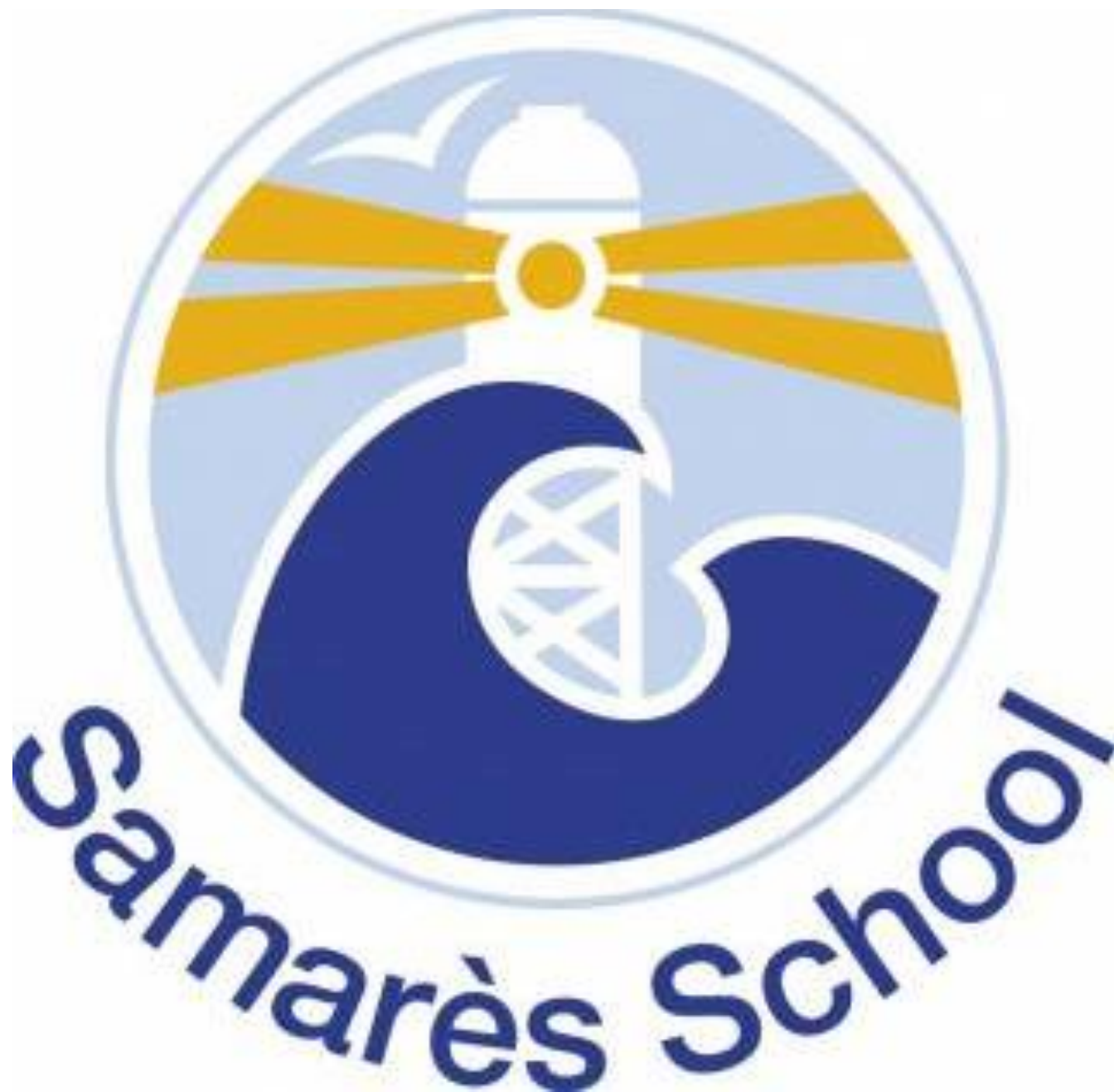




Meet the teacher

Miss Howarth, Mrs Creaton, Mr
Bolton

Classes 3C and 3B



Determination

Collaboration

Respect

Engagement



Teachers in Year 3

Mr Bolton, Mrs Creaton and Miss Howarth are the class teachers.





