



Year 3 Information for Parents 2026-2027

Teachers in Year 3



Mrs Acland
Mon/Tues/Wed



Miss Milazzo
Thurs/Fri

Curriculum for Autumn Term



Here is our Autumn Term curriculum overview. We encourage children to extend their learning through activities linked to our topics.

Autumn

WHITEBEAM YEAR 3

English

Whole school - The Tree and The River
Entertain: Narrative - Mini Rabbit Not Lost
Poetry: Free Verse - The Magic Box
Entertain: Fables - The Lion Inside
Inform: Non-Chronological Report - The Remarkables

Maths

In Maths we will be covering the following topics: Place Value, Addition and Subtraction and Multiplication and Division. We will also be practising our arithmetic skills.

Science

In Science we will be working scientifically towards our 'Nappy Challenge' unit. In Autumn 2, we will be learning about Rocks, Soils and Fossils.

RE

Autumn 1 - Who is God to Sanatanis? Hinduism
Autumn 2 - Has Christmas lost its true meaning? Christianity

CURRICULUM NEWSLETTER

YEAR 3

Values

The value for the first half of term = The value for the second half of term =

History

In History, we will be exploring the changes in Britain from the Stone Age to the Iron Age.

Geography

In Geography we will be discovering the key aspects of physical geography. This includes: climate zones, biomes and vegetation belts.

Spanish

Our Spanish topics are Aprendo Espanol (I am learning to speak Spanish) and Las Animales (animals).

Music

In Autumn 1, we will be exploring Mountain Melodies: Steps and Leaps and in Autumn 2 we will be Reading rhythms: Patterns and Layers.

Art

Our topic is Painting and Mixed Media. We will be creating Prehistoric Art.

DT

In DT we will be discovering how mechanical systems work and create a pneumatic toy.

PSHE

In PSHE we will be learning about 'Being Me' and 'Celebrating Differences'.

PE

PE days for Autumn Term: Wednesdays and Thursdays.
Autumn 1 - Swimming (wednesdays) and Gymnastics
Autumn 2 - Swimming (wednesdays) and Ball skills

Computing

In Autumn 1, the children will learn about creating media and photo editing. They will develop their understanding of how digital images can be change and edited, and how they can then be resaved and reused. In Autumn 2, they will learning about animation.

Please login to Google Classroom

In Year 3 children are expected to:
read daily - parents record in reading record;
use TTRockstars (login in reading record) and practise spellings.

Morgans School

"Nurturing Life-Long Learning"

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Curriculum for Autumn Term



[Year 3 Overview](#) - please click here

Drop off

- Gates open 8.30am
- Y3 - Y4 children line up on the playground by 8.35am
- Teachers and support staff will lead classes into their classrooms promptly at 8.40am after whistle blows
- Children arriving after 8.40am (KS2) will need to sign in at the Office
- Please stand to the side of the line so the teacher can see all pupils.



Pick up

Children in Key Stage 2 should be collected at 3.20pm from their respective classroom.

If your child is getting picked up from a family member or friend, please let your class teacher know by mouth (please also put this in writing) or via an email.



Google Classroom

Communications

We will be using Arbor Parent Mail and Google Classroom to send messages. If you have any emails for teachers, they must be sent via admin@morgans.herts.sch.uk marked for the attention of your class teacher/s. **Your child has their google classroom account at the back of their reading record.**

If you have any issues, please contact Mrs Taylor and she will assist you.



Leadership Responsibilities/Safeguarding



Headteacher/Deputy Safeguarding Lead: Helen Melidoro
Deputy Headteacher/Designated Safeguarding Lead: Heather Morris-Bowman
SENCo/Deputy Safeguarding Lead: Siobhan Cosh
Deputy Safeguarding/Senior Curriculum Leader: Daniel Collin

At Morgans we are committed to safeguarding our children.
If you have safeguarding concerns please speak to a member of staff who will direct you accordingly.

