



Welcome to Year 3!

Who are the teaching team?

3JN Mr Norton

3MR Mr Rushby

HLTA Mrs Cash

Daily routines - a typical day in our classrooms

3JN Timetable

ECT time

PPA

Partner teacher PPA

(James)

	8.40-8.55	8.55-9.15	9.15-10.20	10.20-10.30	10.30 - 11.35	11.35 - 12.00	12.00-1.00	1.00-1.20	1.15 - 3.00		3.00-3.20
Monday	Regis tratio n & morn ing work	Colle ctive wors hip	Maths	Break	Writing	Reading	Lunch	Spelling Matrix & B&V		PE (2-3pm)	Class story
Tuesday			TTRS/Maths		Writing	Reading		Spelling	French	Science	Class story
Wednesday			Maths		Writing	Reading		PE (1-2pm)		TTRS Garage, Arithmetic & Handwriting	Class story
Thursday			TTRS/Maths		Writing	Reading		Spelling	PSHE	Computing/Music	Class story
Friday			Maths		Writing	Reading		Spelling		History/ Geography	Class story

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	- Back to basics - Narrative - first person - Non-chronological reports - Narrative - third person - Poetry		- Narrative - First person - Narrative - Third person - Instructions - Non-chronological reports		- Instructions - Narrative - First person - Narrative- Third person - Formal letters - Performance Poetry	
Maths	Place Value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length and Perimeter Fractions A Mass and capacity		Fractions B Money Time Shape Statistics Consolidation	
Science	Rocks and Soil	Light and Shadow (Norwich Science lab trip)	Forces + Magnets 6	Movement + Nutrition 6	Plant Reproduction 0	Making Connections -Handspan 0
B+V	How do Christians show reconciliation with God and others is important? 5	How does a Muslim show their submission and obedience to Allah? 5	Why do Hindus want to collect good Karma? 5	What do Christians mean when they talk about the Kingdom of God? 5	Why do Humanists use the Golden rule as a base for morality? 5	Is the cross a symbol of love, sacrifice or commitment to Christians? 5
History	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? 6		What did the Ancient Egyptians believe? 6		British History 2: Why did the Romans settle in Britain? 6	
Geography		Why do people live near volcanoes? 6		Who lives in Antarctica? 6		Are all settlements the same? 6
Art	Drawing: Growing Artists 5		Craft + Design: Ancient Egyptian Scrolls (5)			Sculpture + 3D: Abstract Shape + Space (5)
DT		Digital world: wearable technology 6		Cooking & Nutrition: Eating seasonally (6)	Structures: Constructing a Castle 4	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Online Safety – 6 (Autumn 1)					
	Programming: Scratch 3		Connected Devices 3		Data Handling : Branching database 3	
Music		Reading Rhythms: Patterns and layers (Christmas songs)		Inspired by India: Musical improvisations		Reggae Rhythms : Playing in a band
PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Being me
French	Animals	I am learning French	I am able to	Instruments	Seasons	Shapes
PE	Invasion: Football	Gymnastics: Cannon and Unison	Gymnastics: Symmetry and asymmetry	OAA - Problem Solving	Dodgeball	Athletics
	Mindfulness	Dance - Weather	Dance - Wild Animals	Invasion: Cricket	Tri-golf	Tennis

