



September
2026

Meet the teacher

Welcome to Year 3

Staff

Chestnut class

- Mrs Ingle
- Miss McSweeney (Thursday)
- Mr Muttit (Friday afternoon)
- Mrs Hearley – LSA

Redwood class

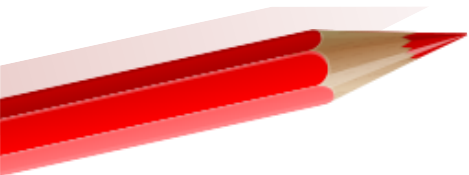
- Mr Gattey
- Mr Duckworth (Friday afternoon)
- Mrs Edgely - LSA





Autumn term

- ✓ **History** - what changed in Britain after the Anglo-Saxon invasion?
- ✓ **Geography** - what are rivers and how are they used?
- ✓ **Art** - story telling through drawing
- ✓ **DT** - electrical systems
- ✓ **Science** - animals including humans and electricity
- ✓ **Computing** - animation and Logo
- ✓ **PSHE**
 - how can I take care of my mind and body?
 - what rights and responsibilities do we have?
- ✓ **RE**
 - what did God promise his people?
 - how do non-religious people celebrate new life?
- ✓ **PE** - netball, football, swimming and ball skills
- ✓ **Music** - let your spirit fly
- ✓ **French** - getting to know you



- Anglo-Saxon workshop in school
- Box Hill visit

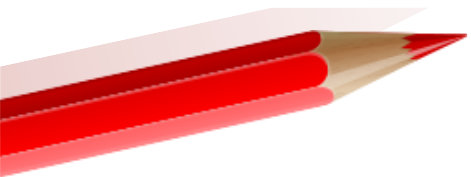




Spring term

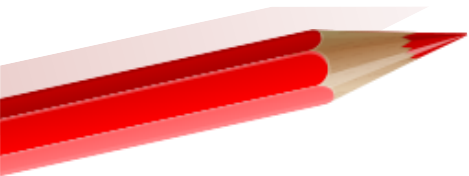


- ✓ **History** – were the Vikings raiders, traders or settlers?
- ✓ **Geography** – where does our food come from?
- ✓ **Art** – exploring pattern and exploring still life
- ✓ **DT** – mechanical systems
- ✓ **Science** – states of matter
- ✓ **Computing** – branching databases and sound stories
- ✓ **PSHE**
 - how can we prevent illness and injury and respond if they happen?
 - how can I make healthy choices?
- ✓ **RE**
 - ✓ what did Jesus say about God's kingdom and why is it 'good news'?
 - ✓ is communion a celebration or an act of remembrance?
- ✓ **PE** – tag rugby, hockey, dance and gymnastics
- ✓ **Music** - glockenspiels
- ✓ **French** – family and friends



- Tate Britain
- Food and fair trade workshop





Summer term

- ✓ **History** - how did the achievements of the Ancient Maya impact their society and beyond?
- ✓ **Geography** - why are rainforests important to use?
- ✓ **Art** - working in three dimensions – the art of display or sculpture
- ✓ **DT** - textiles (2D shape to 3D product) - purses
- ✓ **Science** - living things and habitats and sound
- ✓ **Computing** - coding and touch typing
- ✓ **PSHE**
 - how can I spend money wisely?
 - how will my body and emotions change as I grow up?
- ✓ **RE**
 - ✓ are words more important than actions?
 - ✓ How does worship show what is important to Muslims?
- ✓ **PE** - rounders, tennis, athletics and cricket
- ✓ **Music** - three little birds and reggae
- ✓ **French** - holidays and hobbies

- Samba drumming
- Mosque



Parent newsletter

What we are learning...

Reading: Animal shape poems

Sir Gawain and the Green Knight by Michael Morpurgo



Writing: animal poetry and a non – chronological report about the Anglo Saxons

Maths: place value and addition and subtraction

Science: animals including humans

PE: ball skills and netball

History: what changed in Britain after the Anglo-Saxon invasion?

Art: story telling through drawing

Music: playing with rhythm

French: getting to know you

Computing: animation

RE: Christianity – What did God promise his people?