Specialist Teachers

Mrs Boyle will teach PE.



Mrs Le Brun will teach music.





LSAs in Year 3

We are lucky to have lots of Learning Support Assistants working in Year 3.



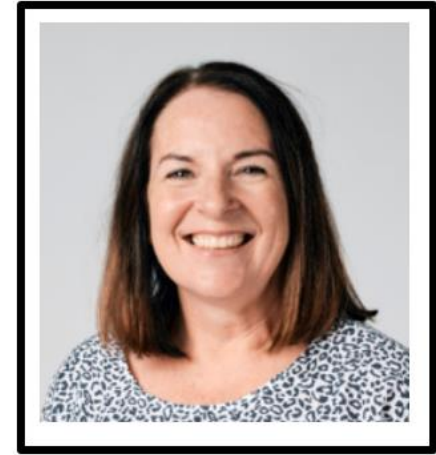
Mrs Davidson



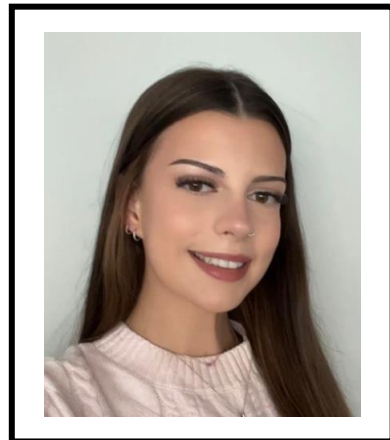
Ms Teffo



Mrs Vellum



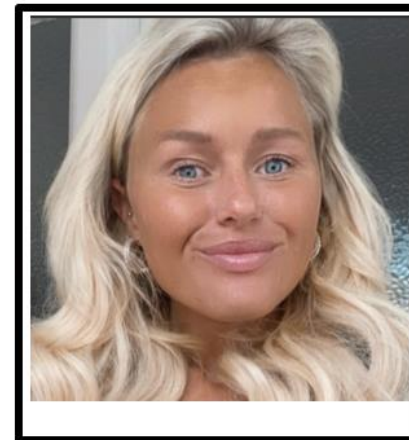
Mrs Beech



Miss Betambo



Mr Moyse



Ms Bridgen



Organisation

- PE for all Year 3 children - Mondays and Thursdays
- Homework - sent home every Monday, to be returned the following Monday.
- End of day pick-ups - on Astro for now



Trips, Visitors and Experiences

Year 3

Make a volcano

Learn to play tennis

Learn to play golf

Meet a religious leader

Visit La Hougue Bie

Meet an artist

Learn embroidery

Make Christmas cards for loved ones

Take part in a sponsored walk

Design the World of the Future

Write and perform a persuasive speech

Learn and perform a poem





Topics/learning for this term

Year 3 Long Term Planning / Curriculum Map 2026-2027

Autumn

English	Maths	Science	History	Geography	PSHE	RE	DT	Art	PE	Language s	Computin g	Music	Careers
The Clockwork Dragon - Writing instructions Arthur & The Golden Thread- Writing a diary entry	Addition and subtraction Measureme nt - length & Mass	Forces and Magnets	Romans -		Jigsaw - Being me in my world	What do Christians learn from the Creation story?	Pop up and Moving Christmas Cards	Colour Theory - Creating artwork in the Fauvist style	Throwing/ Catching/ Hand-eye coordination	Numbers Greetings	Computing systems and networks	World Music	Careers Fair
The Kapok Tree - Performing a persuasive speech The Thing - Writing a news report	Multiplicati on and division	Rocks and Fossils		Jersey, UK and Italy	Jigsaw - Celebrating difference	What is it like for someone to follow God?			Attacking and defending	Colours Classroom objects	Stop Frame Animation	Singing	



READING & WRITING EXPECTATION FOR END OF YEAR 3

English in Year 3 and Year 4

In lower Key Stage 2, your child will build on their work from Key Stage 1 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.



READING EXPECTATION FOR END OF YEAR 3

Reading skills

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.



