

Year 3
Meet the Teacher
Information Session

2026 - 2027

Welcome to Year 3



Class Teacher: Mrs Collett

Other adults supporting Year 3:

- Mrs Partlett - 4 days
- Mrs Bennett - (Friday morning) Computing, PE and Spanish

Curriculum

Weekly Timetable



YEAR 3	8:35	8:50:00 AM	9:00	9:30	10:15	10:30 - 11:45		11:45 - 12:45	12:45	1:30	2:15	3:00
Monday	EMW / Handwriting		Collective Worship Introduction	English		Spelling	Maths		Feel it	Humanities	PE	Class Reading
Tuesday	TTRS		Guided Reading	English		Spelling	Maths		Collective Worship Singing	RE	PSHE	Class Reading
Wednesday	TTRS		Spelling	English		Comprehension / Library	Maths		Collective Worship Gary	Art / DT		Class Reading
Thursday	TTRS		Guided Reading	English		Spelling	Maths		Collective Worship Values & Ethos	Science	Music	Class Reading
Friday	EMW / Handwriting	Spelling	PPA - Computing / Spanish / PE			PPA - Computing / Spanish / PE			Collective Worship Celebration	Feel it	Guided Reading	Class Reading

PE days are Monday and Friday

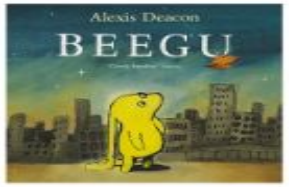
Half Termly

The curriculum will focus on one of the six values.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Forgiveness	Courage	Perseverance

A No Outsiders lesson, focusing on diversity and inclusion.

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This is our House by Michael Rosen	We're all Wonders by R J Palacio	Beegu by Alexis Deacon	The Truth About Old People by Elina Ellis	The Hueys in the New Jumper by Oliver Jeffers	Planet Omar: Accidental Trouble Magnet by Zanib Mian
LI: To understand what discrimination means	LI: To understand what a bystander is	LI: To be welcoming	LI: To recognise a stereotype	LI: To recognise and help an outsider	LI: To consider living in Britain today
S.C: I know how someone can feel like an outsider/I know how to make sure there are no outsiders in my school	S.C: I know everyone has differences/I know what unique means/I know how people can feel hurt/I know what a bystander is/I know what to do if I see someone being unkind	S.C: I know the behaviour that makes someone feel like an outsider/I know how to make someone feel welcome	S.C: I know what a stereotype is/I know how stereotypes affect people/I know everyone is different	S.C: I know why it's hard to be different/I know how to help someone to be strong	S.C: I know what Britain is/I know where I live/I know lots of different people live in Britain today/ I know why some people are cared of difference.
					

Termly

A trip, visitor or theme day

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celtic Harmony - Stone Age Workshop	Visitor from Wellspring Church	British Museum - Egyptian Workshop	Hazard Alley	Kew Gardens - Rainforest Workshop	Aquadrome Water sports

A reflection on the Year 3 key question:

What can we learn from the past?

Half Term Overview

YEAR 3 - AUTUMN 1
WHAT CAN WE LEARN FROM THE PAST?

Maths

Place Value

- represent, partition and place on a number line 1-100
- represent, flexibly partition and place on a number line 1-1000
- Find 1, 10 and 100 more/less
- Estimate and compare numbers to 1000
-

Addition and Subtraction

- Add 1s, 10s, and 100s
- Add and subtract 1s across a ten and 10s across a hundred
- Add and subtract 2 numbers across a 10 and 100
- Add 2 and 3 digit numbers
- Subtract a 2 digit froma 3 digit number
- Complements to 100
- Estimate answers and use inverse operations

Art

Stone Age to Iron Age Art

- Create clay Lion Man sculptures
- Explore Stone Age cave paintings
- Explore use of charcoal, pastel and paint on different paper surfaces
- Draw and paint Stone Age animals and motifs
- Work collaboratively to produce a large scale cave painting

Science

Rocks and Soils

- Explore the formation of igneous rocks.
- Explore the properties and formation of sedimentary and metamorphic rocks
- weathering and the suitability of rocks for different purposes
- Explore how water contributes to the weathering of rocks
- understand how fossils are formed
- explore different types of soil

English

Texts

The Paperbag Princess
Charlotte's Web

Guided Reading

The Paper Bag Princess

Spellings

Review Phase 5 digraphs. Review KS1 common exception words, review suffixes -es, ed, ing, er and est, review; le, el, al and il, homophones and near homophones

Handwriting

Use cursive writing, forming letters of the correct size and orientation, using a handwriting pen

Grammar & Writing

Poetry: free verse
vocabulary building
precise adjectives

Narrative: characterisation
character description
dialogue
vocabulary development
structured narrative

RE

GOD: What is the Trinity?

- Identify the difference between a gospel and a letter
- Read texts about baptism and Trinity and suggest what they might mean
- Describe how Chrstians show their beliefs about God the Trinity in worship and in the way they live
- Make links between some Bible texts and the idea of God in Christianity
- Express their own ideas of what God and Christianity is like

PSHE

Me and my Relationships

- Understanding rules and the consequences of breaking them
- Identifying special people and strategies for maintaining positive relationships with them
- Understand and demonstrate different ways to resolve conflict
- Identify the qualities of friendship, suggest why friends sometimes fall out and apply skills for making up
- Express opinions and listen to others points of view
- Gather strategies to use if you are ever made to feel uncomfortable

Computing

How does a digital device work?

