

Welcome to Year 3

September 2025



Senior Leadership Team



Miss Williams, Headteacher



Mrs Holder, Deputy Headteacher



Mr Haydon, Assistant Headteacher,
EYFS and Year 1 Phase Leader



Mrs O'Donnell, Assistant
Headteacher, SENDCo and Year
2 and 3 Phase Leader



Mrs Shahnawaz, Assistant
Headteacher and Year 4, 5 and 6
Phase Leader

Meet the Year 3 team!



Miss Tariq, class teacher of
3UT

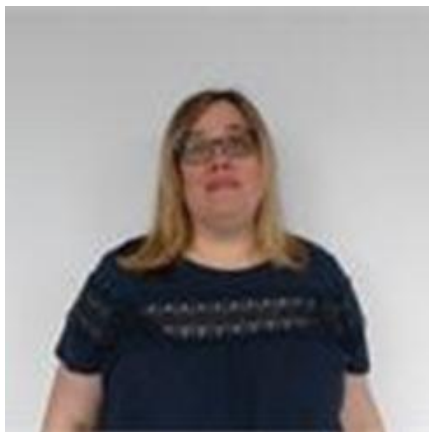


Mrs Hussain, class teacher of
3SH



Mr Mahmood, class teacher of
3HM

Miss Begum, class teacher of
3RB



Miss Tyler, Y3 PSA



Miss Akhtar, Y3 PSA

Vision & Values

We want our pupils to understand that **there are no limits to what they can achieve.**

We do this through our core values:

Achieving excellence

Social intelligence

Living ethically

Achieving Excellence

Pursue excellence in all areas of life.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- display an ethic of excellence; understand that they need to **work hard** to achieve their goals, that success doesn't come instantly, and mistakes are part of learning.
- be life-long lovers of learning.
- have gained the essential knowledge and skills in all curriculum areas so they can access the KS3 curriculum and are set up well for future academic success.
- have high aspirations for themselves, for their community and the wider world. They are ambitious and motivated to pursue excellence in all areas of their lives.

G.R.I.T

We achieve excellence by showing G.R.I.T.

G Growth Mindset

R Readiness

I Interest

T Togetherness

In order for pupils to be able to work hard and achieve academic excellence it is vital that they understand **how** to learn. We use the acronym **G.R.I.T.** to teach and remind pupils about the learning behaviours we expect to see in every lesson.

Social Intelligence

Have self-worth and act with confidence, empathy and integrity.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **be kind** individuals, showing empathy to themselves and others.
- have developed a strong sense of their own identity; knowing who they are, where they come from and valuing their own worth.
- consistently display resilience and perseverance; overcoming challenges and modelling a growth mindset.
- be strong communicators, demonstrating ability to actively listen to others as well as be able to express themselves, their emotions, needs and wants.
- have the self-confidence to interact in a range of social situations.

Ethical Lives

Make decisions about daily life based on strong ethical and moral values.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **make good choices** for themselves, their community and the wider world.
- know how their actions can impact positively on others in the short and long term.
- understand global environmental issues and demonstrate respect for the natural world.
- be implicitly motivated for the greater good and have a clear sense of moral purpose.



There are no limits to what you can achieve.

We work hard

We are kind

We make good choices

Greet Drumbeat

**“We are what we repeatedly do.
Excellence, then, is not an act, but a habit.”
(Philosopher Paul Durant, 1926)**

At Greet we develop children’s positive learning behaviours through the ‘Greet Drumbeat’ behaviour curriculum. This curriculum defines ‘the way we do things’ at our school.

Drumbeat curriculum

Greet Walking

We know that we *walk* around school using Greet Walking. Greet Walking means

- facing forwards
- walking at a steady pace,
- in a straight line
- with hands by ourselves
- without talking.

We do this to keep everyone safe in school and to make sure we do not disrupt other children's learning.

Drumbeat curriculum

Greet Stop Signal

We know that we use the Greet Stop Signal in class or around school to indicate that we need to listen to an adult.

The Greet Stop Signal is:

- '3 – 2 – 1, show me Greet Listening'.
- put all equipment down
- show Greet Listening.

Drumbeat curriculum

Greet Listening

We know that we use Greet Listening in class. This means that we:

- face forwards
- keep our hands together
- sit up straight
- never interrupt
- pay attention to the speaker.

