



YEAR THREE

Welcome to year 3

KEY STAFF



Mrs Scale
Class Teacher



Mrs Clarke TA

HOW PARENTS CAN HELP



Please help us to develop a strong parent partnership.

As a school, we believe it is vitally important that your child is able to deal with everyday issues such as:

- Not being first
- Patience
- Playground fall-outs
- Getting hurt
- Losing bits of equipment/clothing.

To help us support your children in developing resilience, please try to deal with situations positively and if necessary, talk to your child's class teacher. Please help us to develop a sense of perspective and a strong parent partnership. Together we can!

Love

Trust

Perseverance

VALUES

Forgiveness

Collaboration

Inclusion

Thankfulness

School bible verse

‘Let us not love with words and speech but with
actions and in truth’ 1 John 3:18

This underpins all that we do.

COMMUNICATION



ClassDojo

We communicate mainly through Class Dojo. Please only send brief, polite messages between 8am-4:30pm. If your message is urgent or outside of these hours, please contact the school directly through the office. Teachers don't always pick up messages during the school day.

ABSENCE



Please let us know on the day that your child is absent. You can now communicate this through the Studybug App. It's easy to download from the app store.



EVERY DAY COUNTS

School and future **success**
starts with good **attendance**.



DAILY LATENESS EQUATES TO...

5 MINS LATE
=
3 DAYS
LOST

10 MINS LATE
=
6 DAYS
LOST

15 MINS LATE
=
10 DAYS
LOST

Education is important - **DON'T MISS OUT!**



Love in action is being...



Ready



Good looking



Listening code



Resources
ready



Safe sitting



Make links to
previous
learning



Reading record
and book
everyday

Love in action is being...



Respectful



Kind words



Remember
manners



Straight,
smart and
silent



Fantastic
walking



Look after each
other



Kind to
school
resources

Love in action is being...



Safe



Is my fun, fun
for everyone?



Non-contact
games



Safe use of
equipment



Safe
movement



Safe words



Stay seen

BEHAVIOUR POLICY

CURRICULUM

Learning themes:

Term one



Pre-historic People

Term two



**Who can be an
eco-warrior?**

Term three



Tomb Raiders

Love in action:

Term one



LIFE
ON LAND

Term two



CLIMATE
ACTION

Term three



PEACE, JUSTICE AND
STRONG INSTITUTIONS



OPAL PLAY



WE GO OUTSIDE ALL WEATHERS!

FRESH AIR • FUN • LEARNING • EVERY DAY



WELLIES ARE = ESSENTIAL = EVERY DAY



 **TO BE KEPT
IN SCHOOL**

- ★ Keeps feet warm and dry
- ★ Lets us explore safely
- ★ Ready for muddy adventures!

WATERPROOFS (COAT, TROUSERS AND/OR A PUDDLE SUIT) EVERY DAY



 **WE GO OUTSIDE IN ALL WEATHERS –
RAIN, WIND, SNOW OR SHINE!**



**PLEASE MAKE SURE YOUR CHILD HAS
WELLIES AND WATERPROOFS IN SCHOOL EVERY DAY.**



Each day children will need welly boots and a waterproof. These must stay in school. Some parents choose puddle suits. We will be going outside in all weathers. Please make sure your child has these ASAP.



Symbolic Play



Locomotor Play



Recapitulative Play



Creative Play



Exploratory Play



Communication Play



Role Play



Fantasy Play



Socio-dramatic Play

PLAY TYPES



Object Play



Mastery Play



Deep Play



Rough and Tumble Play



Dramatic Play



Social Play



Imaginative Play



SUSTAINABLE
DEVELOPMENT
GOALS



NO
POVERTY



ZERO
HUNGER



GOOD HEALTH
AND WELL-BEING



QUALITY
EDUCATION



GENDER
EQUALITY



CLEAN WATER
AND SANITATION



AFFORDABLE AND
CLEAN ENERGY



DECENT WORK AND
ECONOMIC GROWTH



INDUSTRY, INNOVATION
AND INFRASTRUCTURE



REDUCED
INEQUALITIES



SUSTAINABLE CITIES
AND COMMUNITIES



RESPONSIBLE
CONSUMPTION
AND PRODUCTION



CLIMATE
ACTION



LIFE
BELOW WATER



LIFE
ON LAND



PEACE, JUSTICE AND
STRONG INSTITUTIONS



PARTNERSHIPS
FOR THE GOALS

Sustainable global goals

KNOWLEDGE ORGANISER FOR AUTUMN TERM

Prehistoric People KNOWLEDGE ORGANISER



15,000-10,000 BC	15,000 BC-10,000 BC	6,000 BC	4,500-3,000 BC	4,000-3,000 BC	3,500-3,350 BC	3000 BC	2,750 BC	2300 BC	1200 BC	800 BC	43 AD
Stone Age dwellers make cave paintings	Stone Age dwellers use animal hide to make tents	The last land bridge is covered by the sea	People begin to make simple pottery	Horses are domesticated and ridden. People begin farming	Evidence of wheeled vehicles	Skara Brae inhabited Construction begins on Stonehenge	Woolly mammoths start to become extinct	Bronze Age Starts Amebury Archer buried near Stonehenge	Hillforts start being built	Iron Age starts	Second Roman invasion signifies the end of the Iron Age

