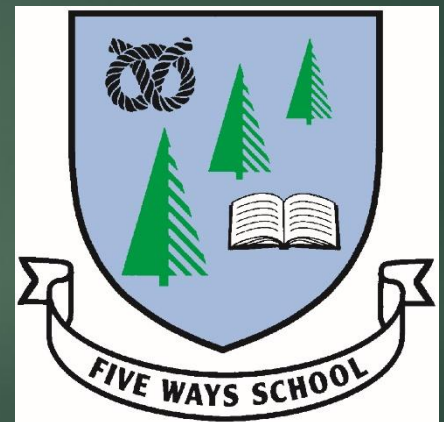




Welcome to Year 3



# Meet The Year 3 Team



Mrs Darby  
Classteacher to the Lions



Miss Pardy  
Classteacher to the Tigers



Miss Berry  
Classteacher to the Leopards



Miss Myatt  
Teacher



Miss Fennell  
(Teaching Assistant)

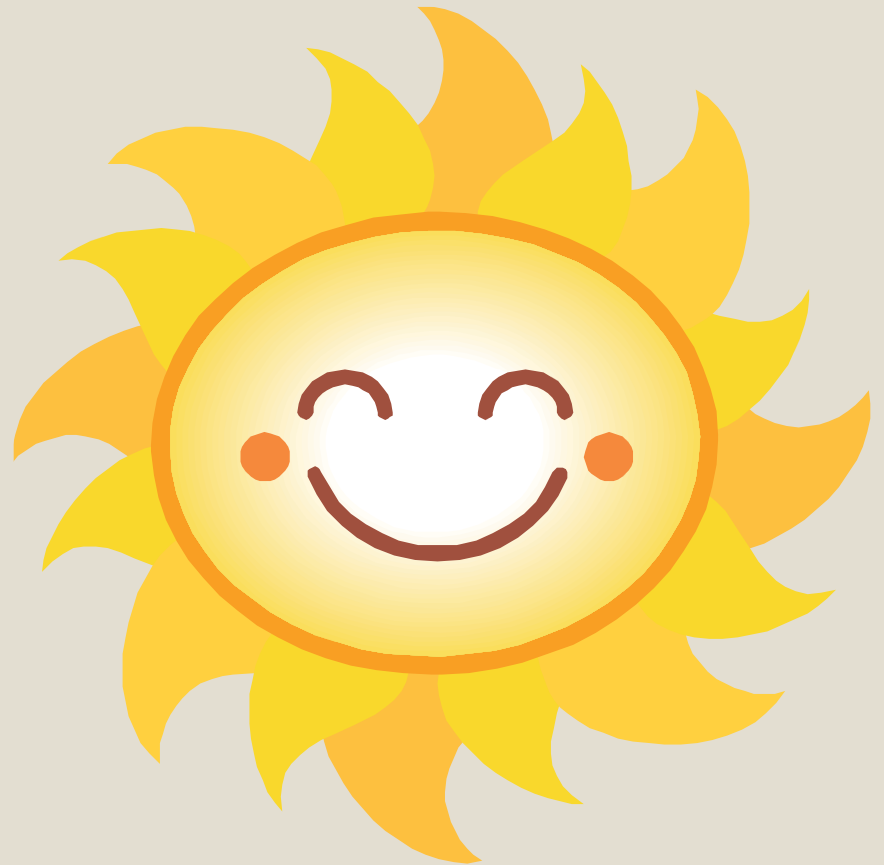


Miss Ashton  
(Teaching Assistant)

# A New Era!

## Start of Year 3

This will be the children's first year in KS2. We aim to work closely with you and your child to offer support and to ensure that the transition between KS1 and KS2 is as smooth as possible and the start of an exciting new chapter.





