



YEAR THREE

Welcome to year 3

KEY STAFF



Mrs Horton
Class Teacher



Mrs J Clarke
PPA cover



Mrs I Clarke TA
(Wednesday and Thursday
mornings)

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

Collaboratio
n

Inclusion

Thankfulnes
s

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!**



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

Love in action is being...



Ready



Good looking



Listening code



Resources
ready



Safe sitting



Make links to
previous
learning



Reading record
and book
everyday

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

Love in action is being...



Respectful



Kind words



Remember
manners



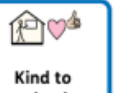
Straight,
smart and
silent



Fantastic
walking



Look after each
other



Kind to
school
resources

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

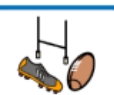
Love in action is being...



Safe



Is my fun, fun
for everyone?



Non-contact
games



Safe use of
equipment



Safe
movement



Safe words



Stay seen

BEHAVIOUR POLICY

CURRICULUM

We are in the second year of our new curriculum cycle. All teachers and subjects leaders have had a part in it. We are really proud of our curriculum. We have weaved love in action throughout and links to global goals.

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

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.

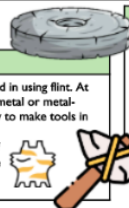
The Iron Age
The Iron Age is the period that came after the Bronze Age. People discovered iron at this time. It quickly became the preferred choice of metal, replacing the use of bronze in metalworking.
Fun fact! Iron Age Britons played board games with glass pieces.

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

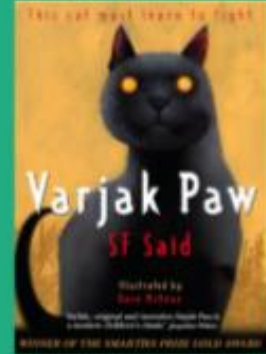
Year Three - Term 1



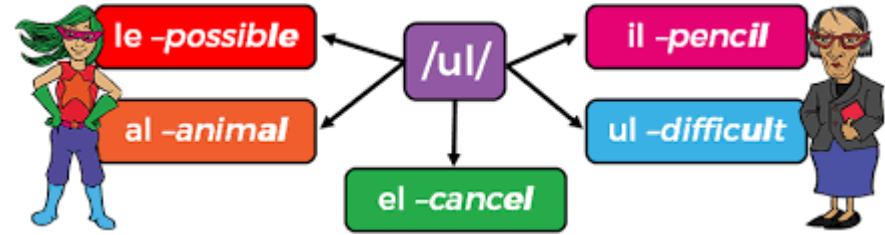
Term 2



Term 3



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 (12:15pm - 1.15pm)
- Collect from amphitheatre at 3:20 pm
- Labelled uniform

IMPORTANT INFORMATION

- PE- Wednesday (outdoors)
- PPA cover- Mrs Clarke Thursdays (all day)
- Swimming - every Monday this half term back
- Individual photographs Tuesday 7th October 2025
- Protective Behaviours - 4 lessons in October/November.
- Relationships and Sex Education July 2026