WRITING EXPECTATION FOR END OF YEAR 3

Working at the expected standard in Y3
The pupil can, after discussion with the teacher:
write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing (e.g specific vocab dog/terrier)
describe settings and characters using expanded noun phrases (building on Y2 learning)
use a range of co-ordinating and subordinating conjunctions (e.g when, before, while, so, because)
use adverbs to express time, place and cause (e.g then, next, soon, therefore)
use prepositions to express place and time (e.g before, after, during, in)
use correct tense consistently, including the present perfect tense
maintain Standard English forms, e.g., using <i>a/an</i> correctly
begin to use paragraphs to structure writing
use simple organisational devices (e.g., headings or sub-headings) appropriately
use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular possession and inverted commas to punctuate speech)
begin to use inverted commas to punctuate speech
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)
use the diagonal and horizontal strokes needed to join letters in some of their writing and know which letters are best left unjoined when they are next to each other
make simple additions, revisions and proof-reading corrections to their own writing



MATHS EXPECTATION FOR END OF YEAR 3

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.



MATHS EXPECTATION FOR END OF YEAR 3

Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations

- Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers



MATHS EXPECTATION FOR END OF YEAR 3

Fractions

Equivalent fractions are fractions which have the same value, such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{1}{4}$ and $\frac{2}{8}$.

- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one, for example $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- Put a sequence of simple fractions into size order

Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year



MATHS EXPECTATION FOR END OF YEAR 3

Shape and Position

- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Parallel lines are those which run alongside each other and never meet.
Perpendicular lines cross over each other meeting exactly at right angles.

Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information



Assessments

At the end of each term - PIRA (Progress in Reading Assessment)

Draw lines to match how Callum was feeling at different times in the story.

<u>What he was doing</u>	<u>How he felt</u>
his homework •	• worried
riding his bike •	• bored
sitting on the grass •	• excited

Circle the word that does **not** mean the same as *decide* in this sentence:
How did they decide what to do?

disagree choose pick plan

Tick the **two** statements which are true.

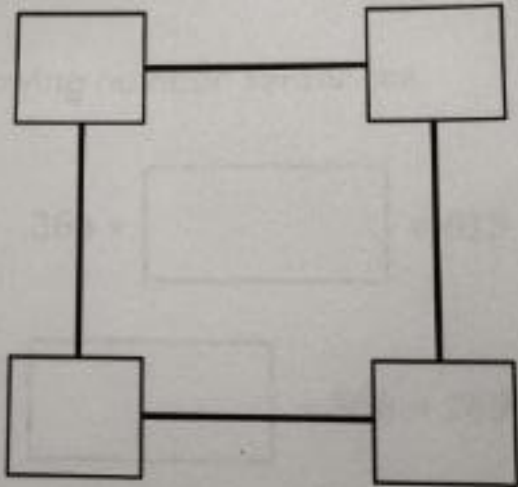
Big Billy talks about the grass because ...	True
... he wants to make Little Billy more frightened of the troll.	
... he wants to encourage Little Billy to cross the bridge.	
... he wants the troll to eat the grass.	
... he knows that Little Billy likes eating grass.	



Assessments

Mid year and at the end of the year MNP (Maths No Problem) Assessments

Write the **same** number in each box so that the total of all the numbers is 200



Complete the calculation.

h	t	o
1		6
-	4	8
7		

Ravi has 10 cakes.

He gives $\frac{1}{10}$ of the cakes to Ruby and

he gives $\frac{3}{10}$ of the cakes to Lulu.

How many cakes does he have left?
Show your working.



cakes



Reading



- As parents you play a very important part in helping your child to read. Encouraging children to develop a love of books and an interest in written language helps their literacy now and **makes a difference to their whole future.**
- The most important thing is that reading should be a **positive, enjoyable experience** for both the adult and child, not a chore.
- Studies show that reading a variety of literature independently by age 15 is the **biggest indicator of future success.**