We all do Greet Listening to ensure everybody is able to learn without distractions.

School day

Year 3					
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
8:40 – 8:50	Morning Greetings and VIP Time (Independent readers / spelling practise / TT Rockstars / Mindfulness / Children completing gap tasks / Teacher hearing readers)				
8:50 - 9:00	Registration				
9:00 – 9:30	Whole School Values assembly	Big Picture News	9:00 – 9:30 Y1/2/3 Phase assembly inc. song practice 9:30 – 11:30 PPA MFL Music PE <i>Take the children to the lunch hall</i>	Happy Minds	Y1/2/3 Celebration assembly
9:30 – 10:25	Maths			Maths	
10:25 – 10:30	Regulation Break			Regulation Break	
10:30 – 11:30	English (inc. handwriting)			English (inc. handwriting)	
11:30 - 12:20	Lunch (teachers line children up for lunch from 11:30 until 11:35) Teachers collect children at 12:15				
12:20- 12:30	Registration & Happy Minds breathing				
12:30 – 12:50	Mastering Number		Grammar (linked to writing unit)	Mastering Number	
12:50– 13:05	Beautiful Read			Beautiful Read	
13:05 14:05	PSHE	Science	Maths	Humanities	Blocked lesson
14:05 – 14:20	Outdoor Playtime				
14:20 – 14:50	Reading	Reading	Reading	Reading	14:20 – 14:30 Times Tables
14:50 – 15:05	ERIC Listening to Readers				14:30 – 15:05 Class GRIT Time
15:05- 15:15	Reflection & Regulation time				
15:15	Home time				

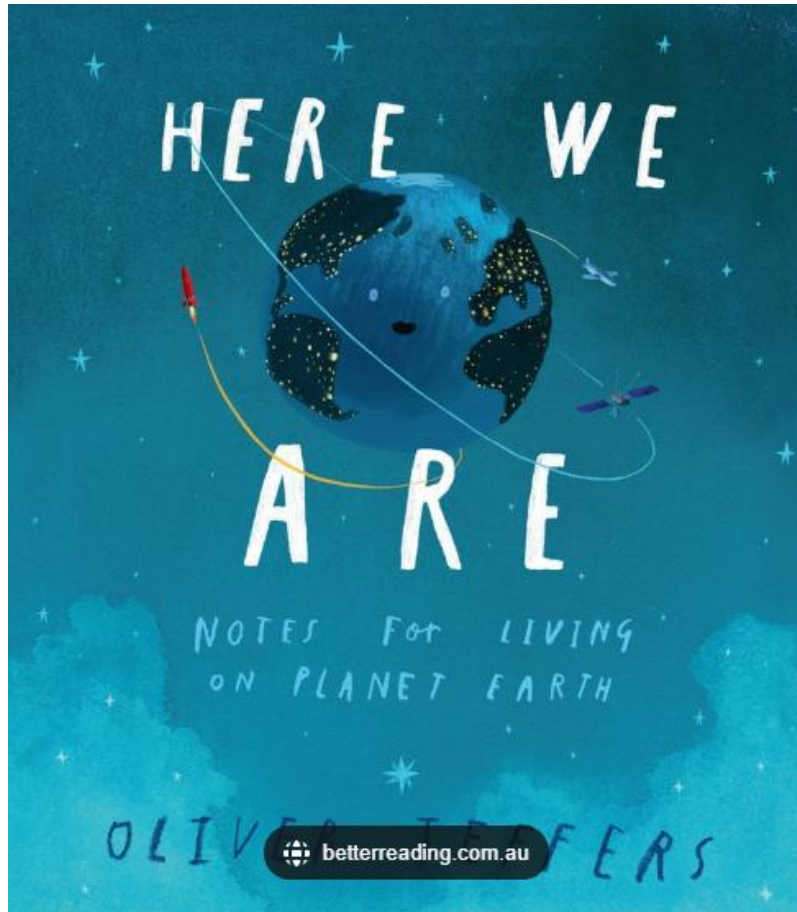
Here We Are

Here We Are is our whole school transition unit of work in which children across the school learn about our local area and community.