# The Year 3 Environment



# What your child will need to bring to school each day:

- ▶ Home-Link Book
- ▶ Reading book
- ▶ Zapper
- (more information to follow)
- ▶ Big Cat Reading Challenge booklet
- ▶ See through, water bottle
- ▶ Healthy snacks (for morning and afternoon break)
- ▶ Lunchbox (if having a packed lunch)
- ▶ Coat



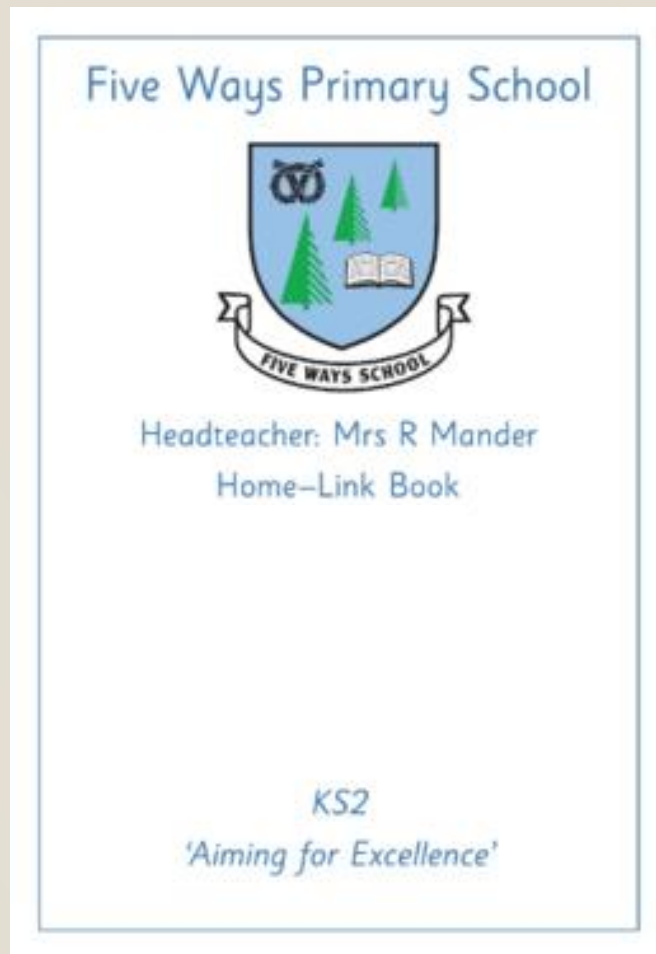
# Home – School Communication



- ▶ We aim to work closely with you and maintain excellent communication with you regarding your child.
- ▶ You can contact us by telephone, email or by writing a message in the Home-Link Book. Alternatively, you can pass a message to the adult at the door.
- ▶ Home-Link' books – please ensure that your child is aware if you have written a message so that they can show this to their class teacher on arrival at school.
- ▶ Curriculum Overviews
- ▶ Medical Needs, Allergies and Bump Forms
- ▶ Attendance



# Home-Link Books



| Daily Diary continued. . . |  |
|----------------------------|--|
| Saturday                   |  |
| Sunday                     |  |

| Spellings and Messages  |  |
|------------------------------------------------------------------------------------------------------------|--|
| Spelling Test                                                                                              |  |
| 1                                                                                                          |  |
| 2                                                                                                          |  |
| 3                                                                                                          |  |
| 4                                                                                                          |  |
| 5                                                                                                          |  |
| 6                                                                                                          |  |
| 7                                                                                                          |  |
| 8                                                                                                          |  |
| 9                                                                                                          |  |
| 10                                                                                                         |  |
| New Spellings                                                                                              |  |
| 1                                                                                                          |  |
| 2                                                                                                          |  |
| 3                                                                                                          |  |
| 4                                                                                                          |  |
| 5                                                                                                          |  |
| 6                                                                                                          |  |
| 7                                                                                                          |  |
| 8                                                                                                          |  |
| 9                                                                                                          |  |
| 10                                                                                                         |  |

| Important messages between Home and School |
|--------------------------------------------|
|                                            |
|                                            |
|                                            |
|                                            |
|                                            |