Spellings

Year 3/4 Statutory Words

Double consonants	's' sound spelt as 'c' before 'e' 'i' and 'y'	-tion and -sion	Other words
address appear arrive different difficult disappear grammar occasion opposite pressure suppose	bicycle centre century certain circle decide exercise experience medicine notice recent	mention occasion position possession question	answer breath/breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island
		-ough letter strings	
		enough though although thought through	
-ous words	-ible words		
famous various	possible	Adverbials	
'ei' 'ey' and 'eigh' sounds	Cross-curricular words	therefore	
eight/eighty reign weight height (exception)	earth eight/eighth fruit heart	'n' spelt as 'kn'	
		knowledge knowledgeable	

Unstressed vowels	history increase minute natural opposite position quarter regular weight material experiment length	'i' sound spelt as 'u'	learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength
different favourite February interest library ordinary separate		busy business	
		Adding prefixes	
		(dis)appear (dis)believe (re)build (re)position	
Split digraph – long vowel sounds			
arrive decide describe extreme guide surprise	Words from other countries	Suffix -ly -ally	
	bicycle	accidentally actually occasionally probably	
	or sound spelt augh		
	caught naughty		surprise woman/women



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login



Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login



Login Desktop Tablet

Username:

dw13831

Swipecode:





Homework

- Homework is sent out every **Monday** and collected in the following **Monday**.
- Homework consists of a **spelling/handwriting** and **maths** task.
- Children should be **reading** for a minimum of 15 minutes per night.
- Children should regularly be using Doodlemaths.





Homework

happier
driest

happiest
tidier

angrier
tidiest

angriest
funnier

drier
funniest

Write this week's words onto
the correct syllable map.

---|---|---

---|---|---

---|---|---

---|---|---

---|---|---

---|---|---

---|---|---

---|---|---

Which words should complete these sentences?

My friend is the _____ person I know.

Laughing with friends makes me _____.

My bedroom is _____ than my brother's.

Last summer was the _____ on record.

Sort this week's words according to how they end.

'er'

'est'

These words have been scrambled into their phonemes.
Can you unscramble them?

s p p a i h e t

e r a n g i

i e r d

i t i e d t s

u f i e r n n

s e a n g r i t





Homework

nicer
simpler

writer
hoped

baker
loved

looser
largest

safer
closest

- Suffix
- Phonemes



Homework

Every other week, consolidating
maths already taught in class.

Name _____

What is the length of each line?



cm



cm

Use a ruler to draw a line 7cm long.

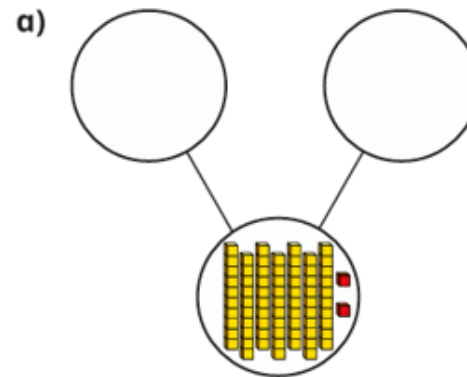
Tick the most sensible estimate for the height of a
classroom door.

☐ 20 cm

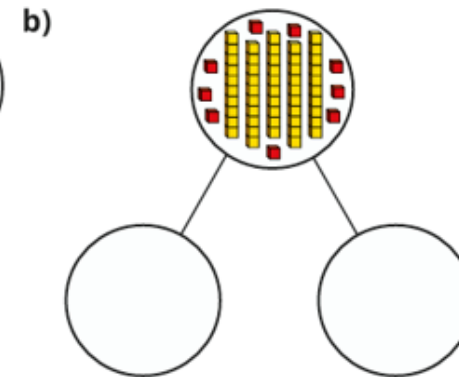
☐ 2 m

☐ 20 m

Partition each number into two parts using the Part ~~Part~~ Whole model.
Write a calculation to go with each model.



$$72 = \square + \square$$



$$\square = \square + \square$$



Name _____

Homework

Every other week, fluency work.

1 more than 37 is

10 less than 50 is

Double 4 is

$12 + 16 =$

1 less than 80 is

10 more than 75 is

Half of 28 is

$83 - 52 =$



Continue the pattern. Half of 28, half of 26, half of 24, half of 22...
What do you notice?

Sam is thinking of a 3-digit number.

The number is greater than 700

Two of the digits are the same.

