



Year 3

Parent Information

Year 3 team

3K Mrs Kingshott (Mon–Thu) and Mr King (Thu–Fri)

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3M Mrs Mawer

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PPA covered by Mrs Rowe

LSA support

Mrs Stevens, Mrs Dale, Mrs Francis and Mrs Kewley

Ready, Respectful, Safe and Kind

- These are regularly referred to in school
- Positivity Postcards, Star of the Week, positive phone calls/emails home
- Relationships and reflection are key
- Appropriate consequences are put in place if a child has not followed these school rules



Year 3 Yearly Topic Overview 2026-2027

	Autumn		Spring		Summer	
	The UK, Manor and Me!	Discover, Investigate, Design!	Through the ages.	Sensational Structures and Sequences	Down By <u>The</u> River	Long, long ago.
Key Question	What makes me and my community unique?	What's your design and how will you create it?	How did life change between the Stone, Bronze and Iron Age?	Why are structures and sequences important?	How are all rivers the same and how are they different?	Where and when did the earliest civilizations develop and what did they achieve?
Science	Magnets	Light	Rocks and Soils	Skeletons and movement	How plants make their food	How plants reproduce
History			Changes in Britain from the Stone Age to the Iron Age			The achievements of the earliest civilizations: Ancient Egypt
Geography	The UK				Rivers	
Computing	E Safety - self-image and identity. Computing at Manor		Know how to search effectively	Programming (Scratch)	Keyboard/word processing skills	
DT		Mechanical Systems: Levers and Linkages Card		Cooking and Nutrition: (Bread)		Structures: Shell Structures Packaging
Art	Art History/Painting		Drawing		Sculpture (Clay)	Printing
PE and Games	Dance - traditional Games - Football, Netball, Multi Skills	Gymnastics Games - Football, Netball, Multi Skills	Gymnastics Games Tennis, Multi Skills, Hockey	Dance - contemporary Games - Tennis, Multi Skills, Hockey	Athletics Games - Rounders, Cricket, Enrichment	OAA Games - Rounders, Cricket, Enrichment
Music	Listening (UK Music- No Place Like Home)	Singing/Performing (Christmas is Coming)	Performing (In the Hall of the Mountain King)	Performing (Recorders)	Composition (Flight of the Honey Bee)	
PSHE and Citizenship	Keeping/Staying Safe Keeping/Staying Healthy Relationships		Being Responsible Feelings and Emotions Computer Safety		Our World Fire Safety World Without Judgement	
RE		Angels	Miracles: Life of Jesus	Remembrance: Holy Week	Water as a symbol: Ganges and Baptism	Sacred Place: Mandir and Church
MFL (French)	Introductions, Numbers 1- 12 and Colours		Animals + Phonetics Lesson 1		Ice Creams	

Example of a typical year 3 timetable

Year 3 Timetable

	8:35	8:45	9:00	10:00	10:30	10:45	11:00	12:00	13:00	14:00	15:00	15:15	
M	START OF DAY	EMW	Handwriting English	Reading	ASSEMBLY	BREAK	Times Tables Maths	LUNCH	S P E L I N G S	Foundation Subject	Library/Book Club	STORYTIME	END OF DAY
T	START OF DAY	EMW	Handwriting English	Reading	ASSEMBLY	BREAK	Times Tables Maths	LUNCH		Foundation Subject	Games - outdoors	STORYTIME	END OF DAY
W	START OF DAY	EMW	Handwriting English	Reading	ASSEMBLY	BREAK	Times Tables Maths	LUNCH		Foundation Subject	Foundation Subject	STORYTIME	END OF DAY
Th	START OF DAY	EMW	Handwriting English	Reading	ASSEMBLY	BREAK	Times Tables Maths	LUNCH		Foundation Subject	PE – indoor	STORYTIME	END OF DAY
F	START OF DAY	EMW	Handwriting English			BREAK	Times Tables Maths	LUNCH		Foundation Subject		ASSEMBLY 2:45-3:00	END OF DAY

EMW – Early Morning Work (Maths or respond to marking).

Maths/English may change sessions.

Foundation Subjects
Science,
History/Geography,
Art/DT, French,
Computing, Music,
Personal, Social
Health and Economic
Education (PSHE) and
Religious Education
(RE).