Behaviour Policy

The following provides examples of low, medium and high levels of misbehaviour. The school's approach to managing the behaviour and examples of action taken by school staff are as follows:

on Low level behaviour examples	Strategy	Staff Action examples
Running/moving away when asked to remain by adult Talking/making noises /calling out at inappropriate times Use of inappropriate language Touching/poking/pulling others Creating/involving themselves in arguments Not responding to adult direction Not completing tasks Sulking/not cooperating with an adult- short term, then complies Not completing work task Hiding other people's possessions Running in corridor breaking playground rules	Child is removed from situation to sit with an adult Child sits away from others Child may have to miss out on an activity Time out within the class Appropriate & agreed class sanction Child is removed from situation to sit or work alone Miss part or all of playtime/lunchtime - teachers will take responsibility to supervise children who are required to miss break/lunchtimes	Staff may choose to: 1. ignore behaviour 2. give eye contact as a warning 3. give verbal warning 4. remove child from situation Child may be spoken to in a firm way and given an explanation De-escalation techniques may be used such as pre-empting and avoiding, or offering choices to the child Class Teacher to discuss concerns with parents Give opportunities to complete work tasks at break/lunch time or at home If behaviour occurs at break times, member of staff on duty informs Class Teacher
Medium level behaviour examples	Strategy	Staff Action examples
Level Behaviour becomes persistent Kicking furniture, deliberately damaging property of school or others, e.g. writing on desk/item Consistent use of inappropriate language Fighting with other children	As above, and in addition: - Child given the opportunity to calm down and to discuss the incident and reason for the consequences Child given the opportunity to reflect and repair Child may be moved to another class for a short period of time Child supported to apologise Child's activities during lunchtime may be managed - teachers will take responsibility to supervise children who are required to miss break/lunchtimes Time out given Children may be kept apart Child attends targeted therapeutic intervention Pastoral support programmes – including safety and support plans Parent/pupil books for home school communication to ensure home school communication is effective in managing and reducing incidents	As above, and in addition: Parents informed on day of inappropriate behaviour Child may be sent to Senior Leader to work in isolation in another class/room Anxiety maps completed If several incidents occur a meeting is set up with parents and class teacher If incidents continue, another meeting set up to include Class Teacher and Senior Leader/SEND/Co Decision may be made to monitor behaviour and behaviour targets may also be required; SEND/Co to support Behaviour may be assessed using a variety of assessment tools Risk Management Reduction Plan may be completed Referral to therapeutic intervention might occur - child referred for additional support at lunchtimes by accessing Lunch club nurture support if it is being held on that day. Teacher will inform Senior Leader or Headteacher (CPOMS)

High level behaviour examples	Strategy	Staff Action examples
Persistent poor behaviour Physical or serious verbal aggression towards adult Serious physical aggression towards another pupil Persistent intimidation of other pupils (bullying) Racial aggression (verbal or physical) Other forms of serious anti- social behaviour	As above, and in addition: - Temporary withdrawal from class or playground, sending to Senior Leader/Deputy Headteacher or Headteacher Internal exclusion Fixed term suspension Permanent exclusion in the most serious situations	As above, and in addition: - Staff member to inform Senior Leader/Deputy Headteacher Parents informed on day Full details of negative behaviour recorded by adults involved and forwarded to Headteacher on day of serious behaviour or as soon as possible thereafter also recorded on CPOMS Outside Agencies may be contacted; e.g. Rivers ESC/SL Educational Psychology Service/ 0-25 Specialist Support Service

Expectations at home:



We ask that you support your child by practising their times tables and reading with them regularly at home. Your support makes a huge difference to your child's confidence and progress.

Times Tables

In Year 4, all children are required to take the National Multiplication Tables Check, an online government assessment. By the end of Year 4, children are expected to know **all of their times tables up to 12 * 12 and be able to recall the facts quickly and accurately.**

Your child's TT Rock Stars login details will be placed in their reading record so they can practise regularly at home in a fun and engaging way.

In Year 3, children are expected to:

- Know and recall the 3, 4 and 8 times tables.
- Count forwards and backwards in steps of 50.

These are the key multiplication facts to focus on during home practice this year.



TTRockstars

All children in KS2 have their own TTRockStars login. We recommend a 'little and often' approach, with around 3 minutes of practice, 4-5 times a week, to help build fluency and confidence in times tables. Class teachers regularly monitor pupils' progress and can see how often your child is using the platform, allowing them to celebrate success and provide additional support where needed.

