



Welcome to Year 3's Curriculum Meeting for Parents

September 2025



What will we cover?

1. Explain the year group routines and class timetable
2. New systems to link with parents - Dojo and Reading Boom
3. Curriculum coverage
4. White Rose Maths
5. Reading
6. Spelling and writing
7. Personal Development Pact
8. Ways to support at home



The year group routines and class timetable

As a year group we work on confidence and independence, through our class routines.

- Each student will have a class job
- We encourage discussion and respect
- Break times are 10.15/10.30am and 2.15/2.30pm
- Lunch is 12 noon until 1.05pm
- Children will be responsible for changing their own reading books
- Teacher/TA will read at least once a week with your child
- Intervention groups will ensure no child will miss any part of the creative curriculum
- Spellings and times tables will be set on a Friday and quizzed the following Friday

Class timetable

Time	Monday		Tuesday	Wednesday	Thursday	Friday
8.50-9.15	Fluency		Spelling	Fluency	Spelling	Fluency/spelling
9.15-10.30	Whole school assembly Maths	9.15-10.15	Maths	Maths	Maths	Maths
10.45-12.00	Guided reading English	10.30-12.00	Guided reading English	English (Short) PE	Guided reading English	Guided reading English
1.05-2.15	Hist/Geog		Science	ART/DT	PE	RE ICT
2.30-3.20	PSHE	2.45-3.20	Key stage 2 assembly	MUSIC	Singing assembly	Celebration Assembly (FRENCH)

Boom Reader



Adding a Reading Log

Students can easily log their reading from the student app. The minimum required is the page numbers, although children can log comments. Each reading log recorded will add a gem to their account - the more gems, the more children can 'buy'.



Adding a new book

Students can add books for school reading, library books, as well as a book chosen at home. Our database is huge - if the book isn't there, simply add it manually.



Reading Targets

Students can keep track of reading targets set by their teacher. Each student can have a school target, a parent target and a personal reading target. Each target met will reward the students with gems.



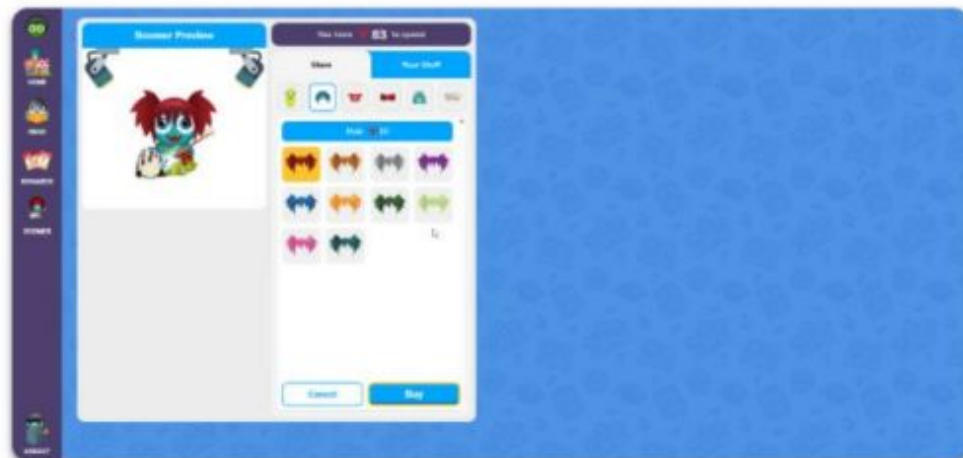
Book Reviews

Students can read teacher-approved book reviews created by other children in their school. The student can then choose to add that book to their reading list - a great example of peer recommendation.



Boomer Customisation

Students can use their gems to purchase customisations for their Boomer. Reading = reward!



Trading Cards

Students can use their gems to purchase 'top trump' cards. These cards can be printed off and used in school to play against other students.



Class Dojo



This is a free information platform where our parents and carers can contact their child's class teacher. This is in addition to face-to-face contact and on many occasions face to face is a preferred option as we can have a proper conversation. Parents may choose to contact their child's teacher via Class Dojo for a short message that the teacher might need to know – nothing deep that needs a conversation back and forth. The teachers will use it to contact parents directly, for example with reminders for the whole class or maybe a direct short message for one child. There is also a facility where we can send out messages to the whole school.

We are trialling this as a system and ask all parents and carers to honour the points below which will help make it a success.

- Teachers all have Class Dojo on “quiet hours” from 17:00 to 08:00. This means that they are not required to look at any messages or notifications. It is also muted every weekend and holiday.
- Parents and carers will be able to see that it is a quiet time as a reminder.
- Teachers have 48 hours to respond to you during working hours, not including weekends.