2hrs Physical
Education per week
(Indoor and outdoor)

English - Reading

- Whole class reading lessons are 4 x 30 minutes per week
- Each week will focus on a new, high-quality text
- These include book talk, vocabulary, fluency practice and comprehension
- If your child is still learning to decode, they will have activities or support based on their individual next steps during some of these lessons
- Weekly library visit
- Love to Read sessions
- Read to by the teacher

**The more that you read,
the more things you will know.**

**The more that you learn,
the more places you will go.**

-- Dr. Seuss

English - Writing

- Spelling lessons throughout the week
- Regular handwriting practice – the focus in this year group is to be able to form letters correctly (shape and size) and to have finger spaces between words.
- High quality texts are used to inspire children to write.
- Children need to know the grammatical terms main clause, subordinate clause, conjunction, preposition, direct speech.



Monday 29th September

Retell a story

Once upon a time there was a kind girl called Little Blue. She wore bright blue clothes that her Mum made. One day morning her Dad said I'd like you take these ribbons to grandma, but don't talk to any strangers. Little blue was walking along the path when she spotted some flowers. She decided to pick some. She took off her coat but what she didn't know that there was a wolf spying on her. The wolf pushed the coat. The wolf got to grandma's, opened the door and grabbed her down. Little blue ran inside. When she saw grandma she said what big eyes you have. All the better to see you with, my dear. said the wolf. What big ears you have. All the better to see you with. What big teeth you have. All the better to eat you with. But little blue was clever. She got a spoon and banged it on the table. A nearby woodcutter ran inside and cut the wolf open to let grandma out.

In Year 3 children are expected to write the date and title which is then under lined with a ruler.

- ✓ Clear retelling of the story that makes sense.
- ✓ Most sentences punctuated correctly.
- ✓ Varied conjunctions e.g. and, but, or, when, if because
- ✓ Spelling generally accurate and phonetically plausible when not
- ✓ Letter sizing and orientation are appropriate (year 1)
- ✓ Spaces are even and consistent (finger spaces – year 1).
- ✓ Children are expected to complete their learning independently in the time given with support where appropriate.

Ways to help – lots of reading and practising handwriting.

Maths

Key mathematical skills in this year group include ...

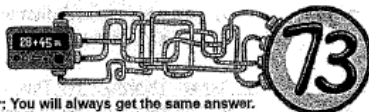
- ✓ Know their multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables.
- ✓ Read, write and compare numbers up to 1,000.
- ✓ Add and subtract 3-digit numbers mentally (adding and subtracting 1s, 10s and 100s).
- ✓ Recognise and find fractions.
- ✓ Tell the time to the nearest minute including on an analogue clock (please practise this skill at home) Identify and describe 2d and 3d shape and use mathematical vocabulary to talk about the properties.
- ✓ Measure and compare length, mass and capacity, work with money.
- ✓ Read and interpret data in tables, bar charts and graphs.

All children need to be fluent, solve problems and reason mathematically.

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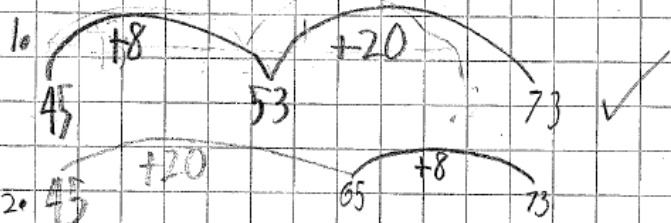
Your challenge

Use as many methods as you can think of to calculate $28 + 45 = 73$



Remember: You will always get the same answer. Try to be imaginative by inventing ways of playing with the numbers 28 and 45 to find new routes to the answer.

$$28 + 45 = 73$$



3.

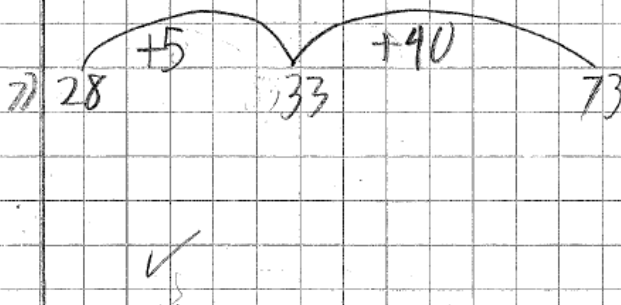
$$4. 28 + 45 = 73$$

$60 + 13 = 73$

5)

$$\begin{array}{r} 28 \\ + 45 \\ \hline 73 \end{array}$$

$$6) 50 + 10 + 3 + 3 + 5 + 2 = 73$$



Children work in books with squares and are expected to draw a margin and write the date.

They need to form numbers correctly and write each digit in a square.

Children may be asked to use representations (e.g. number lines) to show their thinking.