Behaviour policy

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Valued Behaviour - Notice and reinforce	engaging positively in learning; following established routines; showing kindness and consideration; caring for the environment and resources; persevering when learning is difficult; helping others appropriately; showing increasing independence and responsibility; repairing relationships and learning from mistakes.	independence; responsibility; self-regulation; empathy; perseverance; collaboration; respectful communication; intrinsic motivation.	specific verbal or non-verbal recognition; positive feedback linked to the behaviour demonstrated; positive communication with home where appropriate; school certificates, postcards or celebrations where appropriate; recognition adapted to the individual child.	Continue to model, teach and reinforce valued behaviour through the universal behaviour curriculum and everyday relationships.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 1 Reminder and Redirect	Occasional low-level behaviour such as: • chatting rather than working; • calling out or talking over others; • becoming distracted from learning; • not following a familiar routine; • moving around when expected to remain in the learning space; • inappropriate use of resources; • minor disagreement or difficulty sharing.	• listening and responding; • attention and engagement; • waiting and turn-taking; • following routines; • impulse control; • recognising expectations.	• non-verbal reminder or proximity; • positively restate the expected behaviour; • brief verbal reminder; • refocus attention; • notice and reinforce the valued behaviour when demonstrated.	Usually resolved through normal classroom practice. Where necessary: • briefly model or rehearse the expected behaviour; • provide a visual or verbal reminder; • adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 2 Support and Refocus	- repeated Level 1 behaviours; - difficulty responding to an initial reminder; - active distraction of others; - repeated misuse of resources; - increasing frustration; - minor conflict requiring adult support.	- recognising early signs of frustration; - asking for help; - accepting boundaries; - using an agreed calming strategy; - problem-solving; - returning attention to learning; - Respectful disagreement	- calm, clear and concise instruction; - check-in: <i>"Are you okay?" / "What do you need?"</i>; - limited choice within appropriate boundaries; - redirection; - additional adult support; - temporary change of position or learning space where helpful; - reduced language or additional processing time where appropriate.	- model and practise the expected behaviour; - explicitly teach the identified skill; - recognise successful regulation and re-engagement; - consider whether an adjustment would help prevent recurrence - adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 3 Regulate and Reset	- repeated difficulty following expectations despite support; - escalating frustration or dysregulation; - inability to engage successfully with learning at that moment; - behaviour beginning to have a significant impact on others; - repeated interpersonal conflict.	- recognising physical and emotional signs of dysregulation; - selecting and using an appropriate regulation strategy; - accepting disappointment or "no"; - returning safely to learning; - managing frustration; - expressing needs appropriately.	- reduce unnecessary language and demands; - support co-regulation; - provide appropriate time and space to regulate; - access an agreed calm or supportive space where appropriate; - temporarily work in another suitable space where this supports regulation, learning or safety; - enable a positive return to learning when ready.	When the child is regulated: identify what happened; rehearse the skill or strategy needed next time; complete missed learning where this is appropriate; recognise successful re-entry and restart; consider whether this is an isolated incident or an emerging pattern. A reset is intended to support successful regulation and return to learning. It is not a punishment or automatic fixed period of time.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 4 Reflect, Teach and Repair	Behaviour which is more significant in its impact, for example: • persistent disruption; • repeated refusal of reasonable adult direction; • deliberately hurtful or unkind behaviour; • inappropriate or offensive language; • physical behaviour that causes harm but does not meet the definition of dangerous behaviour; • significant damage or misuse of resources; • repeated difficulty following expectations despite previous support.	Depending on the incident, this may include: • managing frustration and disappointment; • impulse control; • respectful communication; • understanding the impact of behaviour; • managing disagreement; • problem-solving; • identifying emotional triggers; • taking responsibility; • repairing relationships.	• calmly stop or contain the behaviour; • ensure the immediate wellbeing of those affected; • provide regulation support where required; • use an appropriate educational and/or protective consequence; • seek additional adult support where necessary; • communicate with parents/carers where the incident is significant.	When appropriate: • supported reflection; • reteaching and practising an alternative response; • restoring or putting right damage caused; • gather appropriate pupil voice; • completing missed learning; • restorative conversation where all involved are ready and it is safe to do so; • genuine apology where appropriate; • teacher communication with parents/carers; • parent view recorded • recording on CPOMS with actions Children will not be forced to forgive, accept an apology or participate in restorative work where this would be inappropriate

Level 5 Review and Targeted Support	This level is primarily triggered by patterns, rather than by completing previous stages. It may be appropriate where: • detrimental behaviour is becoming frequent or more severe; • repeated incidents are significantly affecting learning, relationships or wellbeing; • previous classroom teaching, adjustment and support have not resulted in sufficient progress; • staff believe behaviour may be communicating an unmet or emerging need.	Skills will be identified from analysis of the individual child rather than predetermined by the level. They may include: • emotional literacy; • self-regulation; • communication; • managing anxiety; • flexible thinking; • accepting feedback; • conflict resolution; • recognising triggers;	Continue to apply the strategies above, alongside increased consistency, support and appropriate adjustments.	The class teacher, with appropriate support, will: • describe and record the behaviour factually; • identify patterns in when, where and why it occurs; • gather appropriate pupil voice; • seek parent/carer views and relevant information; • teacher gather information from staff working with the child; • review reasonable adjustments and classroom provision; • explicitly teach identified emotional or behavioural skills see Appendix 2; • assess, plan, do, review, process followed, agree and record plan with strategies and a review date; • monitor progress. Appropriate tools may include the school's Early Prognosis or other agreed analysis and planning resources. Further SEND, pastoral or safeguarding assessment will be considered where appropriate.
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PE Routines



- We will aim to do the Daily Mile each day. EXTREME weather conditions will be taken into account but we will run/walk in the rain so children will need coats.
- Year 3 will have indoor PE on Monday and outdoor PE on Wednesday.
- We request children to come to school dressed in their PE kits on a Monday and Wednesday, but please ensure that they have a spare kit bag which can be kept on their peg in case their clothing gets wet during break times/PE.