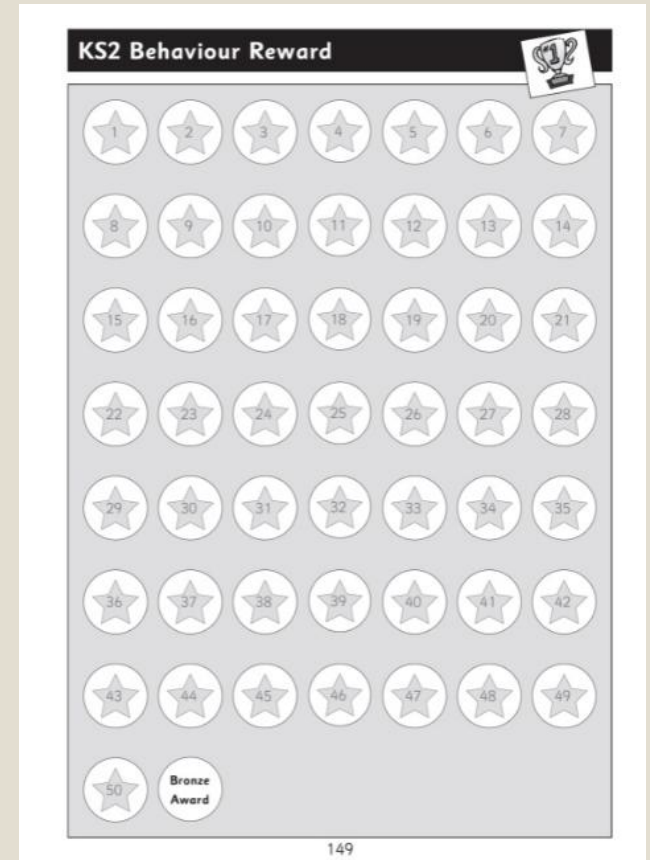


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# Rewards and incentives

- ▶ Bookmark stickers leading to Bronze, Silver and Gold awards throughout the year
- ▶ Recognition board
- ▶ Children who go above and beyond
- ▶ Reading Incentives

A bookmark sticker for reading 3x to an adult and our Big Cat reading incentive (further details to follow)





# The Year 3 day

|       |                                       |
|-------|---------------------------------------|
| 8:45  | Arrival at school                     |
| 9:00  | Register<br>Lesson 1                  |
| 10:00 | Assembly<br>PHSE, RHE, British Values |
| 10:20 | Lesson 2                              |
| 11:15 | Playtime                              |
| 11:30 | Lesson 3                              |
| 12:30 | Lunchtime                             |
| 1:25  | Register<br>Lesson 4                  |
| 2:20  | Playtime                              |
| 2:30  | Lesson 5                              |
| 3:30  | End of the school day.                |

|                                           | Lesson 1                                                                                                      | Lesson 2                                                                                                         | Lesson 3                                                                                                                                            | Lesson 4                                                                                                         | Lesson 5                                                                                                         |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| M<br>o<br>n<br>d<br>a<br>y                | English<br><br>Mrs Darby   | English<br><br>Mrs Darby      | Computing/<br>DT<br><br>Mr McFarlane/<br>Mrs Peters              | Maths<br><br>Mrs Darby        | Music<br><br>Mr McFarlane     |
| T<br>u<br>e<br>s<br>d<br>a<br>y           | Maths<br><br>Mrs Darby     | Maths<br><br>Mrs Darby        | English<br><br>Mrs Darby                                         | Topic<br><br>Mrs Langston     | Topic<br><br>Mrs Langston     |
| W<br>e<br>d<br>n<br>e<br>s<br>d<br>a<br>y | English<br><br>Mrs Darby   | English<br><br>Mrs Darby      | Computing/<br>Foren<br>School/DT<br><br>Mrs Darby/<br>Mrs Peters | Art<br><br>Mrs Peters         | PE KS1 Hall<br><br>Mrs Darby  |
| T<br>h<br>u<br>r<br>s<br>d<br>a<br>y      | Maths<br><br>Mrs Darby    | PE KS2 Hall<br><br>Mr Reaugh | English<br><br>Mrs Darby                                        | RE<br><br>Miss Kershaw       | MFL<br><br>Mrs Barnes        |
| F<br>r<br>i<br>d<br>a<br>y                | English<br><br>Mrs Darby | Maths<br><br>Mrs Darby      | Maths<br><br>Mrs Darby                                         | Science<br><br>Mrs Robinson | Science<br><br>Mrs Robinson |

# Breaktime and Lunchtime:



- Please provide your child with 2 healthy snacks – one for the morning break and one for the afternoon break.
- From Reception until the end of Year 2, your child will have been eligible for Universal Infant Free School Meals. From the beginning of Year 3, school meals can be purchased at the cost of £2.80. These are payable in advance on ParentPay. Menus are available to view on the school website.
- Alternatively, your child may bring in a packed lunch from home.
- If you wish to apply for Income Based Free School Meals, this can be done via the Staffordshire County Council website. Note, any family that qualifies for Universal Credit can now apply too.