ESSENTIAL PREHISTORIC VOCABULARY	
Palaeolithic	Relating to the first part of the Stone Age.
Mesolithic	Relating to the middle part of the Stone Age.
Neolithic	Relating to the later part of the Stone Age.
Skara Brae	A Neolithic Age site consisting of ten stone structures.
weapon	A thing used for inflicting physical damage.
hunter	A person or animal that hunts.
gatherer	A person who gathers or collects nuts, berries and fruits.
dweller	A person that lives in a specific place.
agriculture	The practice of farming and raising animals for products, e.g. food and wool.
prehistory	The time before people wrote about their history. In Britain the time before the Romans arrived is called our Prehistory.
tribe	A group of people who are often related through family, culture and language.
artefact	An artefact is an object made by a human being. Artefacts include art, tools, and clothing made by people of any time and place.
hillfort	A hill fort is an ancient fortified refuge or defended settlement.
settlement	Places where people live and work
nomadic	Roaming from place to place.

The Stone Age
The Stone Age began 2.7 million years ago when the first dwellers started using stone tools and it lasted until the Bronze Age began. It is broken up into 3 periods: the Palaeolithic Period , Mesolithic Period and Neolithic period .
Fun fact! Humans used animal skins to clothe themselves and to help them to stay warm.

The Bronze Age
The Bronze Age is the name given to the period of time between the Stone and Iron Ages. Learning how to use bronze led to advances in many areas of human life. Bronze is an alloy or mixture of tin and copper. Bronze looked like copper, but it was harder and more useful for making tools, weapons, and artwork.
Fun fact! The Beaker people may have introduced beer drinking into Britain.

The Iron Age
The Iron Age is the period that came after the Bronze Age. People discovered iron at this time. It quickly became the preferred choice of metal, replacing the use of bronze in metalworking.
Fun fact! Iron Age Britons played board games with glass pieces.

Skara Brae
Skara Brae is a stone Neolithic settlement located in the Orkney islands off the coast of Scotland. It consists of a cluster of 8 houses. It was occupied between 3,000 and 2,500 BC and is one of the best preserved sites in Europe.

Stonehenge
Stonehenge is a famous stone monument in the south of England. It was built at the end of the Stone Age. It was built in stages and some stones were brought from Wales, over 240 miles away. It is made of a ring of standing stones, each one around 4 metres tall.

Farming
In the Iron Age, as farming became more productive the population began to rise. Iron ploughs called ards were more efficient than earlier bronze or wooden ploughs. This meant they could till heavier soils so more land could be used for farming. Most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons.

Tools
Stone Age people were very skilled in using flint. At the time, they didn't know about metal or metalworking, so they had to learn how to make tools in other ways. They used very hard stones and created a form of glue using resin and wax to secure their tools and weapons.



The wheel
The invention of the wheel meant that animal-drawn vehicles could drive along tracks and roads.
The potter's wheel and textile production meant that better pottery and clothing could be produced.



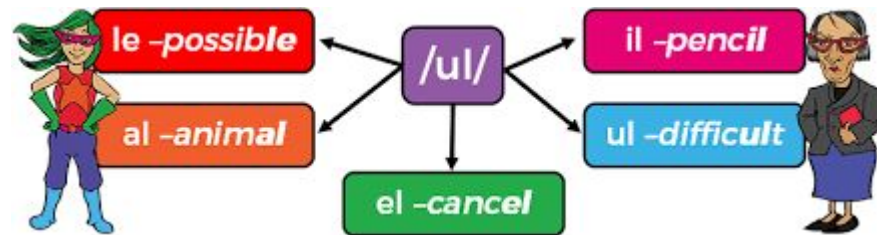
Fun fact! The dog was the first animal to become domesticated. They were used to help with hunting and to warn of danger.

KEY TEXTS



Each half term the children will write a narrative followed by a non-fiction piece. Across the year there are opportunities to learn about and write a wide variety of genres.