PSHE: My healthy self: How can I take care of my mind and body?

Trips / extra activities

Anglo-Saxon immersion day – 15th September

Box Hill visit – 2nd November (Year 3) and 3rd November (Year 4)



Year 3 and 4 Autumn Term 1 Anglo Saxons



Vision and values

"All things are possible for one who believes"

Commitment and love: learning about the changes to Britain people made during the Anglo-Saxon times.

How can you help?

Reading – encourage reading a variety of texts for example, The Puffin Keeper by Michael Morpurgo or Max and the Millions by Ross Montgomery.

Visit the library – look for books linked to the Anglo Saxons or King Arthur. Read books by our key author this term – Jill Tomlinson.

Visit relevant museums – British museum and Battle Abbey.

Times table practice

Encourage use of websites – maths.co.uk, spag.com, spelling shed, TTRS

History – Have discussions at home about the Anglo Saxons and their effect on Great Britain

PSHE – talk about the six main emotions (disgust, fear, happiness, sadness, anger and surprise)

Key Vocabulary

Week 1 – animations and emotions

Week 2 – digestion and decay

Week 3 – pulse and plaque

Week 4 – partition and saviour

Week 5 – blessing and settlement

Week 6 – conqueror and invader

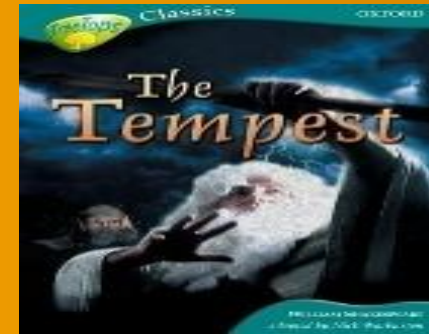
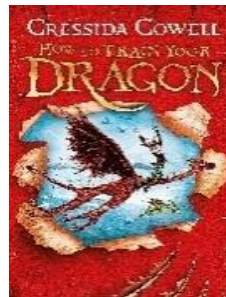
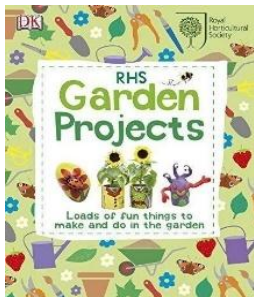
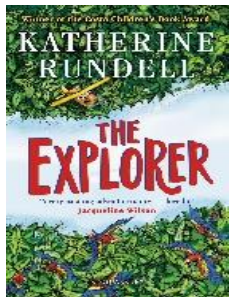
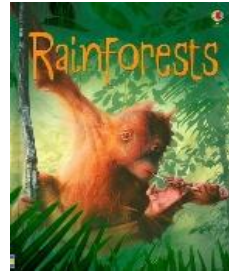
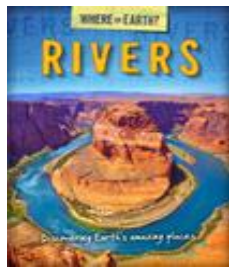
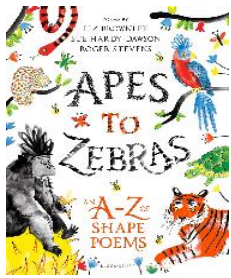
Week 7 – quest and eternal

Timetable

Y3	8.50	8:55-9:10	9.10 – 10.10	10:10 – 10:25	10:25 – 10.40	10.40 – 12.00		12-1	1-1.15	1.15-1.35	1:35 – 3.10			3.10	
											DAILY MILE At some point between lessons.				
Mon	Register Reading	Mastering Number	Maths	Collective worship	BREAK	Handwriting Guided Reading	Literacy	LUNCH	Story time/ Reading for pleasure	Spelling	RE	PSHE		Story	
Tues	Register Reading	Mastering Number	Maths	Collective worship		Handwriting Guided Reading	Literacy		Story time/ Reading for pleasure	Spelling	Science			Library	Story
Weds	Register Reading	Reading	Mastering Number Maths			Handwriting Guided Reading	Literacy		Story time/ Reading for pleasure	Spelling	History		Collective worship	Story	
Thurs	Register Reading	Mastering Number	Maths	Collective worships		Handwriting Guided Reading	Literacy		Story time/ Reading for pleasure	Spelling	Computing	PE		Story	
Fri	Register Reading	Reading	Mastering Number Maths			Handwriting Guided Reading	Literacy		Story time/ Reading for pleasure	Spelling	PE	Music/Fench	Collective worship	Story	