READING IS A HUGE PRIORITY

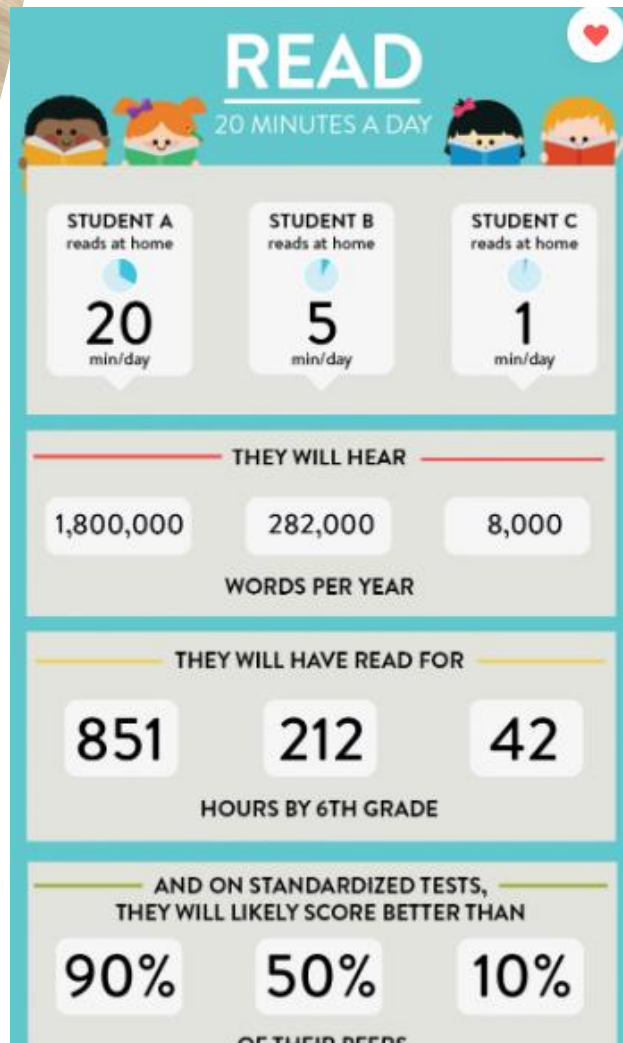


Please bring in your reading book and reading diary each day.

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		

NEW THIS YEAR - KEY INSTANT RECALL FACTS

Developing instant recall of these key facts helps children:

Become more confident and efficient when solving maths problems

Free up mental energy to focus on understanding new concepts

Build strong number sense and fluency

Prepare for more advanced topics in upper Key Stage 2 and beyond

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Name numbers in order to 10 and compare 2 numbers by saying which is more or less.	Recite the number names in order to 50 and beyond.	Recite the number names in order to 100. I know number bonds up to 10. I know number bonds up to 20.	I know number bonds for all numbers up to 20. Count in 50s and 100s	I know number bonds to 100. Count in 25s and 1000s.	I can find factor pairs of a number.	I know the multiplication and division facts for all times tables up to 12×12
Autumn 2	Recognise quantities, without counting, up to 5. (Subitise)	I can add 0 or 1 to a number. I can add 2 to a number.	I know doubles and halves of numbers to 20. I know near doubles to 10. I can use bridging and compensation for addition to $10+10$.	Count in 3s. I know the multiplication and division facts for the 3 times table. (up to 12×3)	Count in 6s. I know the multiplication and division facts for the 6 times table. (up to 12×6)	I can identify prime numbers up to 20. I can recall square numbers up to 144 and their square roots.	I can identify common factors of a pair of numbers. I can identify prime numbers up to 50. Know the square roots of square numbers to 15×15
Spring 1	I can say 1 more than a given number up to 10	I know number bonds to 10. I know odd and even numbers to 20.	Count in 2s. I know the multiplication and division facts for the 2 times table. (up to 12×2)	Count in 4s. I know the multiplication and division facts for the 4 times table. (up to 12×4)	Count in 9s and 11s. I know the multiplication and division facts for the 9 and 11 times tables. (up to 12×9 and 12×11)	I can identify prime numbers up to 20. I can recall square numbers up to 144 and their square roots.	Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths
Spring 2	Partition numbers to 5 into 2 groups.	Count in 2s to 20. Count in 10s to 100. Count in 5s to 50.	Count in 5s and 10s. I know the multiplication and division facts for the 10 and 5 times table. (up to 12×10 and 12×5)	Count in 8s. I know the multiplication and division facts for the 8 times table. (up to 12×8)	Count in 7s and 12s. I know the multiplication and division facts for the 7 and 12 times table. (up to 12×7 and 12×12)	Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths	Decimals Four Operations. Percentages of amounts FDP equivalence.
Summer 1	Recite number names in order to 20. Automatically recall doubles facts up to $5+5$	I can add 10 to a number.	Count in 3s to 36.	Count up and down in tenths. I can recognise decimal equivalents of tenths.	I can recognise decimal equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, tenths and hundredths.	I know decimal number bonds to 1 and 10.	Know all previous KIRF's
Summer 2	Recall number bonds of numbers 0-10, including partitioning facts. Know some odd and even numbers to 10	f numbers 0-10, including partitioning facts. Know some odd and even numbers to 10. I know doubles and halves of numbers to 10. I know near doubles to 5.	To begin to know the 3 times tables. (up to 10×3)	I can multiply and divide 1 digit numbers by 10.	I can multiply and divide 1 and 2-digit numbers by 10 and 100.	I know the multiplication and division facts for all times tables up to 12×12	Know all previous KIRF's

TT ROCKSTARS



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

EXAMPLES OF WRITING

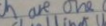
The E. ⁽⁶⁰⁷⁾~~Egyptian~~ Cobra is an utter
killer. Its extraordinary death so sharp.
Read on to be a superior survivor.