PHONICS IN YEAR THREE



YEAR GROUP INFORMATION

- Early morning routines- doors open at 8:40am and close at 8:50am
- Water bottle
- Reading book + reading record
- Morning break 10:45am-11:00am
- Please provide children with healthy snacks for break.
- Lunchtime (12:00pm - 1.00pm)
- Collect from playground at 3:20 pm
- Labelled uniform

IMPORTANT INFORMATION

- PE- Swimming on Monday and PE Coach on Tuesdays
- PPA cover- Tuesday Afternoons
- Individual photographs Tuesday 6th October 2026
- Protective Behaviours - PSHE - 4 lessons in October/November.

READING IS A HUGE PRIORITY

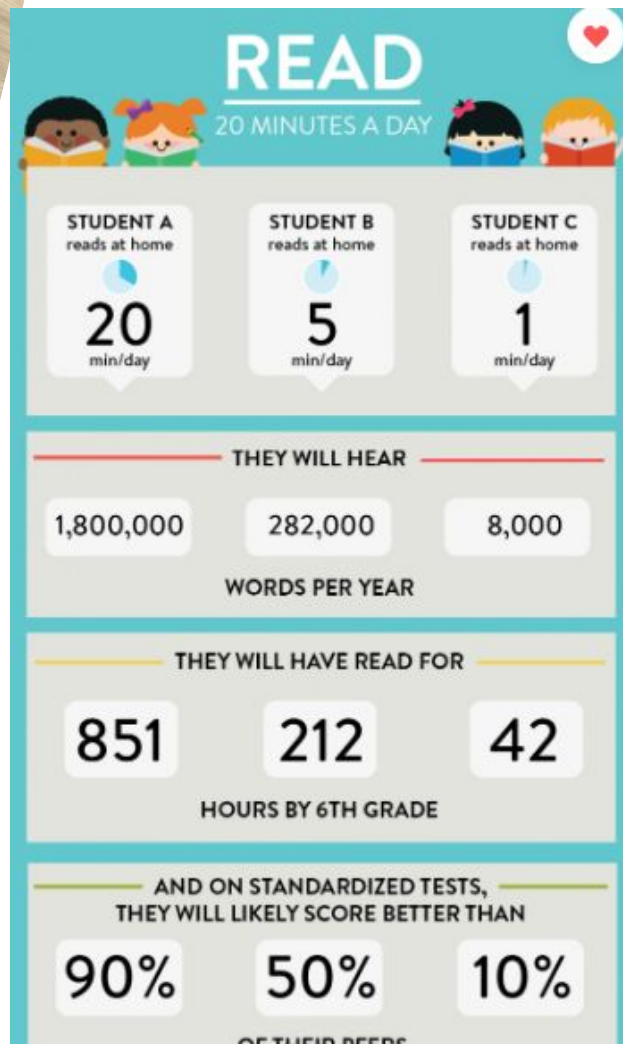


Please bring in your reading book and reading diary each day.

Please make sure you read as often as you can with your child. Twenty minutes daily is ideal.

Read a range of texts, books, comics, magazines, joke books etc.

The more reading the better!



READING

Reading enjoyment has been reported as **more important for children's educational success than their family's socio-economic status (OECD, 2002).** • There is a positive link between **positive attitudes towards reading and scoring well on reading assessments** (Twist et al, 2007). • **Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.**



ACCELERATED READER



Children will take part in a Star Reader Quiz. This will give them their reading age and a zone of proximal development e.g 3.3-5.5

This range will direct children to the appropriate book. Mrs Neale and volunteers have labelled lots of books.

Once the children have read their book they will complete a AR quiz. This checks their understanding. They will hopefully score between 90%-100%.

NOTE- Not all books will be on AR. You can check <https://www.arbookfind.co.uk>

MATHS KEY SKILLS

Year 3 - Maths Key Skills					
20. Add and subtract fractions with the same denominator within a whole	21. Recognise and show equivalent fractions with small denominators	22. Compare and order unit fractions, and fractions with the same denominators		23. Find fractions of a set of objects using unit fractions and non-unit fractions with small denominators	
15. Tell and write the time from an analogue clock	16. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	17. Use formal written division using the multiplication tables that are known	18. Use formal written multiplication using the multiplication tables that are known	19. Count up and down in tenths	
9. Count from 0 in multiples of 4, 8, 50 and 100	10. Recognise the place value of each digit in a three-digit number	11. Read and write numbers up to 1000 in numerals and in words	12. Use column subtraction to subtract numbers up to 3 digits	13. Use column addition to add numbers up to 3 digits	14. Add and subtract numbers mentally - a three-digit number with ones, tens or hundreds
5. Solve division calculations where the divisor is 2, 5 or 10	6. I can find 1, 10 or 100 more than a 2-digit number and 1 or 10 less than a 2-digit number.	7. Recognise, find, name and write $\frac{1}{3}$ of a length, shape or quantity	8. Recognise, find, name and write $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape or quantity		
1. Identify odd and even numbers	2. Read and write numbers to 100 in numerals and words	3. Add and subtract numbers up to 2-digit answers	4. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables		



A NEW MATHS LEARNING PLATFORM FOR THE WHOLE SCHOOL

WE WILL BE USING THIS EVERYDAY IN CLASS AS WELL FOR KEY INSTANT RECALL FACTS.