This essential knowledge geography project teaches children about:

- physical and human features
- maps
- cardinal compass points
- positional and directional language
- the countries, capital cities and settlements of the United Kingdom

School Focus Author



- Unit is launched with Here We Are by Oliver Jeffers.
- Oliver Jeffers is our school focus author.
- Every year group has a selection of Oliver Jeffers books to read throughout the year.

Autumn Curriculum units

English:

- 'The True Story of Mr Wolf' - writing an alternative version of a traditional tale from the point of view of another character.
- 'I quit' - complaint letter from the point of view of a new crayon inspired by 'The Day the Crayons Quit' by Drew Daywalt.
- 'On the Ning, Nang, Nong' - to learn and perform a selection of silly poems by Spike Milligan.

Humanities: 'Through the Ages' - this project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

Art: 'People and Places' - this project teaches children about the genre of figure drawing.

DT: 'Making it move' - this project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy

Science: 'Human and Animal Nutrition' - this project teaches children about the importance of nutrition for humans and other animals.

'Human and Animal Skeletons' - this project teaches children about the role of a skeleton and muscles and identify animals with different types of skeleton.

RE: 'Signs and symbols' - children explore the meaning of signs and symbols and find out how symbolic food can be used to remember important events.

- You will receive a curriculum leaflet at the start of each term.
- Home learning projects will be linked to the curriculum.

Spring Curriculum units

English:

- 'Traction Man' - children to write their own mini-adventure for Traction Man.
- 'Eye witness' - first person report - eye witness recount of a volcanic eruption.
- 'Eruption!' - Cinquain poetry writing about volcanic eruptions.

Humanities: 'Rocks, Rumbles and Relics' - this project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

Art: 'Beautiful Botanicals' - this project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.

'Mosaic Masters' - this project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

Science: 'Plant Nutrition and Reproduction' - This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.

RE: 'Jewish celebrations' - children recap facts about Judaism and Jewish beliefs and find out about the Jewish festival of Passover and festival of Sukkot.

- You will receive a curriculum leaflet at the start of each term.
- Home learning projects will be linked to the curriculum.

Summer Curriculum units

English:

- 'Off on an adventure' - short story – funny adventure story inspired by Neil Gaiman's 'Fortunately for Milk'.
- 'Roman Britain' - information leaflet about life in Roman Britain.
- 'Riddle me this' - children to write a riddle about themselves for their new teacher.

Humanities: 'Emperors and Empires' - this project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

DT: 'Greenhouse' - this project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.

Science: 'Forces and Magnets' - this project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials.

'Light and Shadow' - this project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.

RE: 'Islamic rites of passage' - children understand what Islam is and what the five pillars are, explore Muslim birth ceremonies and naming days and find out about the Islamic wedding ceremony.

- You will receive a curriculum leaflet at the start of each term.
- Home learning projects will be linked to the curriculum.

Maths Curriculum

This half term, we will be focusing on 'Place value and number'.

We will move on to using all four operations later in the term and next term.

Your child will have an opportunity to learn about shape, measure and statistics.

PE

Our PE day is **Wednesday**.

No swimming lessons until the Summer term.



PE kit:

- White polo shirt or white t-shirt
- Navy blue, royal blue or black shorts / joggers / leggings
- Navy blue, royal blue or black sweatshirts (either hoodies, sweatshirts or sweat-cardigans)
- Black plimsolls or trainers (any colour)

Children can wear their PE kit to school on PE days.

Music and MFL (Mandarin)

We have two specialist teachers in school for these subjects:

Mrs Rochford – Music

Mr Twilley – Mandarin

Children across the school will have lessons each week with our curriculum specialists in our Curriculum Hub in the old Mavis Legge nursery building.

School Trips & Experiences for Year 3

Following parent feedback about trips and experiences last year we have changed how we are organising trips this year.

As part of our commitment to providing a rich and engaging curriculum, every child will take part in a **Curriculum Entitlement Trip**.

This trip is designed to support and enhance classroom learning and will be **fully funded by the school and the Creating Futures Fund**. There will be no cost to parents for this curriculum experience.

School Trips & Experiences for Year 3

In addition to the curriculum trip, children will also have the opportunity to participate in two enrichment experiences:

Internal Enrichment Experience – This will take place within the school and offer children a chance to explore new interests and skills beyond the standard curriculum.

External Enrichment Experience – This will be an off-site activity designed to broaden children's horizons and provide memorable learning opportunities.