Literacy

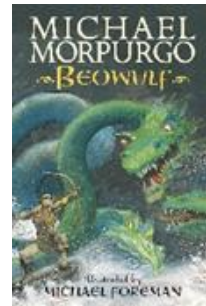
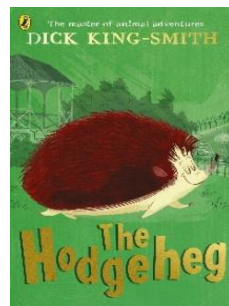
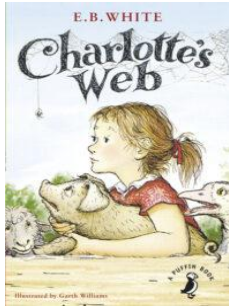
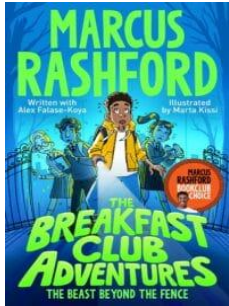
Texts have been carefully chosen to link with the wider curriculum learning.



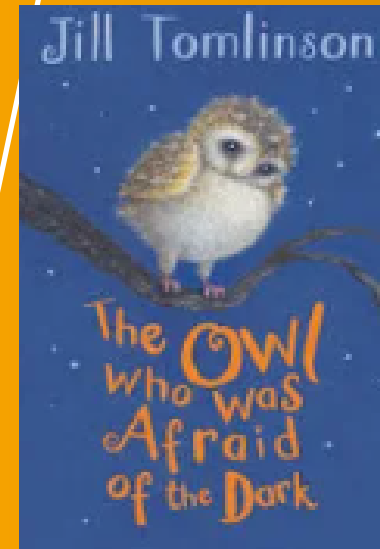
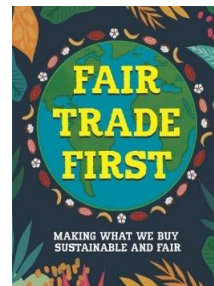
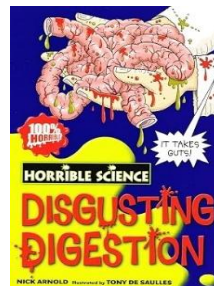
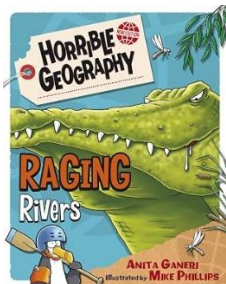
Year 3 and 4 will perform
The Tempest in Spring 2

Reading

Fiction books

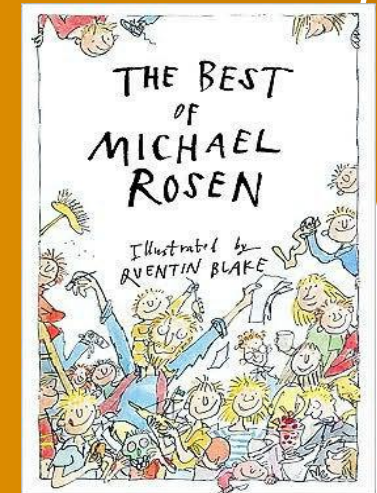


Non-Fiction books



Key authors

- ✓ Jill Tomlinson
- ✓ Cressida Cowell
- ✓ Michael Rosen



Reading

Home Reading

- 5 times (weekly)
- Adults record brief comment/signature
- Half termly class reward linked to reading
- Reading to your child
- Audio books
- Library
- Reading bingo (Home Learning)

Reading at school

- Guided Reading including Readers Theatre
- Reading across the wider curriculum lessons
- Reading for pleasure (afternoon)
- Morning reading



