



# Welcome to Year 3

A meeting to get to know the teaching team and learn about life in Cardinals class



# Meet the team

Teacher: Mrs Khalid



Teaching Assistant: Miss Virji

PPA cover arrangements:

Mrs Campbell-Puge (Art)

Mr Stevenson (PE)



# Curriculum Overview

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- Share overview for the year – Long Term Plan.
- Outline of the skills covered will be available on class pages.
- Writing non-negotiables.
- Consistent application across all learning areas = successful learner.
- Learning Powers.

# Curriculum Overview Year 3 2024-25 plan

Year 3 Curriculum

	Autumn	Spring	Summer
<b>English</b>	<p>Herts Scheme</p> <p>Key Texts:            Narrative- Mini Rabbit Not Lost            Poetry-KF Wilde's <a href="#">In my Magic Box</a>            Fables- The Koala who Could; The Squirrels that Squabbled; The Lion Inside            Non-chronological Report- Incredible Jobs You've (Probably) Never Heard Of</p>	<p>Herts Scheme</p> <p>Key Texts:            Narrative- (Setting and dialogue) Alice's Adventures In Wonderland            Persuasive Speeches- Stella and the Seagull            Personal Narrative (mammoth)- Jabari Jumps; Ralph Tells a Story <a href="#">Ira</a>            Proudest Blue            Poetry: (Calligrams)Love That Dog</p>	<p>Herts Scheme</p> <p>Key Texts:            Persuasive Letters- Speak Up! Look Up! Clean Up!            Instructions- Wolf In The Snow  <del>NonChronological Report-</del> A Year Full of Celebrations and Festivals from Around the World            Narrative- The Iron man            Poetry: <del>Take One Poet-</del> Poems Aloud; Smile Out Loud</p>
<b>Maths</b>	Herts Essential Maths	Herts Essential Maths	Herts Essential Maths
<b>Science</b>	Light Recess and Mammals	Recess plants	Animals including humans
<b>Geography</b>	Earthquakes - Why do some earthquakes cause more damage than others?	Florida -Beyond the Magic Kingdom: what is the Sunshine State really like?	MagicWes - Why do so many people live in magicalWes?
<b>History</b>	Stone Age- How is the lives of ancient Britons change during the Stone Age?	Stone Age - What is the secret of the standing stones? (Stone Age Britain) Iron Age - How do artefacts help us understand the lives of people in Iron Age Britain?	Ancient Egypt - How can we discover what Ancient Egypt was like 3000 years ago?
<b>Computing</b>	Computing systems and networks - Connecting computers Creating media - Stop frame animation	Programming A - Sequencing sounds Data and Information - Searching databases	Creating media - Desktop publishing Programming B - Events and actions in programs
<b>French</b>	I Am Learning French Animals	Instruments I Am Able...	Fruits Ancient Britain
<b>PE</b>	Netball Hockey Tag rugby Symmetry and asymmetry	Wild animals Mindfulness Dodgeball Tennis	Athletics Swimming Rounders
<b>Art</b>	Drawing Painting and Mixed Media	Sculpture and 3D Printable Art	Whole school Art week Celt and Roman
<b>Design and Technology</b>	Electrical Systems-Electrical Charm Electrical Systems - Electrical Poster	Pneumatic toys Constructing a Castle	Eating Seasonally Cross-stitch and applique/ Egyptian Colors
<b>Music</b>	Pupils sing, read and write simple melodies using the full staff, deploying the number system taught in Phase 2. Arpeggios, the pentatonic scale, major and minor tonality and pedal point are recognised, sung, played and used as creative tools. Pupils hold a rhythm while singing a melody, join in a full canon, and understand the difference between solo and ensemble performance. They broaden their knowledge of different musical genres, and can move, sing and play in 3/4 time.		
<b>PSHE</b>	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
<b>Religious Education</b>	<p>Sanatana Dharma (Hindulam) Autume 1 Enquiry: Would celebrating <b>Oval</b> at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Christianity Autume 2 Enquiry: Has Christmas lost its true meaning?</p>	<p>Christianity Spring 1 Enquiry: Could Jesus heal people? Were those miracles or is there some other explanation?</p> <p>Christianity Spring 2 Enquiry: What is 'good' about Good Friday?</p> <p>Celebrating differences – unit PSHE</p>	<p>Sanatana Dharma (Hindulam) Summer 1 Enquiry: How can Brahman be everywhere and in everything?</p> <p>Sanatana Dharma (Hindulam) Summer 2 Enquiry: Would visiting the River Ganges feel special to a non-Hindu?</p>
<b>Opportunities for exploring diversity</b>	Celebrating different cultures within our class in PSHE Black History Month		
<b>British Values</b>	Rule of Law Individual Liberty Mutual Respect Tolerance	Mutual Respect Tolerance	Rule of Law Mutual Respect Tolerance
<b>Enrichment Opportunities</b>	Visit to the Local Church		Tring History Museum

# Home Learning

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- Give Me Ten – independent reading and reading with your child is a must – 10 minutes is a minimum.
- Your child will have a sharing book and a practise book.
- Read each book at least three times for reading, fluency and understanding.
- Encourage your child to talk about the book they are reading to demonstrate understanding.
- Library day will be Wednesday afternoon.

**Please ensure they have these books to use in class everyday.**

# Maths Magicians

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- Maths Magicians – rehearsal of key base facts is essential. Children will have a weekly quiz so 10 minutes daily practice is a must.

# Home Learning

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- Please encourage your child to use a sharp pencil (not a pen or felt-tip) to complete these work to a high standard.
- Encourage them to read the instructions and complete each task.
- Regular practice of class spelling lists.
- 7 weekly tasks to help promote retention – they give the children chance to revisit skills and knowledge from previous weeks in English and Math's as well as preparing for upcoming learning. These tasks will be set on a **Friday** and should be handed in the following **Wednesday**.