PE Routines



- Any spare clothing needs to be in a named bag.
- All jewellery (including earrings) and watches, must be removed for PE.
- Long hair must be tied back.
- PE shoes must be worn.
- Information about PE kit can be found on our website.

Year 3/4 Spellings



etymology

the study of where words come from
and how they have changed over time

morphology

the study of how words are formed
and how their parts fit together

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

As well as the Year 3-4 spellings, we will be focusing on high frequency words from the KS1 curriculum.

Home Learning

Weekly: SPAG, Spelling Matrix and Maths Sheet

Week One

Task 1
Use the tens frames to represent the number 53.

Task 3
Complete the addition sums.
What do you notice?

$0 + 800 =$
$400 + \underline{\quad} = 800$
$\underline{\quad} + 500 = 800$
$\underline{\quad} = 600 + 200$

Task 5
Complete the addition and subtraction calculations.

$699 + 1 =$
$701 - 1 =$
$700 + 0 =$

Task 2
Gina can juggle 6 balls at once. She practices lots and then can juggle one more.

How many balls can Gina juggle now?

Task 4
Kel is counting back to solve $94 - 7$. Is he correct? Explain.

94, 93, 92, 91, 90, 89, 88.

Task 6
I am thinking of a 2-digit number. It is more than 20 and less than 35. If I add 1 to it, both the tens and ones digits will change. What is my number?

Year 3 Autumn Term 1 SPaG Mat

Section 1
Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?
During my literacy lesson, I wrote a sentence that ended with a question mark.

Section 3
Underline all the verbs in this sentence:
Rebecca sat down on the chair and folded her arms.

Section 5
Can you think of a compound noun to match each definition?
An event that happens once a year to celebrate when you were born:
A witch might ride on one of these:

Section 2
Can you add an adjective to this sentence?
The _____ swimmer glided through the water.

Section 4
Tick the sentence that is a command.
Have you been at school today?
I won an award at the gymnastics competition.
Get to bed straight away.

Section 6
Choose a vowel. Write the name of an animal beginning with your chosen letter.

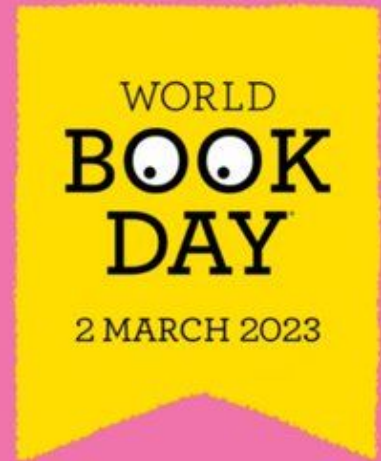


 fear "calamity or peril"	2+ s more than one or present simple tense
	ed past simple tense verbs or past participles
	ing continuing, or present participles
ful full of	ly how
less without	



Reading for pleasure is **the single biggest indicator of a child's future success** – more than their family circumstances, their parents' educational background or their income.*

*OECD



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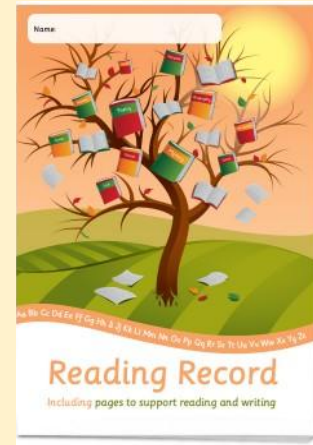
Reading

Reading Routines:

We know that children who read voraciously make more progress.

In Year 3 we will:

- Aim to hear every child read at least fortnightly.
- Help children to select a 'best fit' book.
- Track children who seem to be struggling to finish a book.
- Check that children have read daily routinely throughout the week.



Accelerated Reader

- To track children we use the Accelerated reader software and reading records.

A guide to accelerated reader can be found on the school website.

<https://www.smpsac.org/reading>

Home Learning



This is an example timetable

Homework						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading TTRS/Maths (10 mins) SPAG (10 mins)	Reading SPAG (10 mins) Spelling Matrix (10 mins)	Reading TTRS/Maths (10 mins)	Reading SPAG (10 mins) Spelling Matrix (10 mins)	Reading TTRS/Maths (10 mins)		

2, 3, 4, 5, 8, 10 times tables

Your child's login information will be found in their Reading Record book.

Handwriting

- As a school we have adopted a cursive handwriting style.
- We have weekly sessions focused on handwriting.
- By year 6, children cannot be awarded the 'expected' level of attainment for writing unless their writing is joined and legible.