- Recognise the parts of a digital device and explore how it works
- Understand how digital devices help us and how they connect
- Explore how computer networks, including the school network, share information
- Recognise the difference between private and public information, know what to do if something online feels uncomfortable, and identify reliable sources of information

Spanish

BUENAS DIAS

- Greet and make an introduction in Spanish
- Listen and recognise the phonemes 'o' and 'a' to say goodbye
- Recognise and say different greeings
- Use different phrases to explain feelings
- Explore festival: Gigantes y Cabezudos
- Rehearse and perform a rhyme with Spanish greetings

Music

Ballads

- Learn what ballads are
- how to identify their features
- how to convey different emotions when performing

Sport

Health & wellbeing and Dance

- Explore agility and moving a speed
- Understand the importance of balance and demonstrate a range of balances
- Develop hand eye and feet eye coordination
- Create a whole class balance circuit to improve on personal best
- Create a whole class coordination circuit to improve personal best

History

Stone Age to Iron Age

- Understand where the Stone Age to Iron Age sits in the wider picture of British History
- Use sources to make deductions and inferences about the Stone Age
- Explore how hunter gathers lived
- Present information on the history of Scara Brae
- Understand the importance of bronze, how it was made and what it was used for
- Explore what life was like in an Iron Age hill fort
- Apply learning to answer "Which historical age would you like to have lived in?'

Half Term Overview

YEAR 3 - AUTUMN 2
WHAT CAN WE LEARN FROM THE PAST?

Maths

Multiplication and Division

- Multiplication - equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8
- Divide by 8
- The 8 times-table
- The 2, 4 and 8 times-tables



DT

Pavillions

- Construct two freestanding frame structures of different shapes and sizes.
- Explore the purpose of a pavilion and the work of Yasmeen Lari.
- Create design criteria for a pavilion structure and design a stable pavilion with the theme of Ancient Egypt or the River Nile, for a class Expo.
- Create a base plate for the pavilion and work with a partner to create the frame referring to the design criteria.
- Construct a well-made stable structure.
- Attach cladding to the pavilion.
- Evaluate finished design against design criteria. Create an Expo City with designs from the whole class.

Science

Light and Shadow

- understand the difference between light sources and non-light sources
- Explore the light that comes from the sun and how to stay safe
- Explore materials that are reflective
- Discover how shadows are formed
- Investigate how shadows change throughout the day
- Investigate how you can change the size of a shadow

English





Texts

Atlas of Adventures
Street Beneath my Feet
Brilliant Bugs

Spellings

plurals ending with vowel suffix -es, changing y to an i and adding es and words ending ey
vowel suffixes -ed and -ing, when doubling final consonant
vowel suffixes -er and -est
le, el, il at the end of words
homophones and near homophones

Handwriting

Use cursive writing, forming letters of the correct size and orientation, using a handwriting pen

Grammar & Writing

Non-chronological Reports

Leaflet about the River Nile
Prepositions and prepositional phrases
Subordinating conjunctions to join clauses
Determiners 'a' and 'an'
Commas in a list
PC sentences

RE

The deeper meaning of festivals

- Think about our own celebrations. Describe how and why Diwali is celebrated. To retell the story of Rama and Sita.
- Describe how and why Hanukkah is celebrated. To see similarities with our own celebrations.
- Describe how and why Christmas is celebrated by Christians. To see similarities with our own family celebrations.
- Think about how people show devotion to God in their festivals; see similarities and differences between faith festivals and contemporary festivals.

PSHE

Valuing Difference

- To learn how to challenge another's viewpoint, respectfully.
- To recognise that there are many different types of family.
- To define the term 'community' and identify the different communities that they belong to.
- To explain that people living in the UK have different origins.
- To recognise the factors that make people similar to and different from each other.
- To recognise that repeated name-calling is a form of bullying and discuss strategies to deal with this
- To understand and explain some of the reasons why different people are bullied.



Computing

Animations

- Explain that animation is a sequence of drawings or photographs.
- Relate animated movement with a sequence of images so that I can create a stop frame animation.
- Plan an animation by creating a storyboard.
- Create an animation.
- Review and improve an animation.

