



Park House  
English School

Meet and Greet September 2023

Class - Year 3

Year Leader – Sara Axon

Our school follows English National Curriculum and EYFS curriculum, which is taught throughout the school. We study the subjects below:

- Maths
- English
- IPC (Global Citizenship, Art, Science, History and Geography)
- Music
- Computing through all subjects
- PE
- Languages- Arabic/Spanish/French
- Qatar History
- PSHE
- Islamic for Muslim students



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# Park House English School Timetable 3P



	REG	2	3	4	5	KS1&Yr3 Snack	7	8	9	10	11	12	KS1&Yr3 Lunch (indoor)	KS1&Yr3 Play (outdoor)	15	16	17	18	19	20	
	07:30	07:50	08:10	08:30	08:50	09:10	09:30	09:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	13:10	13:30	13:50	
Sunday	Registration	PE	Spell/HW	Guided Reading	Break		French			English			Lunch	Play	Extended Project			Maths	Music	Maths	
Monday		Spanish					Guided Reading	Maths			English				Spell/HW	PE	IPC				
Tuesday		Extended Project					Guided Reading	Maths			Qatar History				Spell/HW		IPC				
Wednesday		Extended Project					Guided Reading	English			Maths	Library			PSHE		IPC	KS2 Assembly			
Thursday		Swimming		Guided Reading			English			Maths	Y3 Assembly	Spell/HW			IPC	Extended Project					



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	07:30	07:50	08:10	08:30	08:50	09:10	09:30	09:50	10:10	10:30	10:50	11:10	11:30	11:50	12:10	12:30	12:50	13:10	13:30	13:50	
Sunday	Registration	PE	Spell/HW	Guided Reading	Break		Arabic			English			Lunch	Play	Islamic			Maths	Music		
Monday		Arabic					Guided Reading	Maths			English				Spell/HW	PE	IPC				
Tuesday		Islamic					Guided Reading	Maths			Qatar History				Spell/HW		IPC				
Wednesday		Arabic					Guided Reading	English			Maths	Library			PSHE		IPC	KS2 Assembly			
Thursday		Swimming		Guided Reading			English			Maths	Y3 Assembly	Spell/HW			IPC	Arabic					

# The curriculum maps are on the school website



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## Year 3 - Medium Term Curriculum Map - Term 1.1 2023-2024



**ENTRY POINT**

Work with the children to transform your classroom (or part of the classroom) into an exciting tropical rainforest scene.

**MATHEMATICS**

Place Value:

- read and write numbers up to 1,000 in numerals and in words
- identify, represent and estimate numbers using different representations
- compare and order numbers up to 1,000
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- solve number problems and practical problems involving these ideas (18, 19, 20, 21, 22, 23)

Addition and Subtraction:

- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s (10,11)

**IPC**

Geography:

- Be able to interpret maps of familiar and unfamiliar places, including digital maps
- Be able to identify relevant data to answer questions
- Be able to describe human activities that can cause or reduce environmental issues

Science:

- Be able to make informed predictions

Art:

- Be able to create an original artwork to serve a given purpose selecting from a range of given media
- Be able to select materials and techniques to communicate an idea and be able to explain their selection

Design & Technology:

- Be able to produce a final design proposal identifying appropriate materials
- Be able to list materials, tools and techniques needed for production
- Be able to compare their design and product explaining any differences and suggesting improvements

International:

- Be able to reflect on their personal contribution to collective action

**VANISHING RAINFORESTS**

**PSHE / PERSONAL LEARNING GOALS**

Being Me in My World

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights, and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives

**TRIPS/EVENTS**

N/A

**ENGLISH**

Speaking and Listening:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Select and use appropriate registers for effective communication

Reading:

- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words that they have read.
- Predict what might happen from details stated and implied
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- Discuss words and phrases that capture the reader's interest and imagination

Comprehension:

- Develop positive attitudes to reading and understanding

Writing:

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

**EXIT POINT**

Exit Point in Auditorium



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# PRIDE

Perseverance



Responsibility



Independence



Dedication



Engagement



## PRIDE:

At Park House English School, we take PRIDE in all aspects of our learning and development: PRIDE in our studies, PRIDE in our behaviour, PRIDE in our uniform, PRIDE in our environment, PRIDE in our relationships with others and PRIDE in our school.

What does PRIDE stand for?

**PERSEVERANCE:** Being resilient, even when faced with difficult or challenging circumstances.

**RESPONSIBILITY:** Taking responsibility for my learning, my attitude, my progress and my behaviour. Becoming a global citizen and being kind, caring and respectful in all I do.