Examples of word problems in Year 3

Lola's school has **406** children in it.

Fred's school has **200** children in it.

What is the **difference** between the number of children in each school?

206 children

Ben wants to buy a packet of biscuits.



He gives the shopkeeper **65p**

The shopkeeper says,

'You need 25p more to buy the biscuits'.

How much do the biscuits cost?

Tommy has four bags with five sweets in each bag.

Annie has six bags with four sweets in each bag.

Who has more sweets?

Meeting the needs of all the children

Our aim is for all children to become confident, resilient and independent learners.

Learning is adapted to provide the right level of support and challenge for every child.

Children are encouraged to use classroom resources and strategies to support them to work independently.

Scaffolds such as word banks, visual prompts, sentence starters and practical equipment including Dienes/Numicon help children access learning.

Children with SEND receive appropriate support whilst learning alongside their peers. Some SEND children will be working on a personalised learning plan (PLP).



Reading at home

- **Oxford Reading Scheme books** should be read aloud by your child and discussed together to check understanding. Support with decoding any unfamiliar words. These books should be well matched to your child's reading ability.
- **Oxford Reading Buddy** can be used by children independently to read and hear books and to answer comprehension quiz questions. Children will have a log in in their reading record.
- **Library books and Love to Read books** can be read and enjoyed by children independently, or with an adult. They can also be read to your child – it is very important that they continue to hear fluent, expressive reading being modelled.

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

When you read with your child, they hear what fluent, expressive reading sounds like.

This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.

Reading to your child

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.



Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

Reading at home

- We ask that you read with your child at least **3 times per week**. As your child progresses through KS2, it is still very important for you to listen to and discuss their reading, even if they are already a confident and fluent reader.
- Children are also encouraged to do some independent reading at home each week once they are able to.
- A sheet will be stuck into your child's reading record each half term with ideas of what to do/talk about.
- Please log all reading at home **in your child's reading record** and **sign** your child's reading record at least once a week. This will be checked weekly by your child's teacher. Please ensure reading packs are in school everyday.

Reading at home

- In Year 6 last year, of those who **engaged with reading at home**, **93%** achieved the expected standard for reading in their SATs.
- Of those who **sometimes** engaged with reading at home, **80%** achieved the expected standard.
- Of those who **did not engage**, only **33%** achieved the expected standard.

Times Tables in year 3

21 minutes a week is the magic number for achieving top MTC scores.

- In Year 3 children learn the multiplication and division facts for the **4x, 8x and 3x table**. Children need to be able to recall these facts in any order. In Year 3, children earn a sticker when they can recall the multiplication facts quickly and in any order.
- In Year 4 children have 6 seconds to answer a question in the Multiplication Tables Check (MTC).
- Children will be sent home with a TTRS log in soon. Please encourage your child to practise at least 3x per week.
- At home please practise times tables little and often.
- If you would prefer non screen based ideas please contact your child's class teacher

Other ways to help with maths at home

- Have a positive maths mindset! Please don't tell them you were never any good at maths!
- Recall key number facts e.g. ways to make 100.
(Free White Rose 1 minute maths app)
- Involve them in practical maths – measuring during cooking, timing how long something will last.
- Practise telling the time to the nearest minute on an analogue clock e.g. 17 minute past 1 or 11 minutes to 3

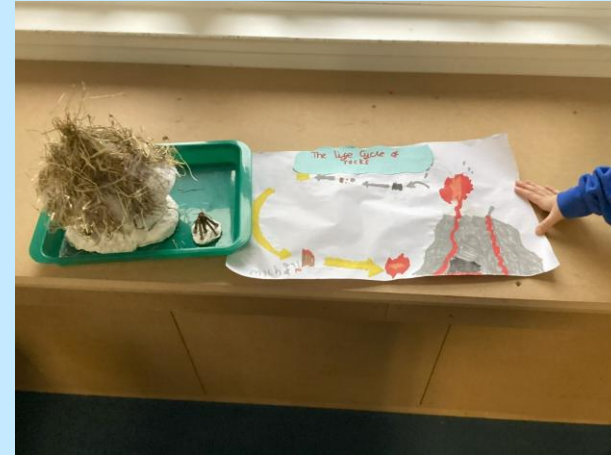
<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>



Other homework

Half termly projects

We celebrate and showcase completed tasks during our Year Three Assembly each half term.



