



Welcome to Year 3!

Meet the Year 3 team



Sycamore

Class Teacher
Mrs Painter



Chestnut

Class Teacher
Miss Cassel

T.A
Mrs Flynn

A Typical Day in Year 3

	08:30-08:40	8:45	9:00	9:30	10:30	10:35	10:50	11:45	12:00	12:55	13:00	13:15	14:10	15:00-15:10	
Monday	Registration & Next Steps / Independent Reading	Assembly	Shared Reading	English	Snack & Poem	Break	Maths	Times tables & handwriting	Lunch	Registration	Spelling	History/Geography	Extended Learning/O.L.		ERIC & Ready for Home
Tuesday				English			Maths					RE	French	PSHE	
Wednesday				English			Maths					Computing	Art/DT		
Thursday				English			Maths					Indoor PE	Music		
Friday				English			Outdoor PE					Maths	Science		

Outdoor learning takes place every other Monday.
Dates have been sent out.

P.E is on Thursday and Friday.

If children have earrings, please could they take them out. If they are unable to do this, please provide some tape to cover them up.

As part of our curriculum here at Garland, all classes will have one session of Outdoor Learning every two weeks. In order to ensure all children can participate they will need an Outdoor Learning kit consisting of:

- wellington boots/walking boots/old trainers
- long trousers (not jeans/thin leggings)
- a long sleeve top (in all weathers)
- a warm jumper or fleece
- a waterproof coat, (Waterproof trousers are optional) -when the forecast is wet and cold
- hat, scarf and gloves once the weather turns colder

On the day your child has Outdoor Learning they should wear their school uniform to school and bring their named kit in a named bag to change into. Please make sure clothing is named. **If your child does not bring suitable clothing for outdoor learning, they will not be able to take part in the session.**

Maths is taught every day.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW			
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation

We follow the White Rose scheme of work. We make adjustments where necessary to meet the needs of the needs of the class.

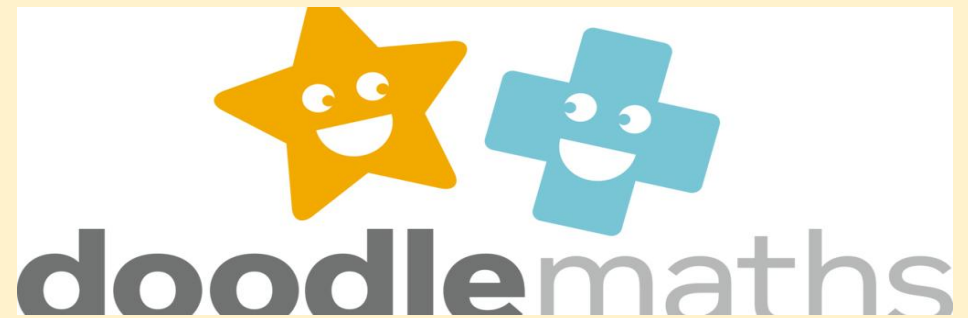
Good times tables knowledge is key in so many aspects of maths. By the end of year 3 children should be fluent in: **2x, 10x. 5x, 3x, 4x, 6x and 8x tables.**

Across the school we use Doodle Maths for homework. Ideally the children should have the chance to log on for 20 minutes every day. Children can win awards in assembly for having the longest Doodle streak.

Their log ins can be found on the inside cover of their reading records.

Doodle Maths is tailored to your individual child's needs to help them practice and improve their math's fluency.

Children have a new Garland login. Their Mrs Blands will not work.