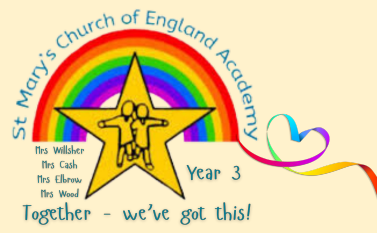


Online Safety



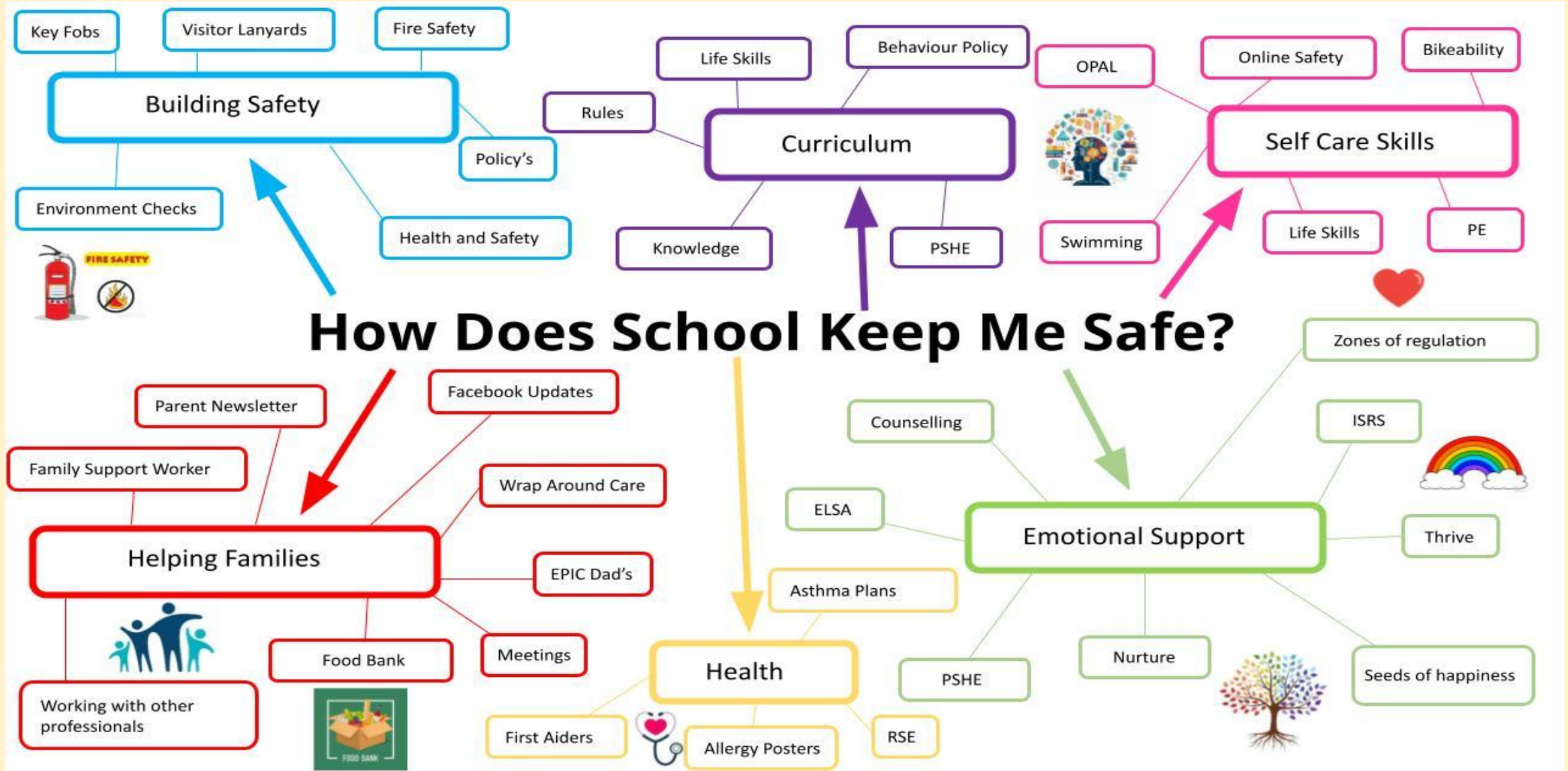
- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- Introduce National Online Safety:
- Introductory video link
<https://info.nationalonlinesafety.com/parentkind>
- Link on our website:
<https://st-marys-church-of-england-academy.secure-primarysite.net/online-safety-1/>

Lockdown procedures



- This is not intended to alarm children.
- It is a legal requirement.
- It is part of our wider safety measures, such as a fire drill, which we do not pre-warn the children for.