Curriculum coverage



Term	Autumn		Spring		Summer	
Connector	ROCK ON!		LOCAL HEROES		POWER	
English	Genre: Adventure stories Stone Age Boy Outcome: An adventure story set in the Stone Age	Genre: Folk Tales The Green Children/The Greenling/The Green Ship/The Night Gardener Outcome 1 : Character description; story opening Outcome 2: Story based on a model	Genre: Poem on a theme Owen and the Soldier Outcome: a poem on the theme of 'A Perfect World'	Genre : Story as a theme The Secret of Black Rock Outcome: A story based on the Secret of Black Rock	Genre: Classic Narrative Poetry The Spider and The Fly Outcome: a menu for a spider cafe	Genre: Information text Outcome: Tri-fold leaflet about Ancient Egypt
Science	Rocks and soils Focus scientists: Mary Anning (fossils) Katia Krafft (geologist and volcanologist)		Animals including humans Focus scientist: Marie Curie- Radiation Adelle Davis -Nutritionist	Light Focus scientist James Clerk Maxwell (Visible and Invisible Waves of Light)	Plants Focus scientist: Joseph Banks botanist	Forces and magnets Focus scientist Andre Marie Ampere- Electro-magnetism

Curriculum coverage



History	<p>Substantive concept- CHILDHOOD</p> <p>Disciplinary knowledge- Sources and evidence Change and continuity</p> <p>Key question- What was the role of children in a sStone Age society?</p>	<p>Substantive concept- LEADERSHIP</p> <p>Disciplinary knowledge- Causes and consequences</p> <p>Key question- Who was Captain James Milton and what did he do for the Chorley PALS?</p>	<p>Substantive concept- CIVILISATIONS</p> <p>Disciplinary knowledge- Historical interpretations</p> <p>Key question- What did the Ancient Egyptians achieve?</p>
Geography	<p>Substantive concept- Physical and human processes</p> <p>Disciplinary knowledge- Describe and understand key aspects of human and physical geography.</p> <p>Key question- What causes volcanoes and earthquakes?</p>	<p>Substantive concept- Place Space</p> <p>Disciplinary knowledge- Make links between features observed in the environment to those on maps and aerial photos.</p> <p>Key question- What are the human and physical features of the UK?</p>	<p>Fieldwork</p> <p>Disciplinary knowledge-</p> <p>Key question- Biomes/Ecosystems "Thinking like Norton the elephant.."</p>

Curriculum coverage



Art	Artist study- William Kentridge Outcome- Expressionist Charcoal cave drawing		Artist study- Mark Irwin Outcome - Modern art Wire soldiers		Artist study- Elizabeth Peyton Outcome- Portraiture Egyptian death mask	
D.T	Designer study- Ove Arup Outcome- Stone Age house		Designer study- George Cardwardine Outcome- Electrical system : nightlight		Designer study- Nadiya Hussain Outcome- Seasonal tart	
Music	Exploring Rhythm Patterns Christmas		Painting pictures with sound		Sing, Play, Notate Descant recorder	
R.E <u>Who should we follow?</u>	Christianity - How (and why) have some people served God?	Islam – Why is the prophet Muhammad an example for Muslims?	Christianity - What does it mean to be a disciple of Jesus?	Sikhism - Why are the Gurus important to Sikhs? (Baisakhi festival)	Christianity - What do Christians mean by the Holy Spirit?	Hindu Dharma Why is family an important part of Hindu life?

Curriculum coverage



P.S.H.E	<p>How can we be a good friend? Relationships</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p>What keeps us safe? Health and Wellbeing</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p>What are families like? Relationships</p> <p>Families; family life; caring for each other</p>	<p>What makes a community? Living in the wider world</p> <p>Community; belonging to groups; similarities and differences; respect for others</p>	<p>Why should we eat well and look after our teeth? Health and wellbeing</p> <p>Being healthy: eating well, dental care</p>	<p>Why should we keep active and sleep well? Health and wellbeing</p> <p>Being healthy: keeping active, taking rest</p>
Computing	<p>Programming Repetition and sequencing (2a, b & c)</p> <p>Bluebots – tactile reader ext pack Probots – introduce and discuss</p> <p>iPads</p>	<p>Searching (2e)</p> <p>Effective use of keywords How operators can change searches</p> <p>Laptops</p>	<p>Create content and Combining software (2f)</p> <p>Green screen weather report (DOINK) iMovie to create final product</p> <p>iPads</p>	<p>Number (2f)</p> <p>Spreadsheets graphing on excel (basics) or Purple Mash. Accounting and Graphing</p> <p>Laptops</p>	<p>Programming Repetition and sequencing (2a, b & c)</p> <p>Probots – drawing shapes Scratch – drawing shapes</p> <p>iPads</p>	
E Safety	<p>Acceptable Use Policy / Ways to report online safety issues.</p>	<p>Anti-bullying week</p>	<p>Internet Safety Day</p>	<p>Reliability of information-</p>		<p>Gaming issues – e.g. well-being (screen-time),</p>



White Rose Maths – new scheme of work

White Rose primary maths resources are designed to instil a deeper understanding of mathematical concepts.