# Hometime routine

- For the first few weeks, we will release the children at 3.30pm to an adult at the door.
- After a few weeks, we will write to you to let you know that you may meet your child a bit further away from the door. This meeting place can be agreed between you and your child, so long as it is on the school site. For example, by Forest School, on the basketball playground or to meet you at the door of a younger sibling.



# Curriculum

A Curriculum Overview, for each half term, can be found on our school website.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>English</u></p> <p>To understand that instructions are written as sequenced, chronological steps.</p> <p>To write a non-chronological report using sub-headings to organise my ideas into paragraphs.</p> <p>To use adverbials to give details of manner and time.</p> <p>To locate specific information within a non-fiction text using a range of organizational devices. For example, using contents and index pages or using sub-headings within a report.</p> <p>To add a range of suffixes to root words to create word families. For example: hope, hopes, hoped, hoping, hopeful.</p> <p>To develop a cursive style of handwriting.</p> |                                                                                                                                                                                                                                                                                                                                   | <p><u>Year 3 Curriculum</u></p> <p><u>Summer 1</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>In Year 3 we are learning...</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><u>Science</u></p> <p>To understand that humans and some other animals have skeletons and muscles for support, protection and movement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><u>Topic</u></p> <p>To know some examples of the earliest civilisations, e.g. Ancient Sumer, Ancient Egypt, The Shang Dynasty of Ancient China, and plot them on a world map.</p> <p>To know when and where the Ancient Egyptians lived.</p> <p>To understand the significance of the River Nile to the Ancient Egyptians.</p> <p>To know some facts about Howard Carter's discovery of Tutankhamun's tomb.</p> | <p><u>Mathematics</u></p> <p>To recognise fractions as equal parts of a whole.</p> <p>To identify halves, quarters, and eighths and understand that some of these parts may be equivalent.</p> <p>For example, two quarters are equivalent to one half.</p> <p>To understand that tenths can be recorded as decimals using the decimal point, e.g. one tenth can be recorded as 0.1.</p> <p>To read the time on an analogue clock to the nearest five minutes.</p> <p>To begin to relate analogue time to its digital equivalent.</p> <p>To calculate durations of time.</p> |
| <p><u>MFL</u></p> <p>To learn the name and article gender for 10 different musical instruments.</p> <p>To use "Je joue..." ( I play)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>You can help me by...</p> <p>Ensuring that I read at least three times each week.</p>                                                                                                                                                                                                                                                                                                                           | <p><u>RE</u></p> <p>To explore a wide range of stories about the beginning of the world and reflect upon their importance for believers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><u>PE</u></p> <p>To use batting and fielding techniques in small-sided cricket and rounders games.</p> <p>To improve athletic skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Encouraging me to use Times Table Rockstars regularly to improve my recall of multiplication facts.</p> <p>Teaching me to tie my own shoe laces.</p> <p>Helping me to read the time on an analogue clock to the nearest five minutes.</p>                                                                                                                                                                       | <p><u>Health and Relationships Education (HRE)</u></p> <p>To understand the power of sleep in relation to our mental wellbeing. To recognise healthier food choices that help to keep our bodies healthy.</p>                                                                                                                                                                                                                                                                                                                                                                |
| <p><u>Art</u></p> <p>To use observational drawing skills to produce a piece of Pop Art inspired artwork.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Encouraging me to use digital timetables to calculate durations of time. For example, using a TV planner to work out how long there is until a programme starts or how long a film will last.</p>                                                                                                                                                                                                               | <p><u>Design and Technology</u></p> <p>That a net is a plan of a 3D shape.</p> <p>To investigate, design and make a vehicle using nets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><u>Computing</u></p> <p>To write and debug simple algorithms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><u>Music</u></p> <p>To learn to play a simple tune on a recorder.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