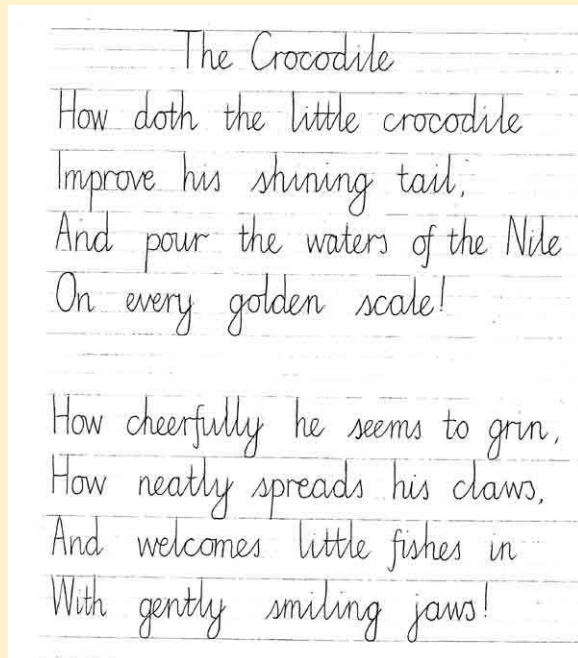
Writing - End of year 3 expectations

Writing is assessed on

1. Spelling
2. Handwriting and presentation
3. Vocabulary, grammar and punctuation
4. Composition

Each child has an individual writing assessment sheet in the front of their books. They use these during their lessons to help assess their own work.

By the end of Year 3 children should be able to write extended pieces of fiction and non-fiction writing.



- Handwriting should be neat, regular in size and joined.
- High frequency words should be spelt correctly.
- Children should be able to create detailed characters, settings and plots based on stories they have read.
- Writing should be organised into paragraphs using headings and sub-headings where appropriate.
- Sentence punctuation should be accurate and include the use of inverted commas for direct speech.
- They are expected to proofread, edit and improve their own work.

Talk For Writing

We use the Talk for Writing Scheme within our lessons.

This follows a three-week structure:

Week 1: learning a model text and learning the key features of the genre.

Week 2: Planning and completing a shared write.

Week 3: Planning and writing an independent piece of work.

Spelling

We follow Spelling Shed as a school.



Children will be sent home with spellings on a Friday to be tested the following Friday at school.

Children practice their spellings for 20 mins every day in school but please help your child to practise at home.

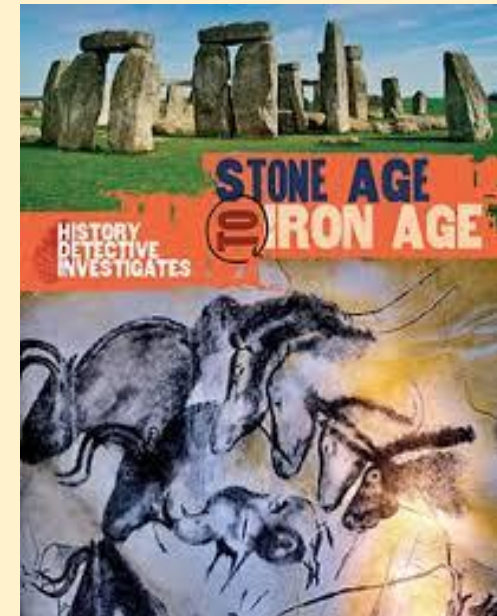


MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
Whole class shared reading of chosen text	Book Club	Visual Starter Comprehension Questions	Review

Master Reader is an approach which across the federation from Year 2 up to Year 6.

- Help pupils successfully transition out of a phonics programme into the world of books.
- Plan a whole book approach when teaching reading so that pupils learn to enjoy reading a wide variety of genres written by a variety of authors.
- Ensure regular opportunities for pupils to be read to and with.
- Providing pupils with opportunity to discuss and share ideas so that they speak themselves into understanding.
- Develop pupils' vocabulary so that they become masters at selecting words for impact.
- Help pupils acquire the skills needed to show their understanding when answering questions in discussion and when writing answers.

We are currently reading



Reading

When they finish a book, they will complete a short quiz on the book via the Accelerated Reader website.

Children are responsible for finding their own reading books at the correct band.

There are a lot of books on accelerated reader, but not all are. If your child reads a book at home either independently or with an adult, they can bring it in and may be able to quiz on it at school.