- End of block and end of term assessments to carefully monitor children's progress.
- Tables and number fluency at the beginning of each lesson
- Flashback recall within each lesson
- Focus on place value within each year group; concentrates on number fluency but covers all areas of maths
- Use of manipulatives and visual pictorial elements to aid understanding
- Scheme allows for deeper understanding and reasoning / problem solving
- Teaching input matches learning in the children's books to aid confidence
- Timetables will be set on a Friday and quizzed the following Friday
- Please use ttrackstars to support your child with their learning

White Rose Coverage



Autumn

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Number

Place value
FREE TRIAL

Free trial

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Spring

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and perimeter

[VIEW](#)

Number

Fractions A

[VIEW](#)

Measurement

Mass and capacity

[VIEW](#)

White Rose Coverage



Summer

Number

Fractions B

VIEW

Measurement

Money

VIEW

Measurement

Time

VIEW

Geometry

Shape

VIEW

Statistics

VIEW



Reading

Children in year 3 will change their own books when finished reading them

Children should read at least 3 times a week

Parents should record their children's reading as requested

As reading improve children may be asked to complete a book review to help show their understanding

Guided Reading

KS2 guided reading is based on reading a complete novel as a class and in small groups, we pre learn some of the vocabulary that the children may find difficult and discuss these as a group.

The children will then be given questions based on what we have read and will be required to answer these questions.

Our aim is to read 2 chapters a week on our class novel - all novels are linked to our curriculum coverage



Spelling / Phonics

- **Spellings** - New Spelling every Friday which will be quizzed the following Friday

After a few weeks of recapping year 2 spellings and high frequency words we will be creating groups to ensure the children develop their spelling knowledge and to create confidence. The children will be given between 8 - 10 spellings per week.

When practising spelling please ensure the children create sentences to ensure the meaning of the word

Ed Shed will support your child with their spellings through worksheets, games and challenges.



Balshaw Lane Primary School

Personal Development Pact



Delivering **OUTSTANDING** (Ofsted 2025) **Personal Development**

What is our Personal Development Pact?



Personal Development at Balshaw Lane is carefully planned throughout the 7 years and aims to develop happy, healthy, resilient and respectful individuals. Personal Development is also promoted through our rich, vibrant curriculum and opportunities.



Here is our Personal Development Pact:



Personal Development Pact



YEAR 3



TRIPS:

Two day residential to Winmarleigh Hall
Field trips in the local area
Christmas Pantomime

CONFIDENCE AND PERFORMING:

Year group assembly for parents to showcase learning and build confidence
Easter Cafe
Sports Day
The chance to represent school at sporting events and performances

VISITORS:

Faith visitors, based on our RE curriculum
History Visitor (TBC)

CURRICULUM ENHANCEMENTS:

3D printing
Specialist teacher for French

PD Focus for Year 3:

Resilience
Teamwork
Independence

YEAR

3



Families and relationships

Considering how some relationship problems could be resolved, the children develop effective listening skills and learn about non-verbal communication. They also explore the impact of bullying and what actions can be taken, consider trust and who to trust and recognise that stereotyping can exist.

Health and wellbeing

The children recognise that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. They also explore identity through the groups they belong to and how to solve problems by breaking them down.

Safety and the changing body

Further developing their safety knowledge, the children learn how to call the emergency services and stay safe near roads. The children also explore being a responsible digital citizen by learning about cyberbullying and identifying unsafe digital content.

Citizenship

Learning about local democracy, the children explore the importance of people's rights and the roles of local charities.

Economic wellbeing

Learning how to create a budget, the children also consider the ethics of spending, potential jobs and careers and stereotyping in the workplace..



Ways to support at home

Please use the handouts this evening that are available to support your child in their learning at home

- VIPER questioning bookmark when reading
- Common expectation words year 1 & 2 and year 3 & 4
- Times tables chart
- Home Apps that are provided
- Reading 3 times a week (Personal books included)



Chance to ask any questions.

Thank you for attending, we appreciate your support.