# English

- ▶ Reading
- ▶ Writing
- ▶ Grammar, Punctuation and Spelling (GPS). From September, we will be using 'The Place Value of Punctuation and Grammar' from Grammarsaurus. We will also be continuing to use the symbols from the Writer's Toolkit from No Nonsense Grammar that the children are already familiar with.
- ▶ In Year Three, we use Spelling with the Jungle Club which is a part of the Fischer Family Trust Phonics Programme. The children will be given a set of words each week to learn and will bring home a Zapper containing words that are suited to the individual.
- ▶ Speaking and Listening. Oracy is a priority and at the heart of our learning environment.

**My Zapper**

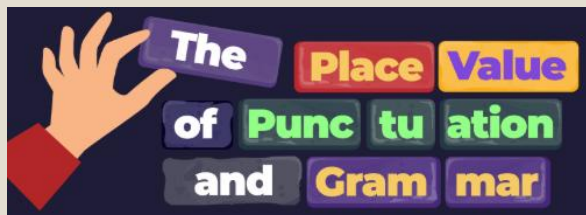


Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date started: \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |



# Reading



## ► School reading

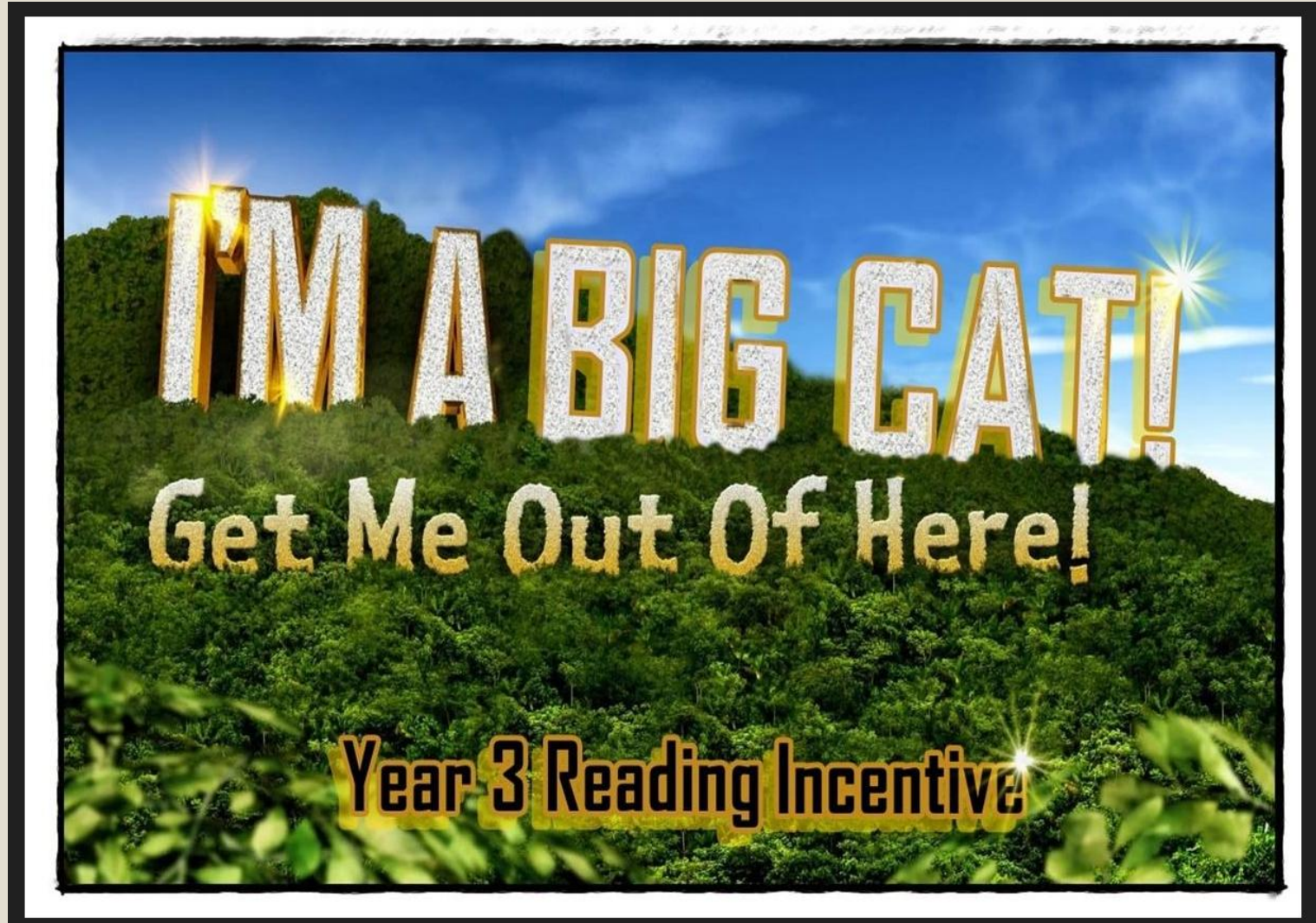
- Striving to develop and improve fluency
- An increased focus on comprehension of text
- Home-link book required every day
- The reading scheme is currently organised into Book Bands and every child will bring home a school reading book.
- FFT Lightning Squad tutoring programme for pupils who are identified as needing a boost.