Accelerated
Reader

Topics this year



Garland Junior School Curriculum Overview 2025-2026



Spring Term 1 – Whole School visit to a West End musical and themed week of learning

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No of Weeks	8 Week Term 3 days/6 weeks/ 4 days	7 Week Term	6 Week Term	6 Week Term	5 Week Term 4 days/1 wk/4 days /2 wks	7 Week Term
Class Text (MR = Master Reader)	MR The Stone Age to Iron Age - The history detective investigates	MR The Giraffe, the Pelly and Me - Roald Dahl	MR Escape from Pompeii – Christina Balit	MR The Owl who was afraid of the dark – Jill Tomlinson	MR Harriet's Hare - Dick King Smith	MR The Boy who Grew Dragons – Andy Shepherd
Additional Texts for Story Time/Topic Work? Mary Myatt Books - The Teachers' Collection (theteacherscollection.com)						
Educational Visits	Stone Age visit in school TBC - Hillier Gardens – Digging Deep (Science)		London – theatre visit Buster Ancient Farm – Romans (History)		Englefield House Schools Day (Science)	
English	<u>Writing Genres</u> Narrative 'Stone Age Boy' Planning, writing, innovating editing: setting (3 weeks) Non-narrative headings and paragraphs (3 weeks)	<u>Writing Genres</u> Persuasive writing - adverts for Ladder less window cleaning & invent names for sweets (3 wks) Performing Poetry (1 wk) Performing a poem - English - Learning with BBC Bitesize Harvey Slumfenburger's Christmas - Narrative writing & editing (3 wks)	<u>Writing Genres</u> Narrative: Myths and Legends To write, innovate edit their own roman myths and legends (3 weeks) Non-narrative – to write a report on the eruption of Mount Vesuvius (2 weeks) Theatre Visit – themed week (1 wk)	<u>Writing Genres</u> Non-narrative Persuasive writing - a letter about the dark being friendly (3 wks) Research nocturnal animals - owls & compare to a diurnal animal – falcon Complete double page spread (3 wks)	<u>Writing Genres</u> Narrative Planning, writing, innovating, editing: Character (3 weeks) Non-Narrative The Shang Dynasty What do archaeologists do? What have they found about Shang? (3 wks)	<u>Writing Genres</u> Narrative Planning, writing, innovating, editing: Speech (3 wks) Poetry Form-Haiku, Brian Pattern (3 wks) Diary recount Englefield House visit (1 or 2 weeks)
Science	Rocks – group & compare rocks, how rocks & fossils form, soils are made from rocks & organic matter	Animals including humans – nutrition, skeletons and muscles	Forces and magnets – movement on different surfaces, grouping materials, attract & repel	Plants – parts of a plant, conditions for growth, water transportation, life cycle of a plant	Working Scientifically	Light – reflecting light, dangers of sunlight, shadows & changes of shadows
History	The Stone Age – fire building, materials, location of key sites <i>Mesolithic, prehistoric, Neanderthal, Palaeolithic, settlement</i>		Roman Britain – how the Romans influenced life in Britain, e.g. travel, cities, inventions, army etc. <i>Aqueduct, empire, amphitheatre, emperor, sewer, villa, citizen</i>		The Shang Dynasty – What have archaeologists found out about them? <i>Shang. archaeologist, artefacts, tomb, dings, oracle, jade,</i>	
Geography		Land Use – Local & UK UK human and physical features. Land use in the locality. Farming in the		UK Region Our National Parks. Introducing the Lake District. Landscape of the Lake		Rivers Introducing rivers The river's journey Flooding rivers

		UK. Different types of land use in the UK. Using grid refs to identify land use. Changing land use			District. LD weather & climate. Working in the Lake District. Pressure on the National Park		Flooding impacts and solutions Rivers in the UK Rivers in Europe	
Design Technology		Food & Nutrition – eating seasonally			Mechanisms – Roman chariots	Structures – Design a castle (link maths – shape)		
Art and Design	Cave art – charcoal & watercolour sketches of British wild animals using cave paintings of animals: upscaling, shading, earth tones			Mosaics – link to work of Antonio Gaudi Mosaics using tiles to create mini mosaic			Monet – The Grand Canal Movement and reflection of water Water colour and acrylic (Exhibition work)	
Computing		Title	Tools		Title	Tools	Title	Tools
		Coding	2code		Spreadsheets	2calculate	Simulations	2 simulate, 2publish
		Online safety	various		Email	2email, 2connect, 2DIY	Graphing	2graph
		Touch typing	2type				Presenting	Google slides or MS Ppt
Religious Education	Core Unit: Can observing behaviour reveal what people believe & value? Christianity: What do the biblical names for Jesus tell us about who Christians believe him to be?	Sikhi: What do Sikhs believe about God and why?		Sikhi: What is the Guru Granth sahib and why is it important to Sikhs?	Christianity – Why is Easter important? (recap symbols of Easter – quiz?)		Sikhi: What might it look like to live as a Sikh? To include role of Gurdwara in Sikh life. Possible visit?	Christianity: Where do ideas about right and wrong come from for Christians (10 Commandments) and for non-religious families.
MFL – French	Phonetics 1 (ELT) I am Learning French	Phonetics 1 (ELT) I am Learning French		Ice Creams (ELT)	Ice Creams (ELT)		Fruit (ELT)	Fruit (ELT)
Music	The Bear & the Piano Part 2: transition project Duration: Rhythms and steady beats			Romans Marching Unit linked to history topic Dynamics: getting louder & quieter		In the Hall of the Mountain King Tempo: getting faster & slower		
PSHE	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community		Keeping Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Respect Skills we need to develop as we grow up. Helping and being helped. Looking after the environment Managing money		Being My Best Keeping myself healthy and well. Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies & puberty. Keeping safe Safe and unsafe secrets
Physical Education	Tag Rugby	Football		Hockey	Netball		Rounders	Athletics
	Gymnastics	Dance		Fitness	Gymnastics		Swimming	OAA

