



Welcome to Year 3

Badgers – Miss Slack

Foxes – Miss Dowling

Year 3 Teaching Assistants

Mrs Ramjiawan and Miss Masters

Humanities Topics:



Autumn 1 – Geography – Who lives in Antarctica?

Autumn 2 – History – What was better, Stone Age, Bronze or Iron Age?

Spring 1 – Geography – Why do people live near volcanoes?

Spring 2 – History - Ancient Egypt what did the Ancient Egyptians believe?

Summer 1 - Geography – Are all settlements the same?

Summer 2 – History – Ancient Romans settle in Britain?



An example timetable

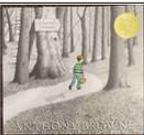


	9-10	10-11	B r e a k 1 1 - 1 1 : 1 5	11:15-11:45	L u n c h 1 1 : 4 5 - 1 2 : 4 5				
Monday	Maths	English		Reading		Phonics/Spelling	Science 13:15-14:00	14:00-14:45 RE	Assembly 14:50
Tuesday	English	PE indoor		Reading		Phonics/Spelling	13:15-14:00 Maths (arithmetic)	14:00-14:40 Humanities	Assembly 14:50
Wednesda y	Maths	English		Reading		12:45-13:15 Spanish RC PPA		1:15-2:15 Vicki Handwriting	14:15-15:15 PE Coach
Thursday	Maths	English		Reading		Phonics/Spelling	13:15-14:00 Art /DT	14-15:00 Computing	Class assembly 15:00
Friday	Maths	English		Reading		Phonics/Spelling	13:15-13:45 Violin 13:45-14:15 Violin	14:15-14:45 Violins 14:45-15:15 Violin	Celebration Assembly 14:40
							14:15-14:45 PSHE Badgers	13:15-14:15 Foxes	

Year 3 emails

As in year 2, every few weeks we send an email update to let you know what our learning journeys are and any key information you will need for the coming weeks.


12.09.2025


Year 3							
English 	<p>Our learning journey for English is writing to inform. The children will continue to be learning the skills of how to write a set of instructions using adverbs and subordinating conjunctions.</p> <p>We will be generating our own word bank and exploring different adverbs! Next week we will be building up to writing our own instructions on how to walk through the forest safely.</p>  <p>See the new learning journey below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;"><i>Hook- To read and immerse myself in instruction writing.</i></td></tr> <tr><td style="padding: 2px;"><i>To create a wordbank of useful vocabulary for instructions</i></td></tr> <tr><td style="padding: 2px;"><i>To identify features of instructional writing.</i></td></tr> <tr><td style="padding: 2px;"><i>To use subordinating conjunction when in a sentence.</i></td></tr> <tr><td style="padding: 2px;"><i>To write instructions for Hide and Seek using subordinating clauses.</i></td></tr> <tr><td style="padding: 2px;"><i>To edit and up level my work</i></td></tr> </table>	<i>Hook- To read and immerse myself in instruction writing.</i>	<i>To create a wordbank of useful vocabulary for instructions</i>	<i>To identify features of instructional writing.</i>	<i>To use subordinating conjunction when in a sentence.</i>	<i>To write instructions for Hide and Seek using subordinating clauses.</i>	<i>To edit and up level my work</i>
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<i>To write instructions for Hide and Seek using subordinating clauses.</i>							
<i>To edit and up level my work</i>							
Maths 	<p>So far in maths we have been learning about our place value! Have a look at the targets we have looked at over the past week and what we will be looking at in the coming week:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;"><i>Compare objects which represent numbers to 1000</i></td></tr> <tr><td style="padding: 2px;"><i>Compare numbers to 1000</i></td></tr> <tr><td style="padding: 2px;"><i>Order numbers to 1000</i></td></tr> <tr><td style="padding: 2px;"><i>Count in 50s</i></td></tr> </table> <p>As always, please remember to keep practising your times tables! You can do this through:</p> <p style="text-align: right;">https://www.tnmarks.co.uk/maths-names/hit-the-button</p>	<i>Compare objects which represent numbers to 1000</i>	<i>Compare numbers to 1000</i>	<i>Order numbers to 1000</i>	<i>Count in 50s</i>		
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Book Changing



Reading logs

Children are still expected to read with adult every day and record this in their reading log.

Books could be brought into school to enjoy in class during Reading for Enjoyment.

They are expected to change their reading books independently!

Reading logs are to be brought in every Friday.

MONDAY	Set books
Tuesday	X
Wednesday	Set books
Thursday	Book corner book
Friday	Set book

Reading

- In Year 3, we are working towards becoming fluent readers. Fluency frees up cognitive load, allowing children to better comprehend what they read. Fluent reading means reading with prosody—a natural speaking voice—and automatic recognition of words.
- When you reread books or texts with your child, encourage their fluency. It should improve with repeated reading. Opportunities to practise reading fluently, with your support, are **vital**.

How to be more fluent

Mileage

Repeated decoding

Know shapes and spelling of words- chunk words

Know the possibilities of words- what's likely?

Opportunities to read fluently- repeating texts

Adult modelling

Pupils rehearsing

Reading aloud more than once

Give early experiences of success

- Reading doesn't stop at phonics. Reading is the process of gathering meaning from words. In fact, reading = fluency + language comprehension.
- Time is being spent teaching your child to read fluently. We're also reading a wide range of books to build their vocabulary and understanding of the world. A child who has experienced the coast will perform better when reading about it.
- This year is really about how much reading the children are doing!