Spanish



- Recognise, recall and practise numbers 1–10 in Spanish, and count to 12 to answer ¿Cuántos?
- Use numbers to build a phrase to give my age in Spanish
- Ask and answer questions to share personal information
- Explore Spanish Christmas traditions and create a Spanish Christmas card

Music

Theme - Mountains

Compositions in response to an animation.
Ongoing singing skills - learn & perform a song for Christmas service in Church

Sport

Netball

Passing and receiving, moving into space, creating space, keeping possession, accurate shooting, Level 1 tournament

Gymnastics

Rolls, balances, vault and ropes

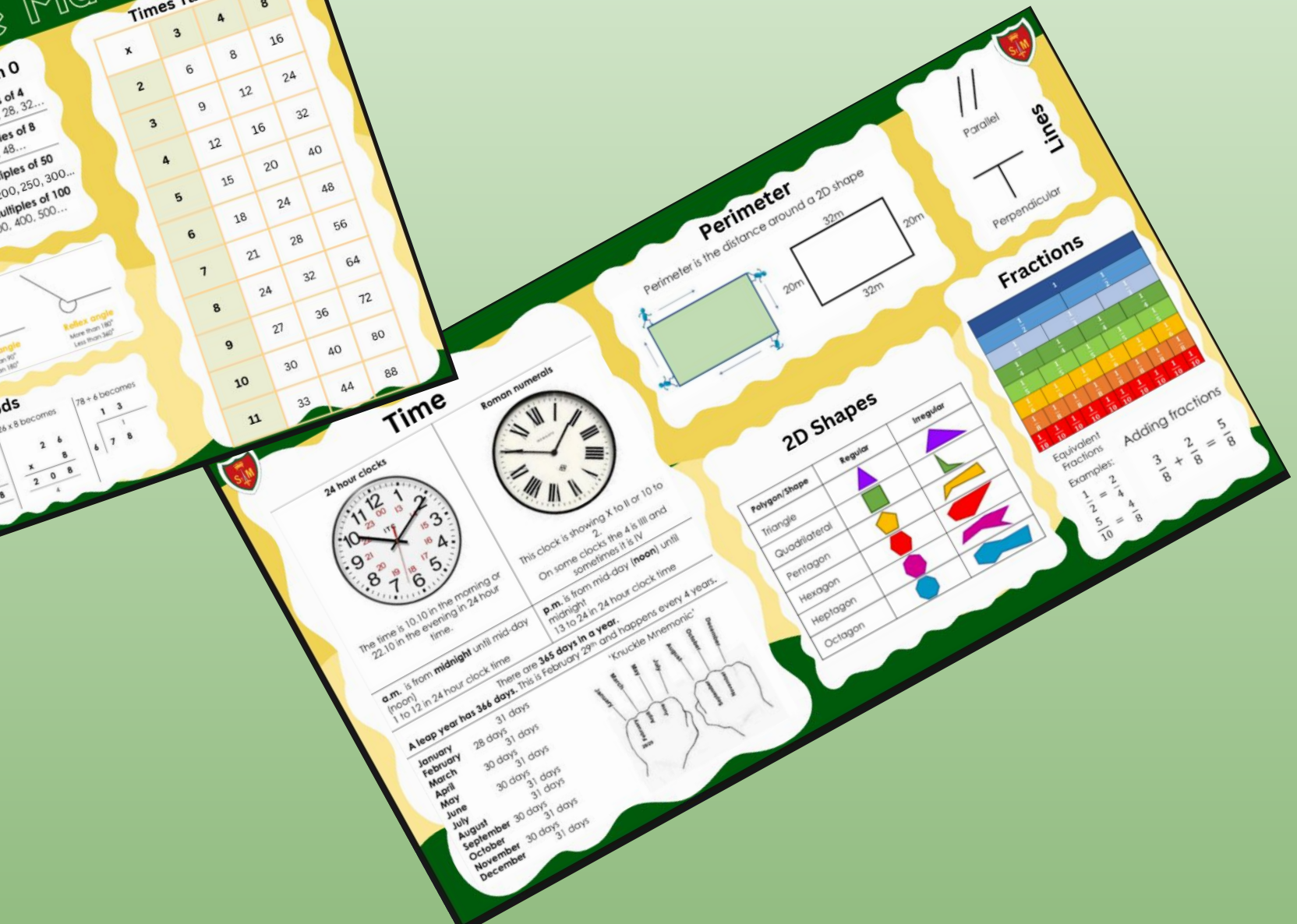
Geography

What are rivers and how are they used?

- Describe how the water cycle works.
- Recognise the features and the courses of a river.
- Name and locate some of the longest rivers of the world.
- Describe how rivers are used
- Identify and locate human and physical features on a map.
- Collect data on the features of a local river.

Maths Knowledge Organisers





Feedback and marking

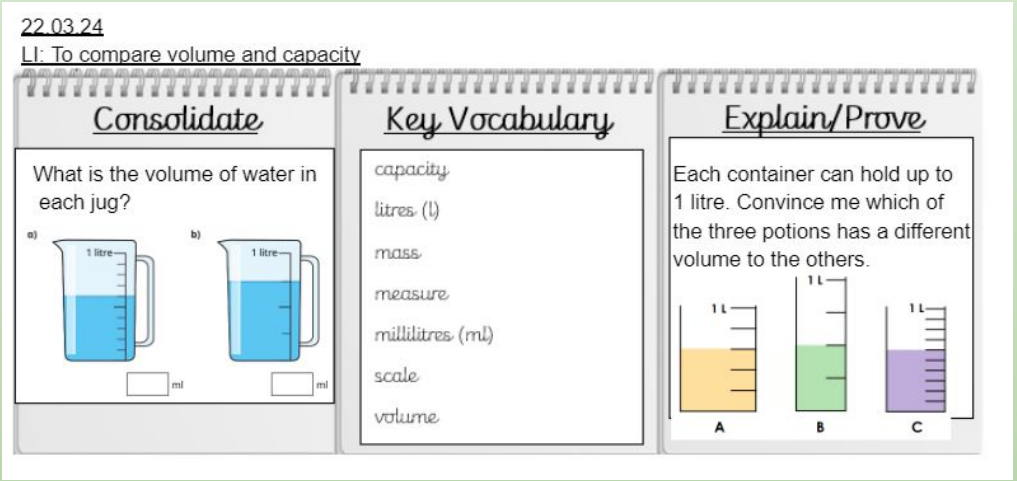
Usually a feedback, foundation subject quiz or maths starter sheet will be completed at the start of lessons. These cover a range of elements from addressing misconceptions, listing key vocabulary that should be spelt correctly and extending skills and knowledge through asking children to explain, prove or develop an aspect of their learning.