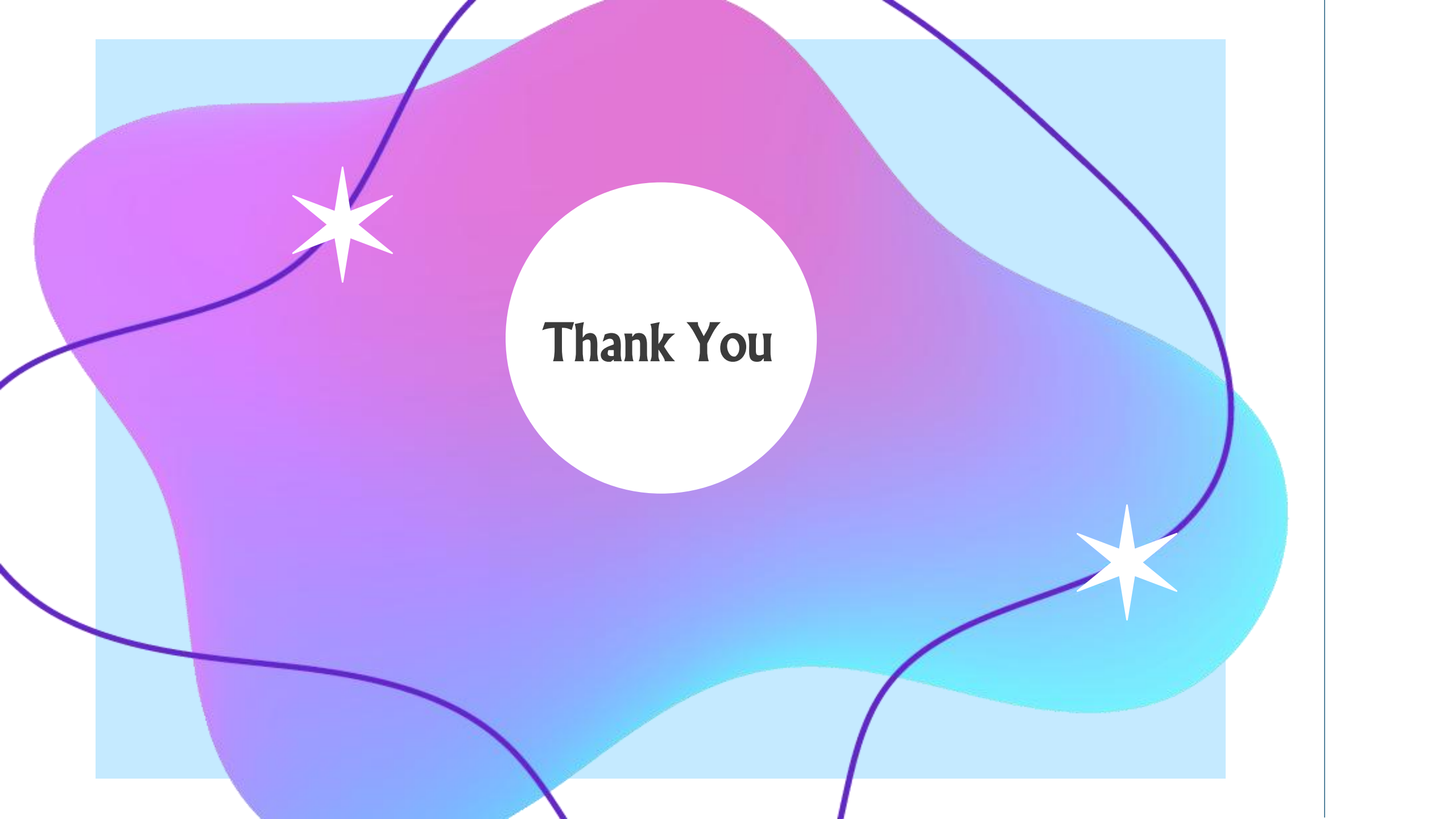
Lots of amazing learning happens in Year 3!

<https://www.manorjunior.com/gallery/?pid=63&gcatid=7>



Communication

- Please raise any concerns or questions with your child's class teacher as promptly as possible. We encourage open communication and ask that issues are addressed early rather than left to develop. You can speak to teachers at the classroom door at the end of the day or contact us by email.
- If you require a longer conversation, please arrange an appointment with your child's class teacher so that adequate time can be set aside.
- Please be aware that teachers are teaching throughout the school day and may not be able to check or respond to emails immediately. If you have an urgent message or important information that needs to be passed on during the day, please contact the school office, who will ensure it reaches the appropriate member of staff.
- Administrative enquiries should also be directed to the school office.



Thank You