## ► Home reading

- School reading book from a specified Book Band
- Can choose a library book from the classroom or home to read as well as their school reading book
- Your child should read at least 3 times a week to an adult.
- Big Cat reading incentive specific to Year 3
- FFT Lightning Squad for pupils identified.



# Year 3 Reading Incentive







# I'm a Big Cat – Get Me Out of Here!



Your cat is at the zoo now. It's really such a pity. Read five books to help your cat escape into the city!

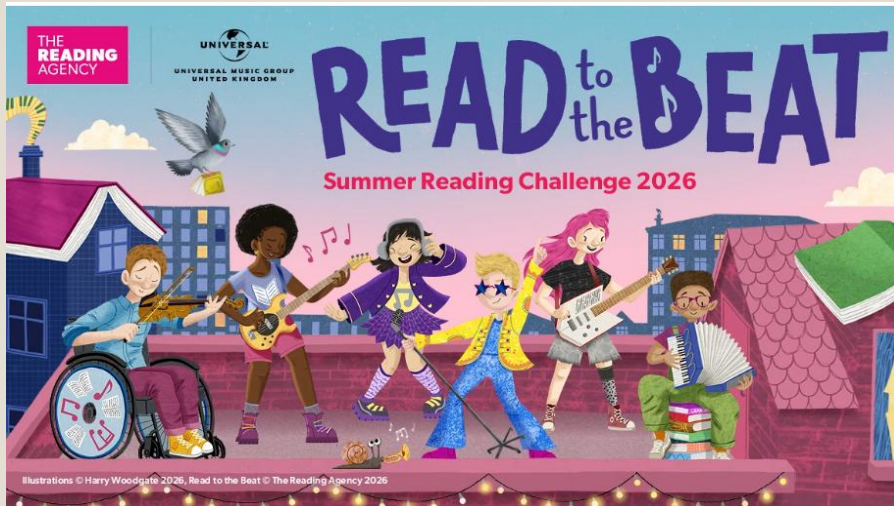
| I read this book – please move my cat!           | Adult paw print |
|--------------------------------------------------|-----------------|
|                                                  |                 |
|                                                  |                 |
|                                                  |                 |
|                                                  |                 |
|                                                  |                 |
| I read 5 books – please move my cat to the city! |                 |



The beach is soft and warm, but it is not your destination. So travel on and to the Arctic snows, our next location!

| I read this book – please move my cat!<br>(At least one book must be non-fiction)                                                                                          | Adult paw print |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
|                                                                                                                                                                            |                 |
| Challenge: Use the contents and index pages of a non-fiction book to locate specific information. Ask your grown up to challenge you to find specific information quickly. |                 |
| I read 8 books and practised locating information. Please move my cat to the Arctic.                                                                                       |                 |

# Staffordshire Libraries Summer Reading Challenge



- ▶ Get ready for Summer Reading Challenge 2026, 'Read to the Beat', arriving at your local Staffordshire library this Summer on 4th July!
- ▶ Children aged 4-11 are invited to set a reading goal and collect rewards for their reading.
- ▶ It's **FREE** to take part, and last year 75% of children taking part improved their reading skills over the holidays.
- ▶ Find out more at <https://summerreadingchallenge.org.uk/> or pop along to your local library on Saturday 4<sup>th</sup> July to sign the kids up!