Houses

Children have kept the same houses as Mrs Blands. They are expected to wear their house T-shirt for PE.

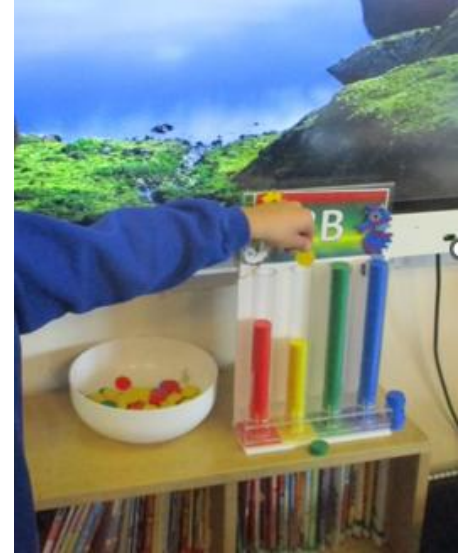
Our houses are called:

Daffodil

Rose

Shamrock

Thistle



Children are rewarded with house points for showing the school values. The winning house at the end of each term gets an extra playtime.

Rewards and Consequences

Rewards are given when the children demonstrate the school values or have worked particularly hard on something.

These can be house points which are added up every week, the house with the most points at the end of the term get an extra playtime or turn on the adventure playground.

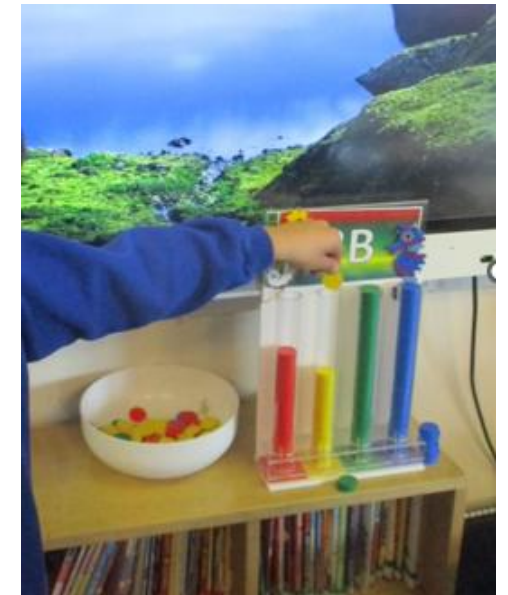
They can also earn green tickets. These are rewarded for consistent demonstration of the school values. Two children are picked out every week and can earn a small prize if their name gets called out. More green tickets = a greater chance of a prize!

We use a card system to promote positive behaviour but sometimes warnings do need to be given.

White card = verbal warning

Yellow card = 10 minutes off playtime

Red card = both playtime and lunchtime missed



How can you support your child's learning at home?

- Promote a love of reading and read regularly at home.
- Encourage a growth mindset and a can-do attitude. The power of 'yet'!
- Working little bits of Maths into everyday life - counting their timetables on the way home, counting out money, weighing ingredients for baking.
- Encourage your child to complete their Doodle Maths daily

Thank you for
listening.

Please feel free to ask
any questions you may
have.