Website - <https://ttrackstars.com/>

[Parent Guide for TTRockstars](#)

Video Guide for Parents - [Video](#)

[Multiplication Square Poster](#)

[Multiplication Posters](#)



Expectations at home

Reading at Home

Please read with your child **at least 3-5 times each week** and sign their reading record after each session. Reading records will be checked by the class teacher(s) at the end of each week. Depending on the book and its length, you may choose to read a few pages each night. The most important thing is to talk about what has been read and ask questions to check your child's understanding. .

Although children in **Key Stage 2** become more independent readers and may not read one-to-one with an adult as frequently in school, we continue to teach reading every day through whole-class reading lessons. Children will either have a '3' book which is age related or EFR (early free reader) book which is working towards ARE. We like the children to choose books that they would like to read as well as encouraging them to pick books that are suitable for them.

Reading aloud to an adult at home remains incredibly important. It gives children the opportunity to:

- Develop fluency, expression and confidence when reading.
- Practise decoding unfamiliar words and improve accuracy.
- Build understanding by discussing the text, characters and vocabulary.
- Receive immediate support and encouragement when they encounter challenges.
- Foster a lifelong enjoyment of reading through shared conversations about books.



Just **10-15 minutes of reading together** several times a week can have a significant impact on your child's reading ability, vocabulary, comprehension and overall academic success.

Supporting your child with reading

After reading, ask questions such as:

Vocabulary - "What does this word mean?" "Can you think of another word that means the same as..."

Inference - "How do you think the character feels? Why?"

Prediction - "What might happen next?"

Explanation - "Why did this happen?"

Retrieval - "What happened?"

Sequencing - "What happened next?"

Summary - "Can you tell me the main events?"

These questions help develop understanding and encourage children to explain their answers using clues from the text.

Expectations at home

Spellings

Spelling rules and patterns will be taught in school each week. Children will revisit the focus rule daily through a range of activities to help them understand how and when to apply it.

Rather than simply learning a list of weekly spellings, we focus on teaching the **spelling rule or pattern**. This helps children apply their knowledge to many different words, rather than memorising just 10 words for a weekly test. Developing an understanding of spelling patterns supports children to become more confident and accurate spellers in their everyday writing.

Please find attached an overview of the Year 3 spelling rules that will be taught this year: [Year 3 Essential Spelling Scheme](#)

Children also have their own **Spelling Frame** login. We encourage them to use this regularly at home to practise spelling patterns, reinforce their learning and address any gaps in their knowledge.

[Year 3/4 common exception words](#) - Common exception words not follow a pattern or rule but they must be learnt to ensure age related is met in writing. Each child will be monitored and tracked to ensure gaps are found in their spellings.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Uniform

Please take a moment to familiarise yourself with our school uniform policy. As a school, we encourage all children to wear their uniform correctly and take pride in looking smart and presentable. If your child is not wearing the correct uniform, a notification slip will be sent home.

In Key Stage 2 (Y3- Y6) every child will need to bring in a small pencil case with the following stationery. **Please name items where possible.**

- black pens for handwriting (Berol preferable) but not biro
- HB pencils
- Colouring pencils
- Ruler
- Glue stick
- Rubber
- Sharpener
- Highlighters (2-3 are sufficient)



4. Expectations for school uniform

4.1 Our school uniform

The following items are part of our **essential** school uniform:

Navy blue v-necked jumper/sweatshirt or cardigan. Hoodies are not permitted

Light blue polo shirt

Grey trousers, shorts, skirt or pinafore dress

Light blue, round neck PE t-shirt

Plain navy blue PE shorts (not cycling shorts)

PE trainers (velcro unless pupil can tie laces)

Black school shoes - trainers, boots, sandals or shoes with heels are not permitted

Black/grey/white socks or tights

Optional school uniform

- Navy blue jumper/cardigan with school logo
- Light blue PE t-shirt with school logo
- Plain (not branded) navy blue joggers/tracksuit for PE during winter months
- Light blue gingham summer dresses during summer term (until Autumn half term)

There are no restrictions on the colour of school coats

School bags/rucksacks should be large enough to carry school equipment e.g. reading book, pencil case, jotter, packed lunch and water bottle

Jewellery is not permitted unless it is worn for religious reasons. Pupils with pierced ears may wear small stud earrings only. Earrings must be removed for PE/sports activities

Smartwatches/Fitbits are not permitted

Long hair (shoulder length or longer) must be tied back at all times

Small hair accessories must be navy blue, black or brown

Nail varnish is not permitted.