# Writing

## Text types

- ▶ Stories, characters and settings, including fairy stories from different perspectives.
  - ▶ Play scripts
  - ▶ Diary entries
  - ▶ Poems
  - ▶ Instructions
  - ▶ Letters
  - ▶ Reports
  - ▶ Explanations
- 
- **Year 3 children will be encouraged to develop a joined, cursive style of handwriting. We will be using Letter Join to support this.**
  - **Tasks can be completed at home and may be set for homework.**

Letter-join 



# Mathematics

## ► Mental Recall –

Times tables (in preparation for the MTC in Year 4), number bonds, doubles, halves

## ► Number

## ► Measurement

## ► Geometry

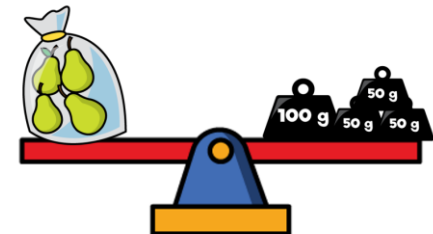
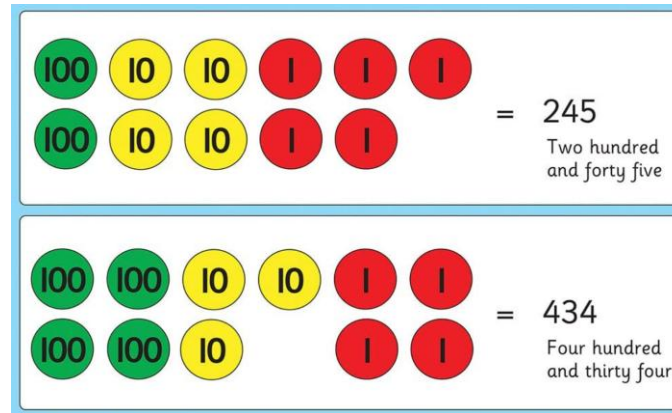
## ► Statistics

## ► APPLYING AND REASONING

## ► CPA model

## ► MOTD – Maths of the day activities.

## ► Active Maths

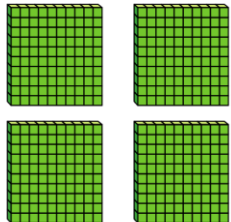
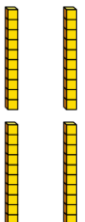
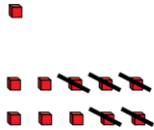


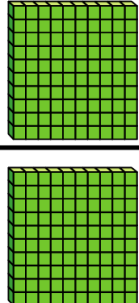
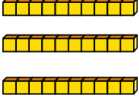


# Moving towards written methods

|   |   |   |   |
|---|---|---|---|
|   | H | T | O |
|   | 1 | 3 | 8 |
| + | 1 | 2 | 4 |
|   |   |   | 2 |

1

| Hundreds                                                                           | Tens                                                                                | Ones                                                                                |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

| Hundreds                                                                           | Tens                                                                                | Ones                                                                              |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |    |  |
|                                                                                    |  |                                                                                   |
|                                                                                    |                                                                                     | 2                                                                                 |



|   |                |                |
|---|----------------|----------------|
| H | T              | O              |
| 4 | <del>4</del> 5 | <sup>1</sup> 1 |
| 3 | 2              | 5              |
|   |                | 6              |

$$\begin{array}{r} 357 \\ - 29 \\ \hline 332 \end{array}$$

What mistake has been made in this calculation?

# Multiplication Tables Check

The MTC is now statutory for schools to administer in Year 4. We must ensure that we give our children the best chance of success, by ensuring that we start building their knowledge in Year 3.