**INDEPENDENCE:** Becoming a confident and independent learner. Always giving my best and taking ownership for overcoming my own difficulties and challenges.

**DEDICATION:** Knowing that developing knowledge, skills and understanding requires determination, effort and commitment to be truly successful.

**ENGAGEMENT:** Having enthusiasm, passion and a love for learning, both inside and outside of the classroom.



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# Info about reading in your year group

## How can parents support?

Children have been given a planner and the expectation is they should be reading daily for **20 minutes minimum**. Students should be recording their reading in the planner daily and adding a comment.



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## Attendance and punctuality

Children should be in class by 7:30 for registration. Any time after this they are considered late.

The front school gate opens at 7:00 for a staggered drop off. Children cannot arrive before then as staff are not on duty. The side gate for EYFS and KS1 opens at 7:10. (EYFS and KS1 can come into the front gate at 7am.) During the cooler months, they will only be allowed in the building at 7:20am.

Pick up is at 14:10 and parents/guardians/carers **must** be prompt.

ECA collection is 15:00 and again, parents/guardians/carers **must** be prompt.



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## Use of TEAMs

- Messages about the year group as well as pictures are posted via TEAMs.
- Homework is sent via TEAMs.
- Children should submit homework through TEAMs when requested.
- Children should not be in communication with each other socially via TEAMs.

# Homework

- 20 minutes reading - daily
- Complete reading diary in the planner - daily
- Half termly IPC Project
- Weekly Math's and English task
- Daily timetables revision



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# Assessments

We are always assessing the children through AfL but below outlines year group expectations. Arabic, Islamic and Qatar History exams have schedules that are sent out before any testing – this is dictated by the ministry.

Key Stage	Year	End of year assessments	Age
EYFS	Nursery	Internal school moderation, Baseline testing	3 - 4
	Reception		4 - 5
KS1	Year 1		Internal school assessments, GL Assessments (Maths and English)
	Year 2	6 - 7	
KS2	Year 3	7 - 8	
	Year 4	8 - 9	
	Year 5	9 - 10	
	Year 6	10 - 11	



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# Reporting

## Meet the Teacher evening (September)

Three reports per year (November/February/June)

1st report simple settling report

2nd report in depth report with targets

3rd report summary simple report

Three parent evenings (December/March/June) all completed online



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## Your children's learning.

- Entry and Exit points – Parents are invited in
- Open afternoons
- Trips and visitors



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# Inclusion Department



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- **Accessing Learning Challenges:**

- Despite class support, some students face difficulties in class.
- Inclusion Teams step in for additional assessments and support.

- **Collaborative Approach:**

- Parental support and collaboration are integral to student success.
- We value parents as key partners in their child's educational journey.

- **Transparent Communication:**

- Regular updates on student progress are provided.
- Parents are invited to participate in review meetings to discuss their child's development and next steps.



# Reminders

No mobile phones, iPads, iWatches  
or other electronic or expensive items.

We may ask you to bring items in at times  
but we will keep them safe!



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# Reminders

Please ensure that your child has a **refillable water bottle**. Glass bottles and cans are not suitable. Sensible food should be provided – no chocolate or sweets. All lunch boxes should be clearly marked.

We have a **NO NUT** policy at school so please ensure all items are nut free including cereal bars. This also includes Nutella.



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# Communication

First point of contact is the class teacher through email  
not via TEAMS:

[fred.jones@parkhouseschool.com](mailto:fred.jones@parkhouseschool.com)

[info@parkhouseschool.com](mailto:info@parkhouseschool.com)

We do not give out telephone numbers and staff are not to engage in WhatsApp groups this includes with the class reps. You can email teachers in the same way. Mrs Hilton is holding a meeting with class reps about these expectations.

Teachers respond within 48 hours. No emails will be checked or sent over weekends or after 3pm.



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## Celebrations

We wish to share birthdays with our children. However, we do have a number of children with severe food allergies.

**No food will be given out by teachers.**

**Party bags can be sent in, but these must be individually packed.**



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# Class Representative

Every class has or will have a class rep, who sets up a WhatsApp group and communicates with the teachers about whole class matters.