Whole class verbal feedback is given throughout lessons to address misconceptions, clarify understanding and extend learning.

Verbal feedback is given individually during lessons. VF will be recorded in children's books to show this.

Incorrect spellings will be marked for children to identify and correct. A maximum of 3 in a piece of work.

English



Code of Conduct

Respectful
Ready
Reflective

Behaviour

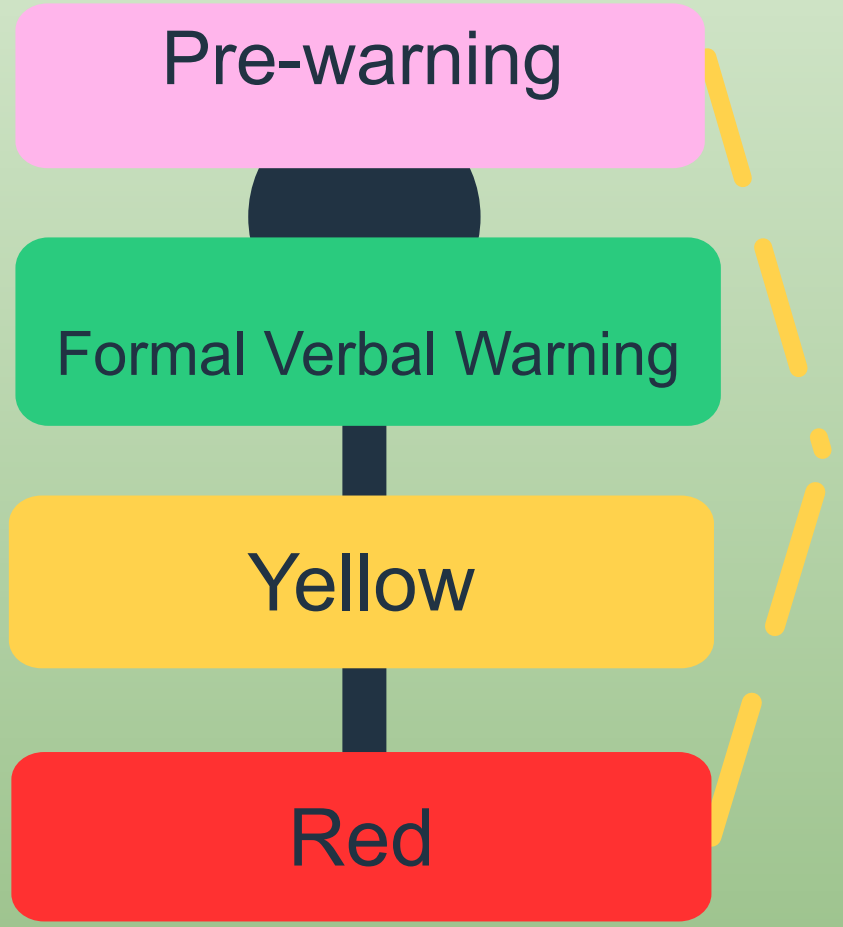
At St Mary's we focus on positive reinforcement, praise and the opportunity to reflect when mistakes are made.

To enable children to reflect on their learning behaviour during lessons we use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

To positively reinforce our code of conduct, we use a House point system whereby children collect points for the House they are in (St George, St Andrew, St Patrick or St David) when displaying respectful, ready and reflective behaviour.

We also use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

Please see our school behaviour policy for more details.



Celebrating the class

Each week in Celebration Assembly we celebrate the progress in learning of one of the children in the class. They receive a certificate and have hot chocolate with Mrs Maxwell the following week.