Safeguarding



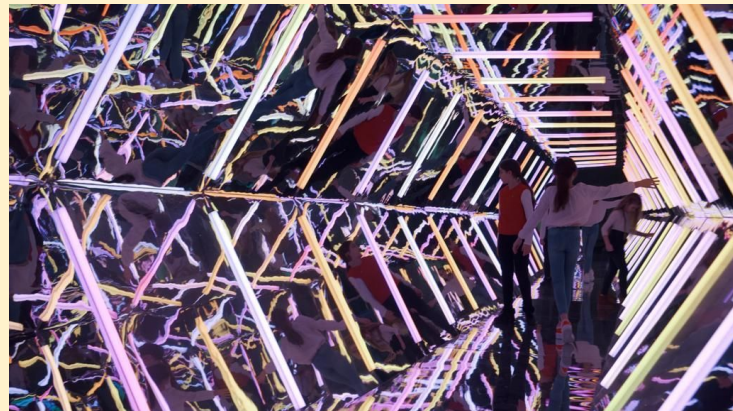


Class trips

Class trips will be announced once we have authorisation.

The price will be confirmed closer to the date.

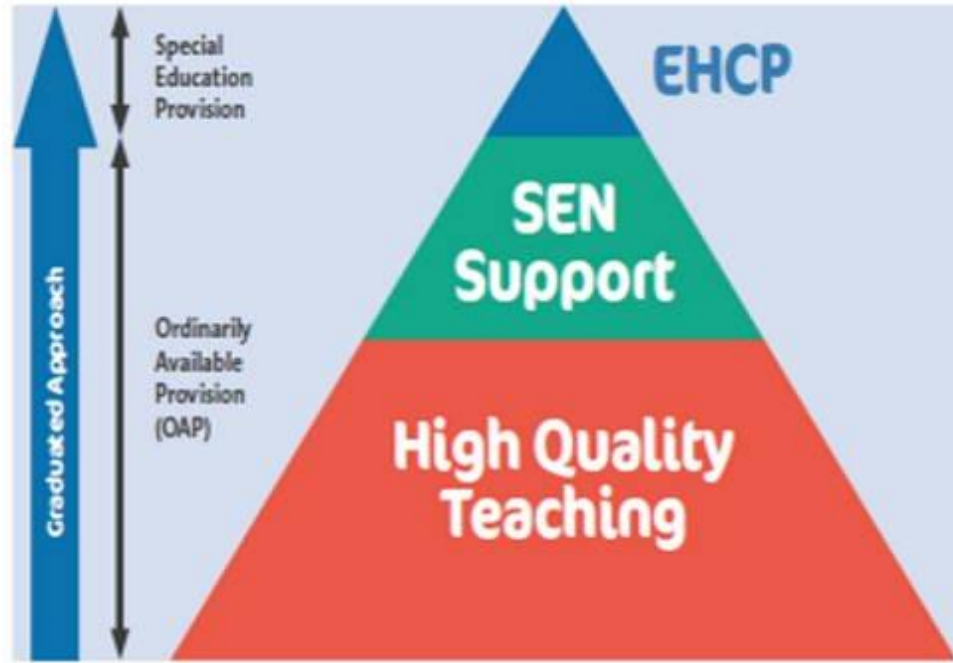
We will also have an enrichment day at school, which will be confirmed closer to the date.



SEN – IEPs and Provisions

September 2026

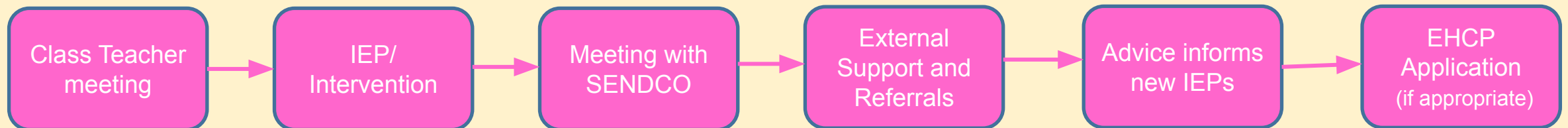
What to do if you have concerns about your child or they are struggling in school.



Support always begins with the class teacher. Discuss your concerns and they will work with you to put some **ordinarily available provisions** in place. This may be short term interventions or it may be longer term **SEN Support** which needs an **IEP**.

If this support is not effective, a meeting with the **SENDCO** can take place to discuss external support and referrals. This may then result in an EHCP application.

The Graduated Response **must** happen before an EHCP will be considered.



Any Questions?