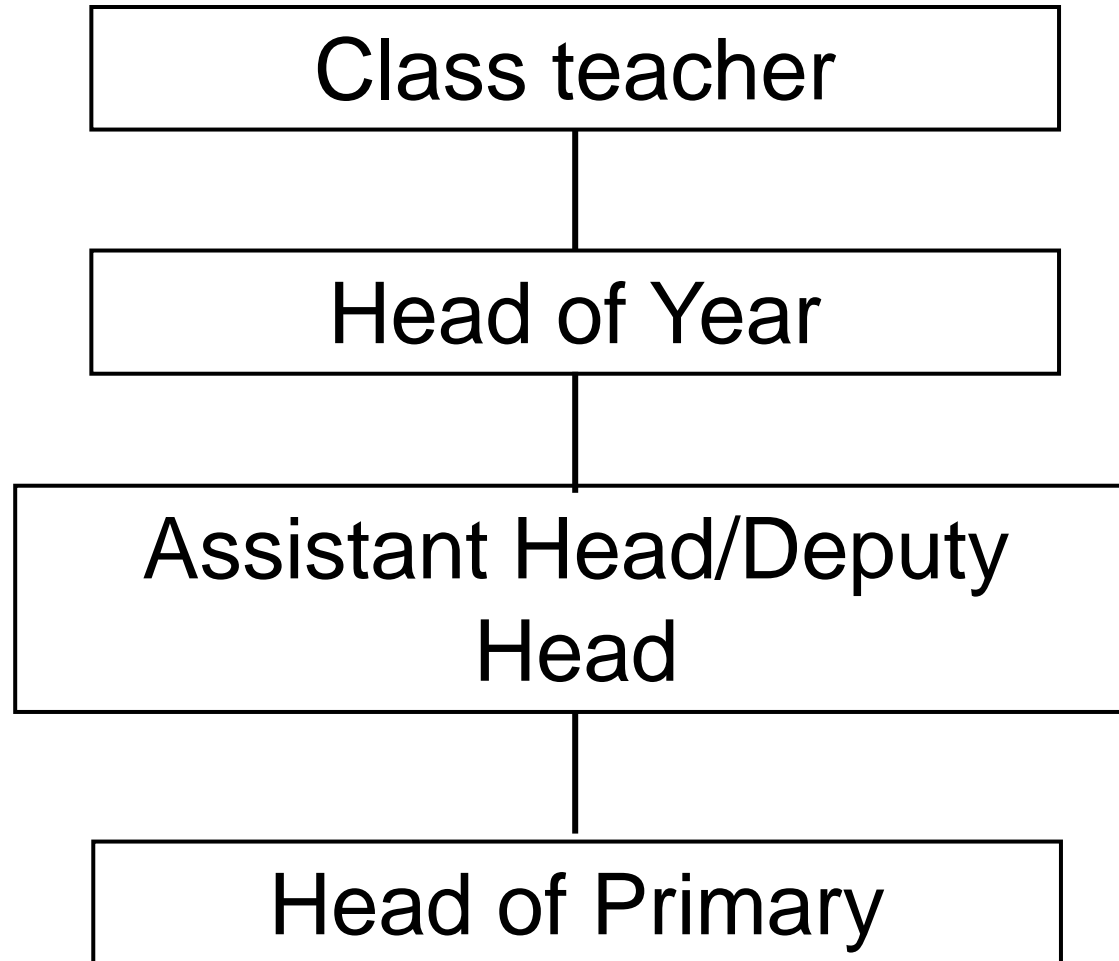
This is not for individual child concerns.

For individual concerns you must email the class teacher.



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# Communication



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# Communication

## Social media platforms at Park House:

Facebook

Twitter

Instagram

Our school website has information on everything school related.



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New Primary Handbook with all info here.



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# PHES Designated Safeguard Leads and Deputy Safeguard Leads



**SAFEGUARDING AT PARK HOUSE**

**WE ARE HERE TO HELP.**

**WE ARE HERE TO LISTEN.**

**Natasha Hilton**  
Head of Primary

**Rebecca Saunders**  
Head of Secondary

The people in these pictures are here to help you. If you have a worry or concern about anything, be it about yourself, a friend or something at home, they are here to listen.

**Anna Stuart**  
Primary Deputy Head

**Claire Sharkey**  
EA to Principal

**Caroline Awad**  
MoEHE Coordinator

**Michael MacDonald**  
Secondary Assistant Head

**Olivia Mason**  
Secondary Assistant Head

**Kerry Walton**  
Secondary Assistant Head



**SAFEGUARDING AT PARK HOUSE**

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**Training  
for  
parents  
will take  
place  
soon!**

**For any concerns please contact:  
safeguarding@parkhouseschool.com or you can  
complete a written sheet you can obtain from  
Caroline at the reception desk.**



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# Questions?