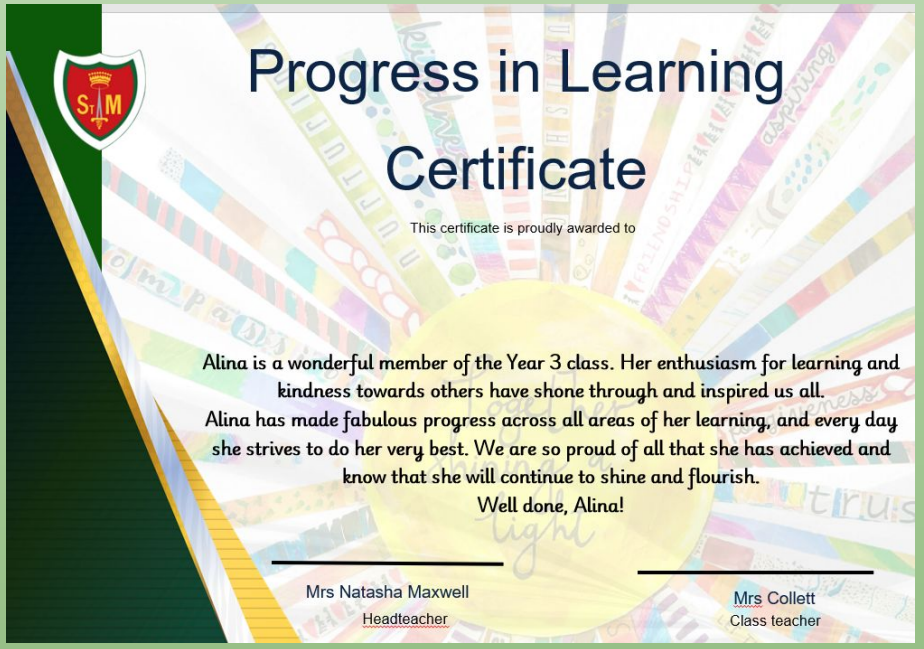
Children who have worked consistently hard across the week and/or followed the Code of Conduct consistently: respectful, ready and reflective, will receive an Above and Beyond sticker from Mrs Maxwell.

The four houses compete for the house cup. House points are calculated weekly and the totals announced in assembly. Points are awarded:

4 points: Winning house
3 points: 2nd
2 points: 3rd
1 points: 4th



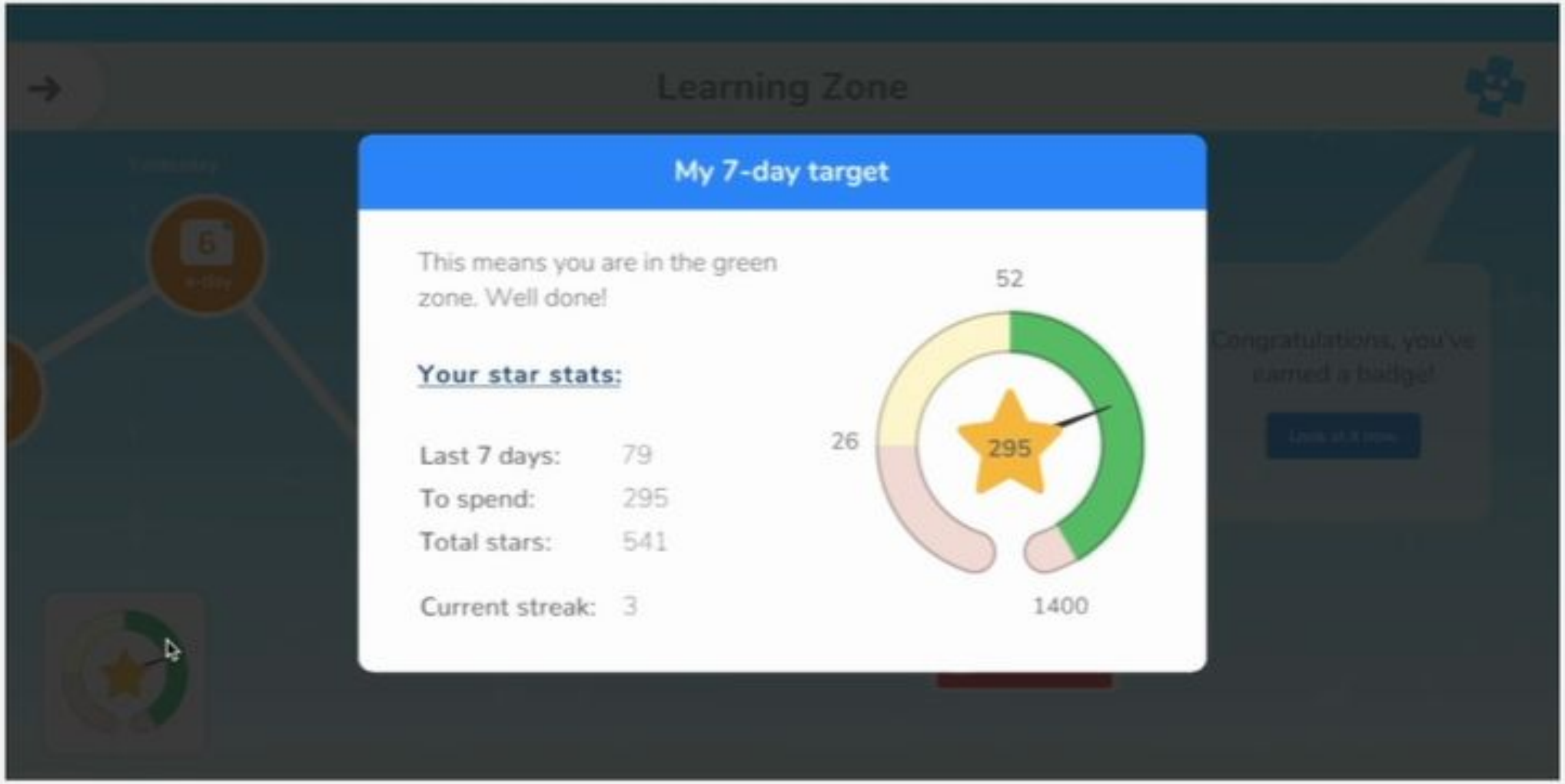




Home Learning

- English
- Maths
- Times tables





If you would like to find out more, please use this link - https://doodlelearning.com/on-demand-parent-webinars