The sum of the digits is 22

What could Sam's number be? _____

If the digit sum was 20, what could Sam's number be? _____



Homework



Children should be using Doodlemaths at least 4 times per week.

Independent.

Only takes 5-10 minutes to complete Daily Doodles.

If you need Log-in details, please ask.



What else you can do to support your child at home

- Join the library (Book Buddies)
- Get into a routine of - little and often



Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



Hair, jewelry and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a blue hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a **simple watch**. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.



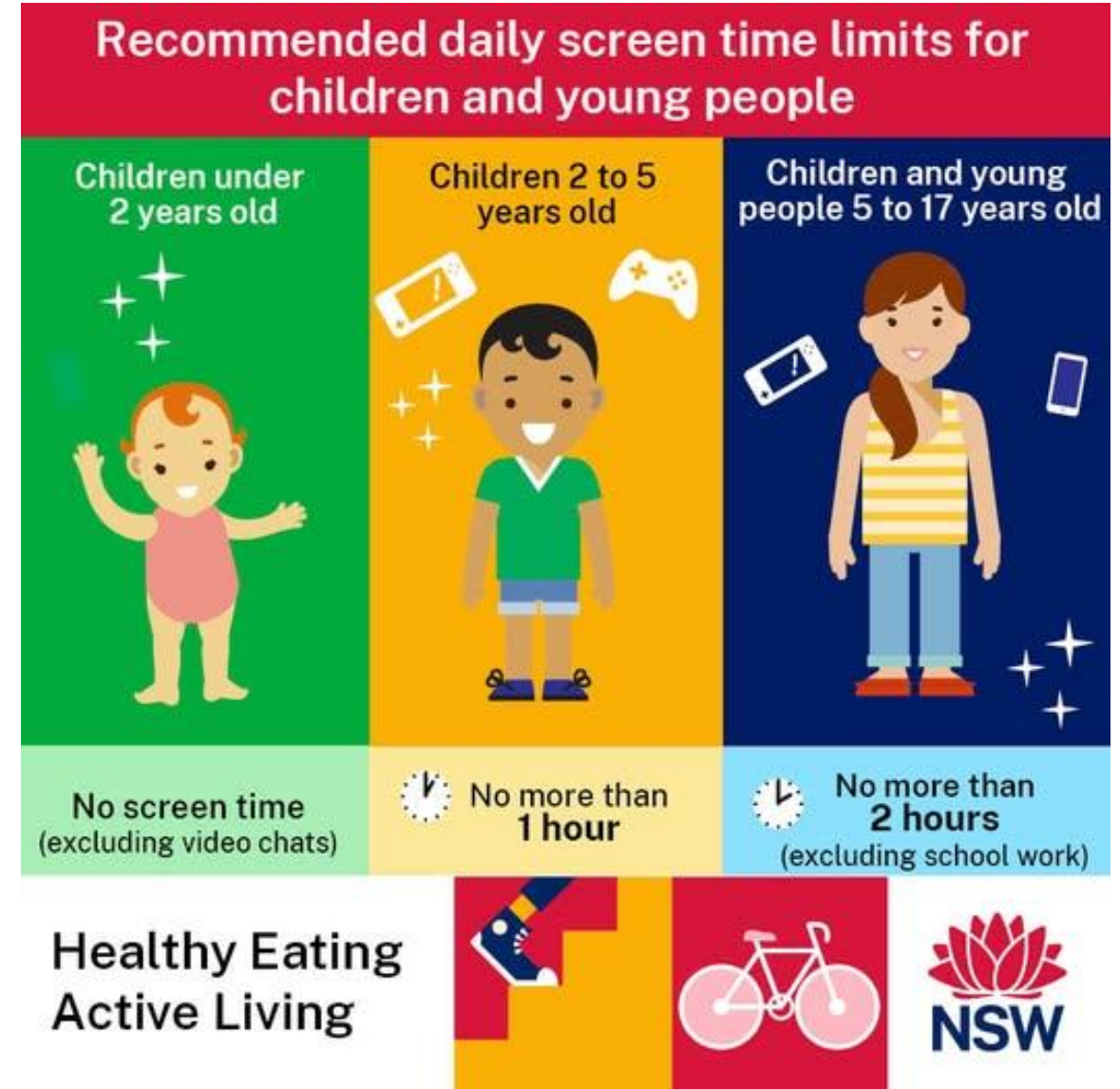
Items, concentration tools and toys from home

- Students are not permitted to bring in toys or items (cards, stickers, squishies) from home.
- Class concentration tools are available for children that may benefit from their use. Concentration tools from home are not permitted unless this has been approved by the school.
- If children bring in such items, they will be asked to keep them in their bag and not to take them out for the duration of the school day.



Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



Oracy



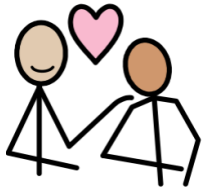
Oracy in Year 3:

This year, your child learned how to...

- use persuasive language in speeches for different audiences.
- present learning clearly, choosing appropriate vocabulary and structure.
- develop conversation skills by asking thoughtful, probing questions.
- work in a range of groupings, using Voice21 structures to support discussions.
- participate in performances



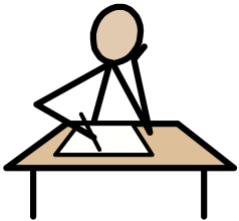
Samarès School Rules



Be Respectful



Be Safe



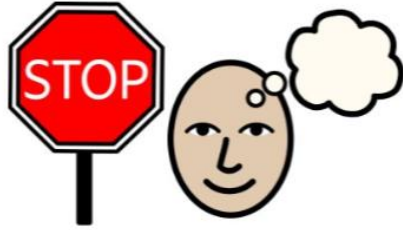
Be Ready

These rules
are for
everyone,
children and
adults, so that
our school
stays a
positive place



First Warning

Calm reminder of which rule was broken.
Reminder to stop and think



Time to make a good choice.

Second Warning

Another reminder given.



Told what will happen if it continues

The form is titled 'Behaviour Reflection Sheet' and includes the following sections:

- Page 1: Basics**
 - Page Number: _____
 - Date: _____
 - Staff Member: _____
- Who was affected?**
 - Adults: ☐ Children: ☐ PE: ☐
- How did this make people feel?**
 - Dislike: ☐ Like: ☐ Love: ☐ Hate: ☐
- How can you repair and make things better?**
 - say sorry: ☐ have a chat: ☐ write a note: ☐
- What happened before?**
 - What was your trigger? _____
- What rules did you take that broke our school rules?**
 - Be Respectful: ☐ Be Safe: ☐ Be Healthy: ☐
- Which rules were you in when the problem happened?**
 - Be Respectful: ☐ Be Safe: ☐ Be Healthy: ☐
- What were you feeling?**
 - Angry: ☐ Sad: ☐ Happy: ☐ Calm: ☐
- What tools could you use to manage your next time? (Use tool(s))**
 - I could _____ instead.
 - Adults could help me regulate by: _____

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



PE expectations

Photos to add to your year groups slides

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





Sports clubs

- Behaviour
- All children and staff must be respectful and show a sportsmanlike manner at all times, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Sports clubs

Communication

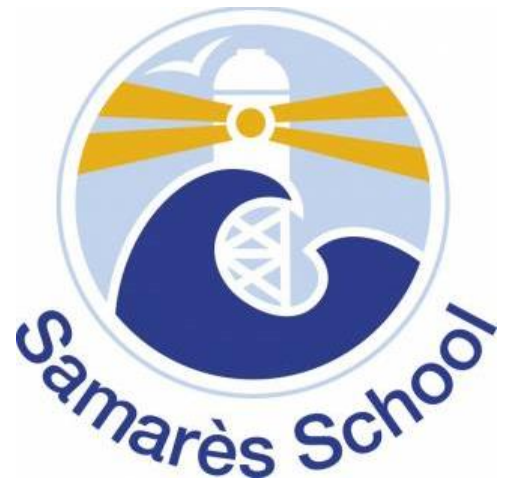
- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.





Other things

- Help your child to arrive in class by 8.45am each morning.
- Name labels on all uniform, water bottles, lunchboxes etc
- Birthday treats - packaged, easy for your child to hand out and send home





Any questions?