IT WILL ALSO BE USED FOR HOMEWORK - EACH WEEK CHILDREN WILL BE SET A TARGET TO WORK ON.

LOG IN DETAILS WILL BE WITH YOU THIS WEEK TO KEEP AT HOME, IT MIGHT BE A GOOD IDEA TO STICK THEM INTO READING RECORDS.

Kritmagicians

THE SITE HAS SPECIFIC LEARNING AREAS FOR KS1, LKS2 AND UKS2.

Select a key stage



Key Stage 1 →



Lower Key Stage 2 →



Upper Key Stage 2 →



IN OUR KEY INSTANT RECALL FACTS FOR AUTUMN WILL BE.

Year 3

**Number
bonds to 100**

**Add and
subtract any
number
within 100**

WRITING

In Year 3 we know that we need to:

- Use clear, legible, joined handwriting
- Spell RED words correctly
- Use capital letters correctly (start of sentences, proper nouns etc.)
- Make sure we copy words on the board correctly
- Use a capital letter for I and I'm

Year 3 Non-Negotiables

To improve our writing, we will try to:

- Remember to spell the Year 2 common exception words correctly
- Use inverted commas to show when a character is speaking
- Make sure our tense is consistent
- Use commas in a list.
- Use apostrophes for missing letters and to show possession (singular).
- Use ? and ! correctly

NEW SCHEME - READY STEADY WRITE

This year we will be fully embedding a new English scheme that we successfully trialled last year.

The children's learning will continue to follow our long established writing process with a high quality book being the inspiration for our writing.

Beginning with opportunities to explore the book and followed by activities to develop their knowledge and skills as a writer, every few weeks the children will draw all their learning together to write one longer piece.



EXAMPLES OF WRITING

The E ^{the} ~~guy~~ Cobra is an utter
killer. Its ^{extraordinary} ~~extraordinary~~ ^{with} so sharp.
Read on to be a superior survivor.

မိုးဇော်အောင်

makes to travel back onto also live
in fields near the river. I'm making cement.
an while in nat. just a couple but keep
smooth and glossy.

Delectable diet

Corbina teeth are one of the main weapons shared through prey. First it injects the venomous venom into the predators it preys on. Then it eats it. They eat white lizards, lizards and reptiles.

one blend in is there
they do come in before. O yes.
The will listen out
to make their play almost
certain family at Rhayn
Very big sharks. the killer come
in large but that not as long
dominators as the tiburones they
are larger than them. A rather
slender body, help
for and improve the help.

Mr. and Mrs. Flock
Skara Brae ~~W~~ Wo
Tide Lane
Great Fr Island
N. Scotland

Dear Mum and Dad,
you won't believe it. I had a
very, very strange
week.

There was a storm. Let me
tell you some more.
It was deep and steep but
also it was horrifyingly
crowded. I lost shadows in
the storm. It was scary.
But suddenly, I was on
a rather small island I found
myself on the island
of Red cliffs. I saw
people there. I saw
Rock and
paw.

get home

no doubt that an
nt places. It com
water. I ve to it
parker and child
nd in glass sh
hollows. The

At you died or stop sleeping in a
cave? If so you use this ingormation
blow?

- you will need:
- long but strong sticks
- animal skin
- stones or bricks
- fat
- 20 sticks for a fire

1) chose the 5th were it is flat and
where there is a both food and drink.

Written by: Don Sealer

An incredible discovery
has been made
by the archeologist
Mr. Carter. This unex-
pected find was made
on the Saturday 4th
November 1922 in
the Valley of the
Kings and he gave
King Tut's tomb.
It is one of the
most unbelievable
discoveries. He must
have found the

day they uncovered
16 steps and the
door was intact.
Lord C. anointed the
person who paid
over \$1 million) for
uncovered a center for
to the Valley of
Kings, so H.
waited for
to open
door.

This is showing
what's inside the tank.

the door of which
they thought might
of been roped.