Reading



Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency).*



At school, children will…

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous newly designed library

At home, children will…

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace. If your child is currently reading on one of the coloured reading levels, they will also receive an Yr.3 Passport book for you to read with them at home, to develop their sense of reading for pleasure.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audio books and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.

Reading Passports

Each year group in KS2, will have a ‘Passport’ of exciting books which have been chosen as they are in line with Age-Related Expectations, linked to curriculum areas and will be of great interest for children to read. This will be stuck in the back of Reading Records.



Year Five Reading Passport

1.	Beowulf	Michael Morpurgo	
2.	The Girl who Speaks Bear	Sophie Anderson	
3.	The Polar Bear Explorer's Club	Alex Bell	
4.	A Place Called Perfect	Helena Duggan	
5.	The Night Bus Hero	Onjali Q. Rauf	
6.	The Indian in the Cupboard	Lynne Reid Banks	
7.	Bold Women in Black History	Vashti Harrison	
8.	Who Let the Gods Out?	Maz Evans	
9.	The Wolf Wilder	Katherine Rundell	
10.	The Cake, the Wolf and the Witch	Maudie Smith	
11	The Harry Potter Collection	J.K. Rowling	
12	The Boy at the Back of the Class	Onjali Q. Rauf	
13	The Girl with Space in Her Heart	Lara Williamson	

Reading gives us a place to go when we have to stay where we are

14	The Day I was Erased	Lisa Thompson	
15	The Jamie Drake Equation	Christopher Edge	
16	Oranges in No-Man's Land	Elizabeth Laird	
17	Time Travelling with a Hamster	Ross Welford	
18	Ickabog	J.K Rowling	
19	Malamander	Thomas Taylor	
20	Clockwork	Philip Pullman	
21	Everest	Alexandra Stewart	
22	The Bacteria Book	Steve Mould	
23	The Green Planet	Leisa Stewart-Sharpe	
24	Space Maps	Lara Albanese	
25	Music	Nicholas O'Neill & Susan Hayes	
26	Being Me	L. Brownlee, M. Goodfellow, L. Mucha	

Children who are ‘at the expected standard’ for Reading will choose from this selection. Levelled books will be made available to children not working at the expected standard, alongside these. Levelled books will also be available to all children whilst we build our stock.

All children are encouraged to read widely, which will mean reading beyond this list!

When children read a book from their class list, their passport will be stamped.

We have at least one copy of each book on the list, but we would be incredibly grateful for any donations if you have your own copy and no longer need it so that we can build our collection.



Reading

Explore it (discussing language/illustrations)
Illustrate it (develop visualisation)
Talk about it (questions/talking points referring back to text)
Imagine it (link to real-life beyond text)
Create it (writing/creative opportunities inspired by text)

https://www.booksfortopics.com/ Filter by Year Group, subject, topic etc.



Optional Writing Home Learning

Years 3 & 4 Autumn Term - Optional Writing Homework

Complete one or more of the optional writing tasks based on characterisation. Each time you finish a piece, bring it into school.

Remember: it's about quality over quantity – take your time to make your writing the very best it can be. Use the toolkit to help you.
Make sure your handwriting is neat and joined up, and your ideas show real care and effort.

Feelings Detective

At home, watch a TV show, cartoon, or family film for 10 minutes.

- Pick a character.
- Write 3 sentences about how you knew they were feeling (what they did, how they looked, what they said).

Mirror Faces

Stand in front of a mirror and make three different faces: happy, angry, surprised.

- Write one sentence for each face, describing it without saying the feeling.

Example: "My eyebrows shot up and my mouth dropped wide open."

Diary of a Character

Pretend to be a character from a story you're reading at home.

- Write a diary entry starting with "Dear Diary, today I felt…".
- Show the feelings through actions, not just the words.

Describe the Villain

Write three sentences in the order below:

Sentence 1 - name the character and use two adjectives

Sentence 2 - Use a Power of 3 sentence to describe what the character is wearing

Sentence 3 - write what your character says using speech marks



Describe the character

Write three sentences in the order below:

Sentence 1 - Name the character and use two adjectives to describe what he is doing

Sentence 2 - Use a Power of 3 sentence to describe what the character is wearing

Sentence 3 - write what your character says using speech marks



Feelings Comic Strip

Draw a 3-box comic strip showing a character going through an emotion (e.g. nervous → surprised → happy).

Under each picture, write one sentence describing what the character does, not just how they feel.