## Class Books

How to Train your Dragon – Cressida Cowell

The Butterfly Lion – Michael Morpurgo

Fantastic Mr Fox – Roald Dahl

The Owl Who Was Afraid of the Dark – Jill Tomlinson

The Iron Man – Ted Hughes

The One and Only Ivan – Katherine Applegate

# Physical Education

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- Day – Monday and Thursday
- Kit reminder

Please make sure your child has the correct PE kits and the correct House colour T-shirt.

# Behaviour for learning

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- Learning skills and values (Self-belief, Resilience, Curiosity, Respect for others and Kindness)
- House points will be sent via email based around these values.

# Behaviour for learning

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Consequences ladder – letters sent home to parents/carers for Stage 2 (reminder), Stage 3 (reflection time) and Stage 4 (sent to behaviour lead or fixed term/permanent exclusion). Please support the decisions made by the school, discuss the incident with your child and return the slip to school.

Copy of the school behaviour policy is available on the school website.

# Oracy

## Targets

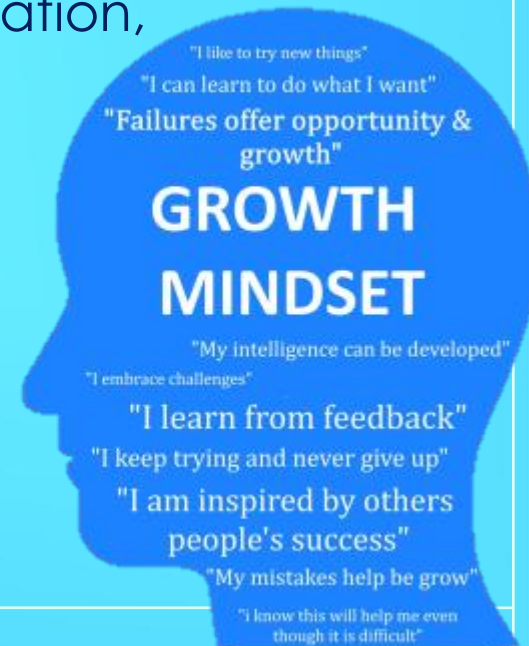


## Objectives

- Seeking information and clarification
- Appropriate vocabulary choice.
- **Voice:** tone and speed  
**Body** language; gestures
- Listening and responding appropriately.

# Key Messages

- High expectations lead to progress.
- Attendance Target: 97% (at least!)
- Developing a 'growth mindset' by encouraging good mistakes. Encouraging good behaviour for learning (perseverance, managing distractions, motivation, positivity) needs to be a team effort.
- Uniform
- Supporting our children to be organised and independent.
- Respectful communication with all staff.



# Safety Online

See e-safety page of our School website.

## Be Smart on the Internet

**S**

**SAFE** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

**m**

**Meeting**, meeting someone you have only been in touch with online can be dangerous. Only do so with parents' or carers' permission and even then only when they can be present.

**a**

**Accepting**, Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**r**

**Reliable** Information you find on the internet may not be true, or someone online may be lying about who they are.

**t**

**Tell**, Tell your parents, carers or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report abuse to the police at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

**KidSMART**

Visit Childnet's kidsmart website to play interactive game and test your online safety knowledge. You can also share your favourite websites and online safety tips by joining Hands with people all around the world.

# Routines

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- Arrival time from 8.40am.
- Reading books/morning task.
- Key Stage 2 children require a fruit or vegetable snack, no cereal bars, crisps, biscuits etc.

# Class Timetable

## Year 3 Cardinals – Autumn 2025

Mon	Handwriting/spelling/morning tasks	Guided Reading	English	BREAK (Duty Friday)	Maths Meeting	Maths		Reading for Pleasure	LUNCH	PE	PPA Art	2.50pm Assembly (Jigsaw)	HOME TIME
Tues		Guided Reading	English			Maths	French			History	2.50pm Assembly (Learning Powers)		
Wed		Guided reading	English			Maths	Music Assembly to 1.30			RE	Music 2.30pm to 3.05pm		
Thurs		Guided Reading	English			Maths	Computing			PE	2.50pm Teacher Assembly		
Fri	Book Club	Celebration Assembly 9am	English spellings			Maths Magicians	Maths			Science	PSHE		

# Any Questions?

- We are very much looking forward to a successful year with your children.
- Feedback form



The image shows a screenshot of a feedback form. At the top, there is a logo for 'St Margaret's Primary School' featuring a yellow figure. Below the logo, the title 'Parental Feedback Form: School Event Attendance' is centered. The form contains several questions in a simple, black font on a white background. The questions are: 'We value your feedback to help us improve future events. Please take a few minutes to complete this form. Thank you for your continued support.', 'What did you enjoy most about the event?', 'Was the event at a convenient time for you? (Please explain)', 'How would you rate communication about the event? (e.g. excellent, good, needs improvement)', 'Did you feel welcomed and included?', 'Did the event reflect the school's learning powers and values?', 'Is there anything we could improve for next time?', and 'Would you attend a similar event again? (Yes / No / Maybe)'.

St Margaret's  
Primary School

Parental Feedback Form: School Event Attendance

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What did you enjoy most about the event?

Was the event at a convenient time for you? (Please explain)

How would you rate communication about the event? (e.g. excellent, good, needs improvement)

Did you feel welcomed and included?

Did the event reflect the school's learning powers and values?

Is there anything we could improve for next time?

Would you attend a similar event again? (Yes / No / Maybe)