Supporting maths at home:

- ✓ **Incorporate mathematics into everyday routines and activities;** telling the time, using money and coins or counting and comparing quantities.
- ✓ **Use maths talk every day.** Focus on concepts like doubling/halving and adding/subtracting. If I ate half the peas on your plate for you, how many would you have left?"
- ✓ **Ask your child to teach you** new strategies and solve problems taught in class.
- ✓ **Play maths games together.** Many games use mathematical and logical skills that your children will need in later life - plus they're fun! Games like jigsaw puzzles help children to develop logical & spatial awareness skills.
- ✓ **Use fractions in daily life.** Can you find $\frac{1}{2}$ of the sweets? What fraction of the cake has been eaten?
- ✓ **Practice times tables and maths games online.** Times table rock stars, Sumdog, Hit the Button are all useful websites.
- ✓ **If they need a challenge...** Explore websites such as NRICH ([http:// nrich.maths.org/](http://nrich.maths.org/)) or Transum (<http://www.transum.org/>)



Handwriting + Presentation

aA bB cC dD eE fF gG
hH iI jJ kK lL mM
nN oO pP qQ rR sS
tT uU vV wW xX yY zZ

joining at Leatherhead Trinity

abcdefghijklmnopqrstuvwxyz

Arm to
boat

ai

Arm to
sun

ab

Arm to
sister

ic

Washing line
to boat

wr

Washing
line to sun

wh

Washing line
to sister

va

loopy letters

gy

go

ja

ye

Behaviour Policy



Ready



Respectful



Safe

Sanctions and consequences

**THE
REDIRECTION**
Gentle
encouragement

1

**THE
REMINDER**
Given privately

2

THE CAUTION
Clear verbal
caution

3

THE TIME-OUT
Reflect away from
others. Move seats
or stand outside

4

**INTERNAL
REFERRAL**
Go to a linked
classroom or
another room

5

Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning.

Steps should be followed with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Behaviour

- Recognition board – all children recognised for positive behaviour
- Re-direct, remind, caution – all done privately with the child
- Time outs still take place but white slips are for recording purposes only
- All adults responsible and consistent

Ready, Respectful, Safe

How you can help

Ready, Respectful, Safe

- Supporting us to help your child be '**Ready**' for their learning:
 - Sleep
 - Filling breakfast
 - Attendance/punctual
 - Supporting our rules: **Ready, Respectful and Safe**
- Home Learning
- Trips/walkers



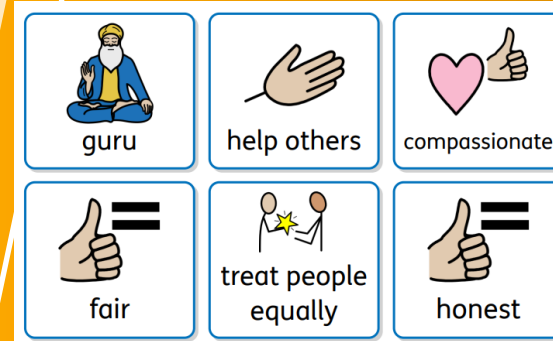
Challenge for all

Helping children to access their learning:

- Manipulatives (dienes and numicon)
- RWI sound mats
- Widgits (word banks)

Challenge for all

- All children able to access challenge



Complex Speed Sounds

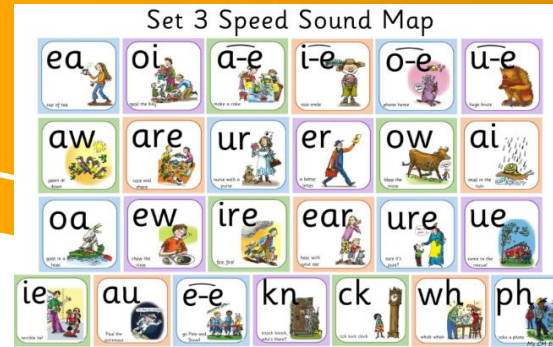
Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti	th	nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							





Thank You!

Any questions?