These enrichment experiences are **optional and not part of the core curriculum**, so we **kindly ask parents to contribute towards the cost** if their child wishes to take part. Full details, including dates and costs, will be shared in advance by Year Group Leaders to help you plan accordingly.

School Trips & Experiences for Year 3

Year Group	Curriculum entitlement trip (funded by school)	External enrichment experience (optional)	Internal enrichment experience (optional)
Year 3	Lapworth Museum of Geology (Spring) Linked to Rocks, Relics and Rumbles unit £0	Theatre trip (Autumn) Cost tbc	Roman visitor (Summer) Cost tbc

Uniform

- **Jumpers and cardigans are royal blue.** These can either be plain or with the Greet logo.
- **Trousers, skirts, dresses, leggings and shorts should be grey** only (children can wear blue gingham dresses in the summer term).
- Socks should be either white, black or grey. Tights should be either black or grey.
- **White polo-neck shirt or a white collared shirt.**
- Footwear should only be **black school shoes or plain black trainers.** No boots. (In winter, children can wear boots for the journey, but must change into school footwear)

Uniform

- **All religious headwear should be royal blue or white. Headscarves must be fitted** for health and safety reasons.
- **Jewellery is limited to studs** only for health and safety reasons and a simple wristwatch (no smart watches).
- Items of religious jewellery may be worn.

Uniform



Reading and weekly homework

Children are expected to read for at least 10 minutes every day at home. This can be their school book or their online 'boost' book.

Spellings will be sent out each week to be learnt and then tested in school.

Children are also expected to spend half an hour on Maths Flex each week. This adapts to the ability of the children and covers work that has been taught in school.

Children should also use TT Rockstars weekly.

Ideas for home learning projects, linked to their humanities topic, will also be given in the curriculum newsletter.

Home Learning projects

Each term the children are challenged to complete one (or more!) home learning projects linked to their wider curriculum units of work.

e.g. Making a model volcano, researching an artist and making a fact file, creating a poster about a famous landmark.

These are specified on the termly curriculum leaflets.

Home learning projects are to be sent into school for celebration and display.

50 Books Reading Challenge

We have identified 50 books from Year 2 to 6 for children to challenge themselves to read across the academic year. They are displayed centrally around school.



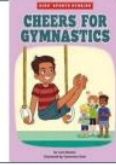
50 Books Reading Challenge

Children will get rewards when they have read a specified number of books.

Earn Rewards!	
Finished 5 books	5 House Points
Finished 10 books	10 House Points
Finished 25 books	GRIT certificate
Finished 50 books	Enter into a mystery prize draw!

We have copies of the books in school, but you can also get copies out of the local library to support them in achieving the challenge.

Year 2 50 Books Reading Challenge!

Name:				Class:	
					
					

GREET
PRIMARY SCHOOL



Importance of Attendance

Research conducted by the Department of Education found;

“That missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances.”

Celebration Assemblies

GRIT Certificates are given out to a child in each class every week during Celebration Assembly.

Celebration Assemblies take place on a Friday at 9am— parents & carers are invited to join the assembly if their child is getting a certificate.

You will be informed by your child's class teacher, if your child will be receiving a certificate in assembly.

House Point Tokens

- Gold tokens
- 1 token = 1 house point

Awarded around school
(corridors, lunchtimes,
assembly) for children
demonstrating school values.



Token Collection

- Central house point token stations in each building for children to deposit their tokens
- Tokens counted each week & points shared in Celebration Assembly



Winning House Celebrations



- End of each term the House with the most points will receive an award
- Celebration event
- Trophy

If you have a concern...

Please come and speak to us.

We want to help and resolve any concerns quickly and this is achieved best through a conversation.

Process for raising concerns

1. Speak to your child's **class teacher in the first instance.**

- Please be aware that staff will not discuss concerns on the playground. This is response, confidentiality for children and families.
- You will be asked to come inside for a brief meeting to speak privately, or your child's class teacher might arrange to speak to you on the phone.

2. **Year Group Leaders** can be spoken to if you are unsatisfied with the response.

Further information

We will update our year group page: [Greet Primary School](#) regularly with further information about the year group.

Any questions?

Survey on next slide

Autumn 1 Parent Survey- How Are Things Going?