Haircuts should be appropriate for school

Your child should bring into school the following things daily:

- Water bottle
- Reading book and Reading Record (children should be reading 3-5 times a week and an adult should sign to confirm this)
- PE kit (can be left in school)
- Children are encouraged to bring in a healthy snack for break time - must be fruit or vegetables (not cereal bars).
- If possible: an apron or old Tshirt for Art/DT (can be left in school)

If they would like, they may bring in a small pencil case.



Break/lunch time

In KS2 children may bring in fruit or vegetables for a break time snack. All snacks and packed lunches should be healthy.

We would also encourage you to go to the following website for ideas on healthy packed lunches:

<http://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

As a nut free school, please ensure there are no items that contain nuts, including peanut butter, Nutella and some cereal bars, etc.

Grapes and sausages can present a choking hazard for children, please cut these in half.

Medical



If your child suffers from asthma, allergies or any other condition, this information should be sent via email to the school office and we will add this to the school records on Arbor and the class teacher will be notified.

Medicines are not allowed in school unless prescribed and have to be given over a prolonged period when a medicines form must be completed for school to administer.

Asthma inhalers and epipens must be kept in school and dates checked half termly.

Please ensure these are handed to the class teacher or school office.



PE days for Year 3

These are the Year 3 PE days. They may change next term but we will let you know if this is the case. Please ensure your child's PE kit is fully named and they have the correct items. Uniform slips will be sent home if your child does not have the correct kit.

If they forget their PE kit, they will still be expected to join in the lesson.

PE days:

- Wednesday (Swimming for Autumn term only)
- Thursday

Swimming

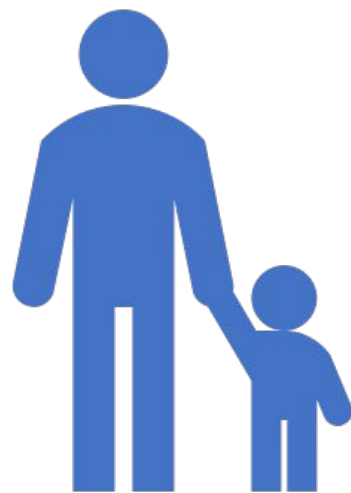
Swimming will commence in the Autumn term Wednesday 9th September until 9th December 2026. We will be walking to Simon Balle swimming pool every Wednesday afternoon. We will aim to leave school by 1pm.

We would greatly appreciate any parents or carers who are willing to volunteer as helpers to accompany the students to and from the swimming pool. While it would be ideal to have the same adult each week, we understand the commitment involved and welcome any assistance. Please note that for safeguarding reasons, adult helpers will be unable to enter the swimming pool area to watch the lessons.

For the swimming sessions, we kindly request that each child brings a separate bag containing the following items:

- Swimming costume (no bikinis) or trunks
- Named towel
- Goggles
- Hat (optional)
- Hooded towels are allowed if the children prefer changing underneath them.
- Tops can be worn if they feel more comfortable while swimming.





Link parents

- A link parent acts between the teacher and the parents in the class, e.g. if the teacher wants help in the class, on school trips or with readers, the teacher can ask the link parent to find some volunteers. The link parent(s) would NOT be expected to volunteer.
- Link parents have the opportunity to be on the Parent Council which meets with the head teachers approximately twice a term to provide feedback and ideas on school issues.

Pupil Premium



There are so many benefits available to you:

Children qualify for free school meals - and accordingly pupil premium - if you receive any of the following benefits:

- Universal credit
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

Please give your name to the link
parent so they are able to
organise two parent helpers to
assist with walking to swimming
each week.

Upcoming trips - Provisional



Here are the trips that we have historically attended in Year 3. We cannot give you exact dates until we have confirmed bookings of the trip however these are the terms they fall on. We would love to have parent volunteers for trips to help our day run smoothly. When we send out emails with more information, please speak to the class teacher if you would like to volunteer. Once we have a list of names, adults will be selected at random and you will be informed.

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Swimming - 9th September - 9th December (every Wednesday) Harvest Festival - 2nd October 1:30pm at All Saints Church Christingle - Friday 11th December 1:30pm at All Saints Church Celtic Harmony Camp- 27th November 2026	Watford faith temple- TBC Class Assembly - Spring 2	Greek Workshop - TBC

Questions

