Year 3

2026-2027

Meet & Greet Booklet

Welcome to Year 3





Class 7

Mrs Barton- Class teacher

Mrs Restell - LSA

Class 8

Mrs Morgan- Class teacher

Miss Sherwin - LSA

Year 3 Curriculum Overview 2026-27

	Autumn 1 Stone Age to Iron Age	Autumn 2 Stone Age to Iron Age	Spring 1 Marvellous Me	Spring 2 Local Explorers	Summer 1 Ancient Egypt	Summer 2 Ancient Egypt
History	Stone Age to Iron Age	Stone Age to Iron Age			Ancient Egypt	Ancient Egypt
Geography				Local study- Overton	Deserts and the River Nile	Deserts and the River Nile
Science	Rocks and fossils	Forces and Magnets	The Human Body	Light	Plants and soils	Plants and soils
DT and Nutrition		Christmas Cards – Levers and Linkages	Cooking: Healthy Soup – cutting, chopping and dicing			Shell structres
Art and Design	Sculpture: Clay Diya Pots	Drawing: Stone Age Artefacts	Painting: Jon Cooper abstract portraits		Printing: mono-printing inspired by Angie Lewin	
Physical Education	Games: Orienteering Dance: Street Dance	Games: Football Gym: Responding to Music	Games: Rugby Dance: River themed Dance	Games: Tennis Gym: Shape and Balance	Games: Athletics Dance: Egyptian themed	Games: Cricket /Rounders Gym: Key Steps Body Management- Balance
Heart Smart	Get Heart Smart	Don't Forget To Let Love In	Too Much Selfie Isn't Healthy	Don't Hold on to What's Wrong	Fake Is a Mistake	No Way Through Isn't Through
RE	Good vs Evil Diwali, Hinduism	Holy-Mary, Mother of God	Protection	Rituals	Ceremonies: Death ceremony	Interpretation Perceptions of God
Music	Mystic Moments and Listen to me	Winter and Listen to me	Animal Fair and Listen to me	British Melting Pot and Listen to me	Adverts and Listen to me	Class Orchestra and Listen to me
MFL	France Greetings Numbers 1-12	Days of the week and fruits linking to the text Hungry Caterpillar Christmas	Numbers 1-20 Colours, linking to the text Rainbow fish	Parts of the body	Pets/ animals and habitats	Colours, fruits and animals, linking to the text Handa's surprise
Computing	Dancing Robot: coding (computer science)	Keyboard Adventures: mastering the use of a keyboard	Be Digitally Awesome: word processing, spreadsheets and presentation apps (Information technology)	Rainforests: Virtual Reality and Augmented Reality (Information technology)	My online life: e-safety (Digital literacy)	My online life: e-safety (Digital literacy)

Year 3 Educational Visit/Visitors 2026-2027

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	St Mary's Church, Harvest Butser Ancient Farm			St Mary's Church, Easter	Ancient Egypt Workshop	

Year 3 themed dress-up days 2026-2027

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Stone Age theme			Ancient Egyptian theme	

Year 3 Reading Key Objectives

Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Use dictionaries to check the meanings of words
Retrieve and record information from non-fiction texts
Identify how different texts are structured and presented
Recognise different forms of poetry
check a text makes sense by re-reading
Summarise the main ideas from their reading
Draw inferences about feeling, thoughts and motives
Predict what might happen next from details stated
Listen to and discuss a wide range of fiction, poetry, plays and non-fiction
Perform plays and poetry aloud
Retell some fairy tales or traditional tales orally

Year 3 Writing Behaviours & Key Objectives

Writing Behaviours:
Generate ideas through role play, oral retelling and discussion
Comment on the text they are reading to deepen understanding for their writing
Plan their writing to include new ideas and new language structures
Set writing goals for intent, purpose and desired effect
Monitor and reread their writing for accuracy, sense and improvement possibilities
Assess most effective aspects of own writing and agree next steps
Key Objectives:
Write for a range of purposes and audiences across the curriculum in a variety of genres
Use simple organisational devices in non-fiction
Organise paragraphs around a theme
Develop detail of characters, settings and plot in narratives
Apply phonic knowledge to spell common words from Y3/4 list
Understand the difference between plural and possessive '-s'
Use the possessive apostrophe accurately with singular nouns
Use inverted commas to show direct speech
Use conjunctions, adverbs and prepositions to express time, cause and place
Use extended noun phrases, including with prepositions
Understand how writing can be different from speech

Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.
We aim for all children to
• become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
• reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 3 Key Objectives

Count in multiples of 4, 8, 50 and 100
Compare and order numbers up to 1000
Add and subtract numbers mentally, including round numbers to HTU
Add and subtract using standard column method
Estimate answers to calculations and use the inverse to check answers
Know 3×, 4× and 8× tables
Identify horizontal, vertical, parallel and perpendicular lines
Understand that tenths are objectives or quantities divided into ten equal parts
Compare and order simple fractions
Recognise and show equivalent fractions
Find and write fractions of a set of objects
Add and subtract fractions with common denominators (less than one)
Measure, compare and calculate measures using standard units
Measure the perimeter of simple 2-D shapes
Add and subtract money, including giving change
Tell and write the time from an analogue clock, including using Roman numerals
Interpret and present data using bar charts, pictograms and tables

Year 3 Science Key Objectives

Set up simple fair tests
Collect and present data from scientific experiments
Use results from experiments to draw simple conclusions or suggest improvements
Describe the main requirements for plant growth (air, light, water, nutrients from soil, and room to grow)
Explain the main stages of plant reproduction (pollination, fertilisation, seed dispersal)
Explain some functions of skeletons and muscles in animals
Identify the three main rock types and describe their properties
Notice that light is reflected from surfaces
Find patterns in the way that the sizes of shadows change.
Group materials according to their magnetic properties

Year 3 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like ***/ʒə/*** is always spelt –**sure**. The ending sounding like ***/***tʃə***/*** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.*	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Words with the /k/ sound speltch (Greek in origin)		scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Year 3 Grammar & Punctuation

Sentence Structure

Expressing time, place and cause using conjunctions [for example, ***when, before, after, while, so, because***], adverbs [for example, ***then, next, soon, therefore***], or prepositions [for example, ***before, after, during, in, because of***]

Text Structure

Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation

Introduction to inverted commas to punctuate direct speech

Terminology for Pupils

preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle** (class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules…

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.