Example:
Sam chewed his nails as he waited outside the hall.

Optional Writing Home Learning

Dialogue: speech followed by a reported clause with action.

"What a long day that was," James muttered to himself as he prepared for bed.



Character's feelings changing over time

Tired-surprised-shocked-determined-exhausted-proud, sorrowful

Similes to describe feelings

Yawned and stretched like a tired old bear.

His eyes widened when he saw bright flames dancing like wild animals in the distance.

Time adverbs

After
Just as he reached the top,

Show, don't tell

He yawned, stretched his arms and rubbed his eyes. (tired)





Year Five Reading Passport

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Reading gives us a place to go when we have to stay where we are



At St Mary's we love celebrating birthdays!

We want to give our children the opportunity to celebrate their birthdays but as a healthy school we ask that parents and carers do not send in any food (e.g birthday cakes, sweets or chocolate). Unfortunately, we are no longer able to hand out food at the school gates or at home time.

Instead, if your child would like to bring in something to celebrate, we ask that they bring in a book to add to our growing collection of books listed in our reading passports. The book will be clearly labelled with a birthday sticker and their name. The children will also be presented with their book donation during celebration assembly. The reading passports will be uploaded onto the school website and class page which can act as a suggested book list.



What is the Changemaker Project?

The Changemaker Project is a whole-school initiative that brings our vision and values to life by encouraging every child to take action in their community, show leadership and shine their light. It's about building character, deepening empathy and inspiring hope.

Each half term, we focus on one of our **six core Christian values**:

- **Friendship**
- **Compassion**
- **Trust**
- **Forgiveness**
- **Courage**
- **Perseverance**

Children choose one activity to complete for each value which they will work on at home. These will be shared at school and children will receive a sticker when each value activity is completed. When they have received all six values stickers they will achieve their Changemaker badge. These values help children become confident, ethical agents for change in their communities and in the world around them.

KS1 Changemaker UKS2 Changemaker LKS2 Changemaker



The Changemaker Project - Working Together with Families

We know that children thrive when school and home work together.

You can support your child by:

- Talking to them about the action they've chosen
- Helping them find opportunities to live it out
- Encouraging them when things get challenging
- Celebrating their small steps and successes

St Mary's

Changemaker Project

Together, we are helping our pupils see that being a **Changemaker** doesn't require a big stage or a loud voice, just the desire and the commitment to let their light shine bright!

Classroom Equipment



KS2

Named water bottle

Named Art shirt - brought into school and left in class.

Snacks and Lunches

Children are able to bring in their own snack for morning break. This should be: a piece of fruit, vegetable or cheese.

Packed lunches and snacks should follow the school's healthy eating guidelines. Food will be closely monitored and returned home if it is not suitable. We are are a nut free school and have a number of children with serious allergies, we appreciate your support in ensuring all food and snacks are nut free.

Uniform and PE kit



School Jumper



School Polo Shirt



Grey Skirt or Grey Pinafore

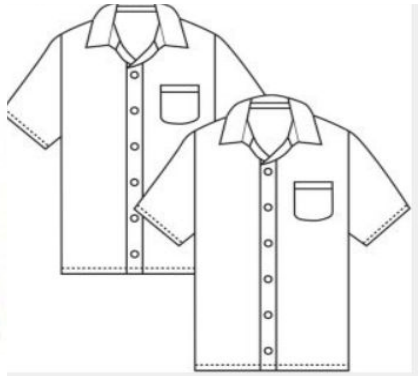


Grey Trousers

Smart Uniform



Tie



White shirt

For PE



PE Top



Black PE Shorts / Skort



School PE Jumper



School Tracksuit Bottoms*

Earrings

Children should not wear earrings to school on PE days. They will be asked to take them out by Mrs Bennett.
If they are newly pierced, an email must be sent to the office and medical tape provided by parents for your child to use in school

Parent Communication



The Year 3 class blog will be posted each Friday on the school website.

It will give an overview of the week, outline the learning for the following week, homework set for that week, and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipped for the week ahead.
(Curriculum - Class Pages - Year 3 - Class Blog)

Documentation such as the Yearly Overview, Spelling lists and Book lists will also be included.

PE & PE Kit



The Children are to come into school on their PE days wearing their PE kit.