Reading

Working at the Expected Standard

Read accurately **most** words of two or more syllables.

Read **most** words containing common suffixes.

Read **many** common of the year 3 exception words.*(record how many)*

Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.

Sound out **most** unfamiliar words accurately, without undue hesitation.

Check that I understand what I have read by giving a summary in my own words.

Ask and answer questions and make inferences on the basis of what is being said and done.

Working at Greater Depth (+all of Working at the Expected Standard)

Make inferences on the basis of what is being said and done.

Predict what might happen on the basis of what has been read so far.

Make links between the book I am reading and other books I have read.

In summary children in year 3 are working towards being fluent readers.

In the ocean, you'll find many animals: whales, dolphins, crabs and thousands of fish. The great white shark is one of the largest fish in the ocean and one of the biggest predators. That means they are one of the biggest animals that hunt and prey on other animals. Great white sharks have bad reputations because of the way they are portrayed in films and on television. Often, they are shown attacking people, but this doesn't happen very often - in fact, it's very rare.

Great white sharks can grow to be more than 6 metres in length. They have many rows of extremely sharp teeth that help them chew up their prey. Great whites often lose their teeth. When a tooth falls out, another one moves up and replaces it! Sometimes, if you are lucky, you can find shark teeth washed up on the beach. Sharks also have tall fins on their backs, called dorsal fins, which stick up out of the water when the sharks are near the surface, so you can always tell

**Example of a
what a child
should be
able to read
by the end of
year 3**

Year 3 and 4

Common Exception Words



Writing

Working at the Expected Standard	
write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form	
create settings, characters and plot in narrative	
use speech punctuation correctly when following modelled writing	
use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and detail	
use present and past tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten)	
use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)	
spell correctly words from previous learning year groups, and some words from the Y3/ Y4 spelling list, using phonic knowledge and morphology to spell words as accurately as possible	
spell most common exception words	
increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)	
join letters with diagonal and horizontal strokes where appropriate	
Working at Greater Depth (+all of Working at the Expected Standard)	
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
use detail and vocabulary to interest and engage the reader	
use paragraphs	
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)	

- Speech marks
- Spell year 3 and 4 words
- Cursive script
- Tenses

Maths National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-3-programme-of-study>

Large document covering below areas:

- Place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Time
- Shape
- Measurement
- Statistics

Violins

This is our enrichment activity for this term.

Children are taught by an external teacher (Miss Dagmara) in small groups.

This happens on a Friday afternoon for both classes. Although they may miss celebration assembly, it is short term.

Children will not be missing other learning while taking part in this enrichment lesson .

- The children can take a violin home if you have signed the agreement (which was emailed to you as a Google Form).
- The violins are school property please look after them 😊



Spanish

This year, the children will be learning Spanish as part of their language studies.



First words in Spanish

English	Spanish
Welcome	Bienvenido
Hello	Hola
Goodbye	Adiós
Good morning	Buenos días
Good afternoon	Buenas tardes
Thank you	Gracias
Sorry	Lo siento
Please	Por favor
Yes	Sí
No	No
Come here	Ven aquí
Well done	Bien hecho

Home learning



Each week, your child will be set the below Doodle tasks:

- A **spelling task(s)** on *Doodle Spell*
- A **maths task** on *Doodle Maths*

Additionally, each week the children will be set a writing task. They need to write their spelling words in sentences. Your child will come home with a yellow book to complete this weekly task in.

All tasks will be set every **Thursday**, starting this **Thursday, 18th September**, and should be completed by the following week.

Children will also be tested on their weekly spelling words in class, on paper, every **Thursday**. The words tested are the same ones set on Doodle each week. These are words your child has been learning at school and are set to consolidate their understanding.

Times table tests are still fortnightly – NEXT SLIDE

Year 3 Times Tables

By the end of year 3 the children need to be confident with 2, 5, 10, 3, 4, 6 and 8.

By the end of year 4 children are expected to know all their times tables up to 12s. (Times table check)

Every 2 weeks the children are tested on the times table they are focusing on.

Times tables test dates - Autumn Term

- Week beginning **15.9.25**
- Week beginning **29.9.25**
- Week beginning **13.10.25**
- Week beginning **3.11.25**
- Week beginning **17.11.25**
- Week beginning **1.12.25**
- Week beginning **15.12.25**



Times table Test

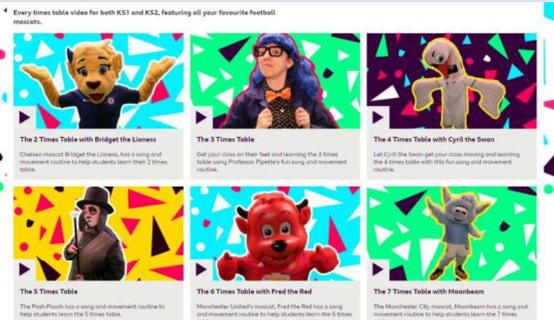
Name: _____

Date: _____

Times table: _____

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Total: /



Things to help practise:

- Hit the button
- BBC Super movers
- Times Tables Rock stars!