The check is designed to test children's fluent and rapid recall of the multiplication tables up to  $12 \times 12$ , through a set of twenty-five random, timed questions. The test will only test multiplication facts and not the related division facts. Pupils will have six seconds to answer each question with a three second pause between questions.



# How can you help at home:

- Telling the time – nearest 5 minutes on an analogue clock.
- Rapid recall of multiplication tables, up to  $12 \times 12$ . Ensure children are using Times Table Rockstars. The TTRS login will allow access to Numbots too for children who are still developing an automatic recall of basic number facts.
- Use MyMaths to reinforce learning and to practise work being completed in school
- To use maths in a real life context
- Cooking (use of measures in real life contexts)
- Shopping (handling and counting money, calculating change)



**MyMaths.co.uk**



# Work in other subjects:

## Science

Forces and Magnets

Rocks

Light

Plants

Animals including humans

(the skeleton and the muscles)

The importance of exercise and  
nutrition

## History

What changed in Stone Age and  
Bronze Age Britain?

Ancient Egypt

## Geography

The UK

A study of local settlements.  
Comparing another region to our  
local area.



# Homework

- Maths / English – Approximately 30 minutes.
- Details of homework will be shared on Google Classroom. Over the course of the year, the children will be trained to 'turn-in' their work.
- Homework will be given on a Friday and should be handed in on a Tuesday.
- Reading (at least three times per week) with a fluency focus.
- Spelling (use a range of strategies, e.g. pyramid words, rainbow writing)
- Use of My Maths
- Times Table Rockstars
- (all login details will be in the Home-Link books)
- Communication / Support - help as appropriate, but indicate if a lot of help has been given



# Our chosen charity:



# Year 3 Trips



We are going to the New Vic Theatre in Hanley to watch The Borrowers on the 15<sup>th</sup> January 2027.

The trip will cost approximately £24.10



# Y3 Residential

We are very excited to enrich our Stone Age unit with an exciting 'Flint and Fire' experience. This has been booked for Monday 8<sup>th</sup> – Tuesday 9<sup>th</sup> March 2027. Cost £106.40



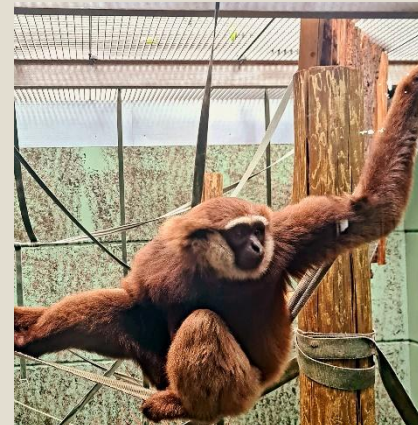
# Flint and Fire





# Year 3 Trips

Cost: approx. £17.00 per pupil





# P.E.

- 2 lessons per week
- Health and Safety

## PE Kit uniform

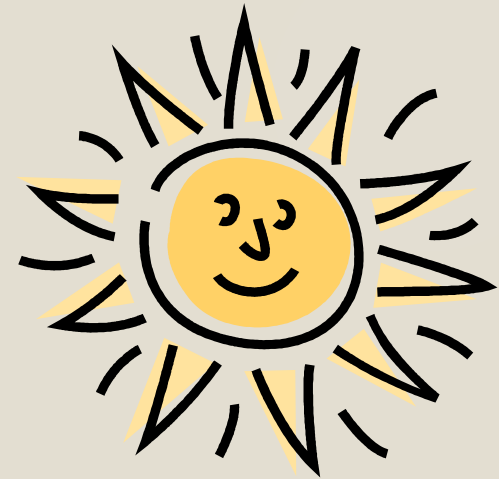


# What stays the same:

- The same high quality education that Five Ways is proud of.

At all times, we are 'Aiming For Excellence'.

- Uniform – labelled
- Expectations of behaviour
- Open door policy
- The children will all receive a Home-Link book
- Parent consultation meetings .



# New Experiences:

- ▶ New teachers
- ▶ New building
- ▶ New playground
- ▶ Pupils are requested to bring a healthy snack from home for break times.
- ▶ Forest School
- ▶ French lessons
- ▶ Greater independence









# Forest School



# Thank You

We are looking forward to working with you and your children.