As they got inside
they saw a pile
of rubble. They
circumvented it and
went to another
door. When they
got to that door
they saw... piles
of gold and gold
statues of curubis
and most importantly,
the tombs. But it
had a curse

who ever entered
the tomb could
die.

Within the next year
we will be transported
to the Cairo Mus-
um. However the team
is praying that
the curse is false
and is just a
warning sign. There
are rumors that
it is real we
wait and see.

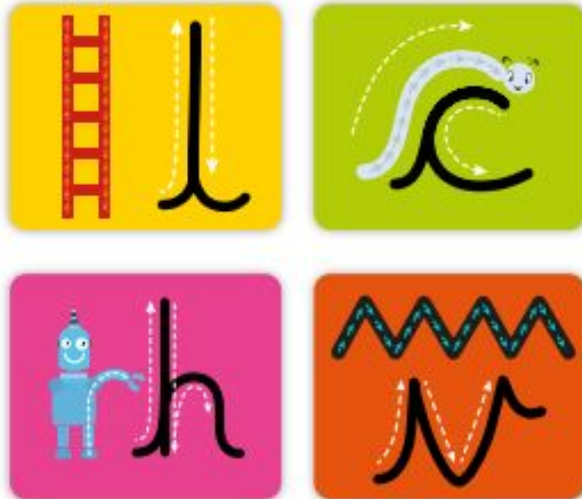
We spoke to
 Howard Carter's
 and Lord Carnarvon.
 We spoke to Howard

"We've been dig-
 ing for a long time."
 "I hope you find King
 Tutankhamun's tomb!"
 "I spent 3 weeks
 digging in Egypt
 and hope I is
 not for nothing."

Since Lord C got
to Egypt we got
a sharp knife
and started tearing
down the door
that hopelessly was
old lead to our
treasures - Suddenly

an amazing
drug and

HANDWRITING

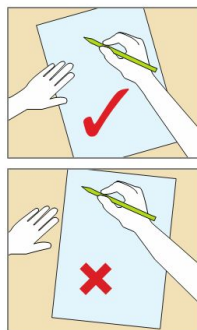
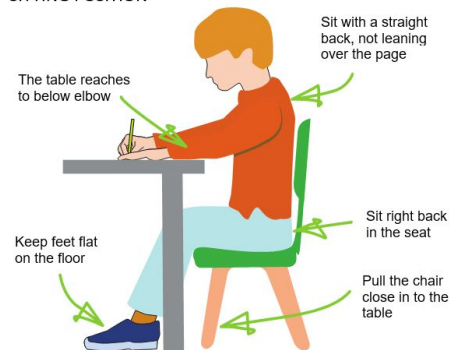


Letter families

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children.

Our new handwriting will focus on forming the letters correctly like this in year 1. Cursive handwriting will start in year 2 but from research it has been proven that the lead ins and lead outs complicate handwriting and lead to cognitive overload. This will be a gradual change as some children have already a preferred handwriting style.

HOMEWORK

Will be set on a Tuesday and due back in the following Tuesday.

There will be a Maths activity and an English activity for your child to complete. It will be revision of something we have covered in class and contain no surprises. However there is often an optional challenge if your child wants to push themselves.

Your child will be given homework book to record answers in, if you could then photograph this and upload it to your child's portfolio on Dojo.

Should take no longer than 30 minutes and, if it is becoming stressful or taking considerably longer, please stop, submit what they've done and add a comment in box.

We are very generous with dojo points for homework!

ONLINE SAFETY

Online safety is a focus for both school and families at home. We want all our children to be safe and responsible internet users. Our devices at school have filtering and monitoring on them from Warwickshire County Council. We also teach online safety lessons. In the whole school newsletter there is a regular focus on online safety.

Please make sure that you have completed the Acceptable User Agreements for both children and adults and return these to school.

Useful websites: <https://www.commonsensemedia.org/>

ONLINE SAFETY



Warwickshire County Council have recommended:

<https://www.qustodio.com/en/>

This allows **parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard**

Useful websites:

<https://warwickshire.onlinesafetyhub.uk/>

<https://www.commonsensemedia.org/>

<https://www.thinkuknow.co.uk/parents>

<https://www.internetmatters.org/>

<https://www.childnet.com/parents-and-carers/>

PUPIL PREMIUM AND FREE SCHOOL MEALS

**Universal free school meals ends at the start of Year 3 so please apply for
FSM**

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

- If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.
- This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.
- Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for 6 years.
- You can find out if your family is eligible on the Warwickshire County Council website (just Google: 'Warwickshire County Council Free School Meals').

THANK YOU FOR YOUR TIME. ANY QUESTIONS

