, สระเออ,สระออ และวรรณยุกต์
- ภาษาพาที
  - น้ำใส, ใจหาย, ครวป่า, กลัวทำไม, และชีวิตใหม่
- วรรณคดีลำนานา
  - ดอกสร้อยแสนงาม และนิทานอ่านใหม่
- วันไหว้ครู
- วันพ่อแห่งชาติ

### THAI AS A SECOND LANGUAGE

- Recognise Thai letters and sounds relationship of student's name.
- Be able to tell Thai consonant.
- Read and understand short phrases and simple sentence.
- Learn to write letters of their own name.
- Learn Thai numbers from 1-100 and basic simple words.
- Learn simple classifiers in Thai.
- Recognise common public signs.
- Begin to decode simple words.
- Distinguish polite particles.
- Use the appropriate basic introduction of self and others.
- Learn about polite express feelings and options.
- Understanding classroom commands and class room objects.
- Knowing days and months in Thai.
- Follow instructions in Thai.
- Understand and participate in Thai cultural activities in school such as Wai Kru day, Loy Krathong etc.
- Understand the meaning of color on Thai flag.
- Be able to sing Thai national anthem and pay respect when song is played.

### THAI AS A FOREIGN LANGUAGE

- Greeting / Classroom Routine
- Self-Introduction

- Day in the week
- Fruits
- Thai Verbs
- Family and Sibling
- Wai Kru Day
- Loy Kra thong Day
- Father Day
- Vegetarian Day

The students will learn language through Thai culture. They will learn about:

- Vocabulary
- Listening and speaking

# SUPPORT FOR LEARNING

Support for Learning provides an opportunity for all those who need support to achieve their very best. A combination of highly experienced and well qualified teachers and teaching assistants offer support both in small groups and individually to suit students learning needs. The aim is to lead students through the challenges of exams by determining individual learning styles, supporting organisation, developing study skills and literacy and numeracy skills. Contact with parents is actively encouraged as parent support is invaluable to the success of each child's development.

Early intervention to support pupils is identified through observation in the classroom and discussions with teachers. In class support is provided by teachers and deputies, with some pupils benefiting from small group withdrawal, where individual support can be provided more effectively.

We have a Child Psychologist at HeadStart who is also able to assess children.

We liaise closely with external agencies (Educational Psychologists, Occupational Therapists and Speech and Language Therapists) that provide expert advice to help find solutions for the individual as quickly as possible.

Parental involvement in the children's learning is encouraged and Learning Support lessons may be recommended following regular communication and observation and Individual Educational Plans (IEPs) can be created where necessary.

Specific activities are recommended to aid children who have difficulties with fine and gross motor skills, communication, self-esteem and co-ordination.

Relationships between specialist teachers, the child and parents are built up from an early age.

Regular in-house informal assessments are carried out to help pinpoint specific areas of strength and difficulty to aid the child, parent and teacher.

## **Transition from Primary to Secondary**

Primary and Secondary Heads of Departments meet every half term to maintain links and discuss current issues and good practice.

Taster lessons are taught in the Secondary School during the Summer Term of Year 6 for students to meet the Secondary School staff and get familiar with the Department.

# HOMework

It is generally agreed that some form of work at home is desirable for children of this age. Homework should not be an unpleasant experience and, in general, should be used to reinforce children's schoolwork. Homework also gives parents an opportunity to discuss schoolwork with their child, not only to gain a better understanding of the HeadStart Curriculum

The reality of modern day lives in which often both parents work can make homework a stressful time. We are well aware of the demands on family time and equally understand that children require some 'down time' in their busy day. With this in mind we have been careful in our expectations of the length of time we expect children to spend completing homework. The recommended time that should be spent on homework in Year 3 is 30 minutes.

Reading, which is not included in the above timings, should be encouraged and, where possible, take place on a daily basis. Again, parental engagement is of huge benefit.

Younger children should be heard reading on a regular basis. Older pupils should read independently and silently to themselves. A few suitable questions do not only convey interest, but also help children to **think** about what they are reading.