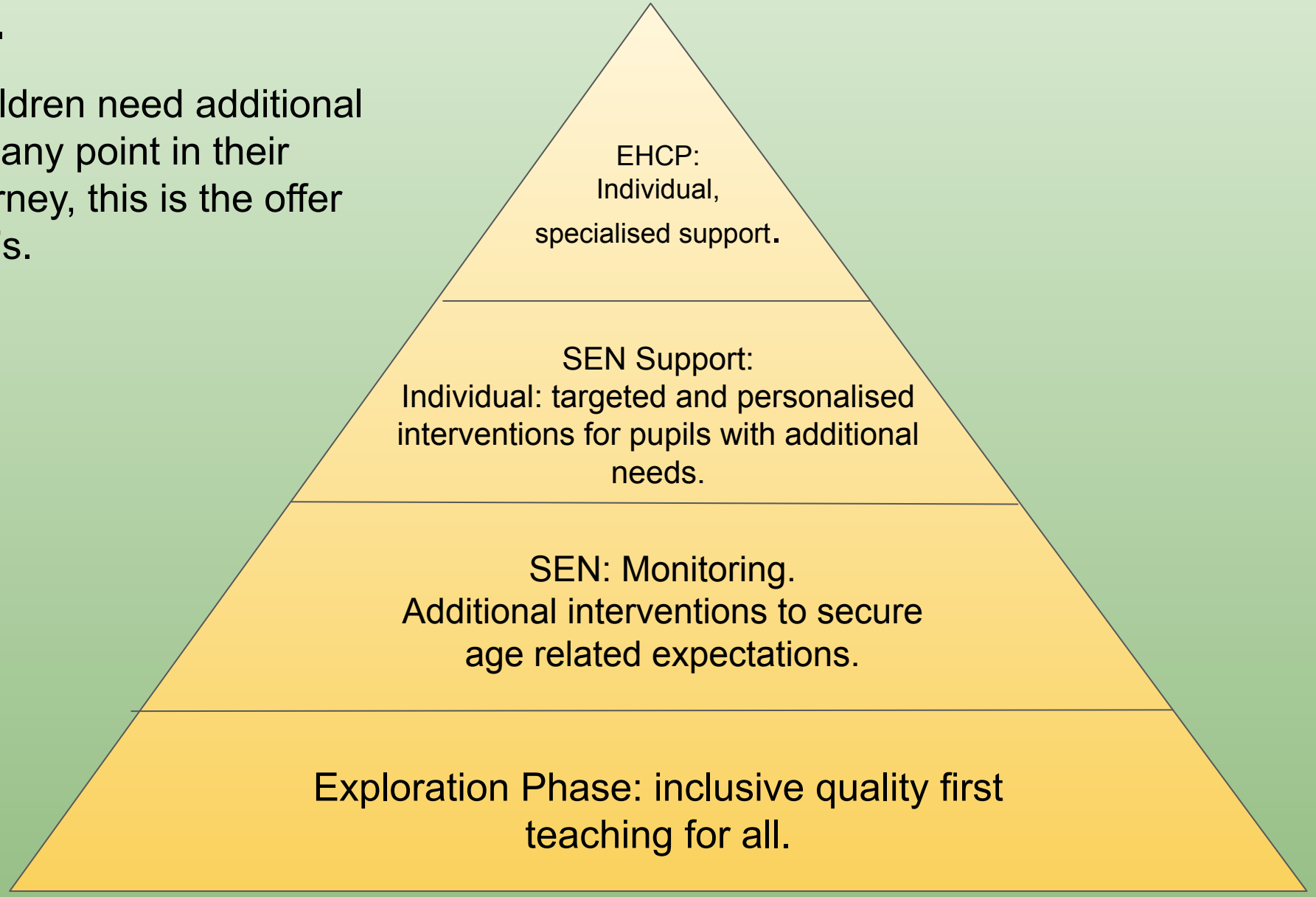
-St Mary's Yellow PE polo shirt
-Black shorts or black skort
-St Mary's Black zipped hoodie with school emblem or plain black zipped hoodie
-Black tracksuit bottoms with school emblem or plain black tracksuit bottoms
-Plain white or black trainers (velcro if unable to tie shoe laces)
-White ankle socks

No gym shorts/ Nike Pro/ cycling shorts or leggings for PE lessons. We will inform you when gymnastics will be taking place in PE lessons and these can be worn if your child wishes, but must be of a suitable length. These can be brought into school to change into on gymnastics days. If it is cold, your child needs to wear black tracksuit bottoms.

Please ensure that children do not wear earrings or any other jewellery on their PE days. This is important for the safety of your child and others. If your child is wearing earrings or jewellery, they will be asked to remove them (independently) before taking part in the lesson.
If your child has recently had their ears pierced and the earrings need to remain in for a specific period of time, please email the School Office to confirm this. In this instance, the earrings must be securely covered with tape (provided by parents/carers) for the duration of the PE lesson.

SEND

Should children need additional support at any point in their school journey, this is the offer at St Mary's.



Exploration Phase: inclusive quality first teaching for all.	SEN Monitoring: Additional interventions to secure age related expectations.	SEN Support: Individual: targeted and personalised interventions for pupils with additional needs.	EHCP: Individual, specialised support.



- When the monitoring phase has been implemented and assessment has taken place we can see if the interventions have been successful.
- If success has been achieved then the child returns to the exploration phase of inclusive quality first teaching for all.
- If showing small or no progress after interventions have taken place, then the child moves into the SEN Support phase. More in depth assessments will be completed in line with areas of concern. This will then lead to pupil passports with more bespoke targets for the individual pupil.

Communication

General queries or forgotten equipment / packed lunch etc - admin@stmarys698.herts.sch.uk or call the office

Academic or related to the class - Class teacher - in person after school or email to admin@ or call the office and leave a message for the class teacher to call back

Concerns outside of class teacher responsibility or after speaking with your class teacher - Headteacher

Safeguarding - Headteacher

head@stmarys698.herts.sch.uk



Thank you for coming.

Please do ask any questions you may have.