US DEER PALS

likes to stay in the woods also live
in fields near the lake. Ichthyophages eat
an whole lot but taste equal but much
smoother and softer.

Delectable diet

Coeloceras teeth are one of its main weapons shredding through prey just to inject its venom which it produces to protect it and eat it. Also eat plants like bamboo and apples.



one blend in. Is there
they do come in before. I agree.
than. A cobra will slither out
need to make their prey alarmed
e cobra family are known
Very big snakes. The rubber hose
in size but that part is long
commodities the tobacco trade
get bigger than them. A cobra
slender bodies help
for and improve the

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 terrifyingly
crowded. I lost shadow in
the storm. It was scary.
But suddenly, I was on
a mother island. I found
my self on the island
of Red Cliffs. I saw
people there. I saw
Rock and
Paul.

Tongue keras

Are you tired of ~~stop~~ sleeping in a
cave? If so you use this information
blow?

- you will need:
- Long but Strong Sticks
- Animal skin
- Stones or bricks

Fat
20 sticks for a girl

Where the sea were it is flat and
where there is a both food and drink.

The Egypt Echo
27th March 1922

GREAT GOLD

Written by: Don Smith

An incredible discovery
has been made
by the archaeologists.

day they uncovered
16 steps and the
door was intact.
Local & national media
were sent.

the door of which
they thought might
of been opened

As they got inside
they saw a pile
of rubble. They
circumvented it and
led to another
door. Will

of gold and silver
gold and silver
most magnificent
tombs. But it
a curse

ever entered
comb could

the next year
the treasures
transported
across Muss-
over the learn-
red Carter
go that
is false
just a
high. There
were lin-
read we
not see.

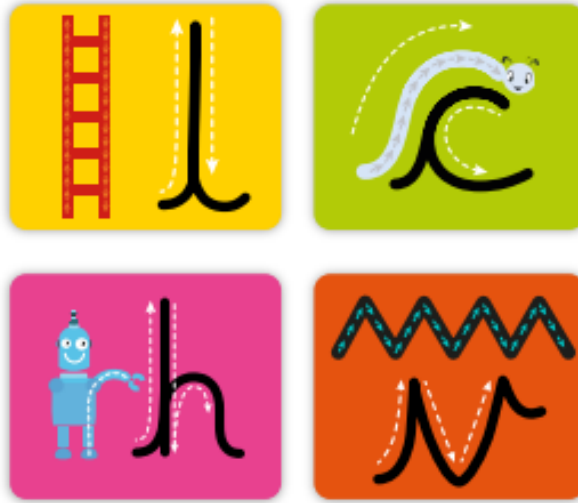
and Howard Cor-
proved all these
people wrong that
... ..
... left to
... ..

We spoke to
Howard Cartels
and Lord Cameron
We spoke to Howard

Water Boy
Hundred Cor
learn I found
one first slo
one to be
boy and he
is this
so proud
and

when Lord's got
 to Egypt we got
 a sharp knife
 and shaded hearing
 down the door
 that hopefully we
 will lead to our
 treasures. Suddenly

HANDWRITING

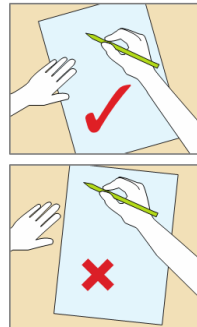
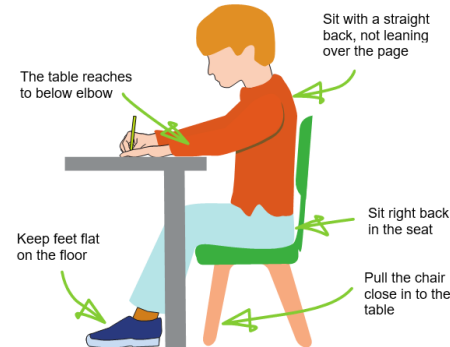


Letter families

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 Thursday 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.common sense media.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

