

# Welcome to Year Three (KS2) 2025 - 2026

# A little about me.



I am excited to be Teaching Year 3 at Sandiway this year. Here's a little bit about me. I have a range of experience across both KS1 and KS2. My teaching philosophy is based all around the **growth mindset** and positive thinking. I am great believer in teaching children the importance of learning from our mistakes and of the power of **'Yet'**. In my teaching I have a particular passion for reading, computing and the outdoors. I also believe in the importance of delivering lessons through different media's and techniques to ensure learning is accessible for all.

# Year 3 team...

- Mr Graham (full time – Friday afternoon PPA)
- Mrs Tucker (Music, PSHE, PE)
- Mrs Dalton – Class support (TA) (Shared)
- Mr Coleclough – Tuesday afternoons PE and Thursday mornings for Forest school.

# Our school values

## GROWING AND ACHIEVING TOGETHER

Together we take ownership, care for and respect each other, our environment and our community.

We **ROCK!**

We show **R**espect

We take **O**wnership of our actions

We are **C**aring

and we are **K**ind

# Learning in Year Three

**All children** receive Quality First Teaching

- Exciting
- Engaging
- Empowering

Ways of working and procedures in class to ensure a safe working environment for us all

When and where appropriate, learning may be **adapted** according to individual learning needs.

- TA support.
- Additional and extra support work as required
- Additional challenge.


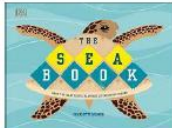








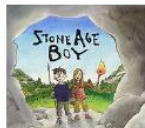

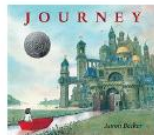

# Our Curriculum







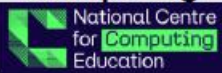



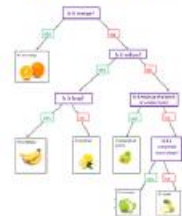


We have a subject specific approach to our learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.40	Morning Interventions (SNIP / TRUGS / TRANSITION CHILDREN)				
8.40-9.00 Register	Handwriting Practice	Maths Fluency Practice	Maths Fluency Practice / TTRS	Handwriting Practice	Spelling Practice
9.00-9.20 (30 mins)	Weekly Picture News Assembly	Guided Reading (1)	Guided Reading (2)	Guided Reading (3)	Celebration Assembly
9.30-10.30 (60 mins)	Mastery for Number (1)	Mastery for Number (2)	Mastery for Number (3)	Mastery for Number (4)	GR - Cracking Comprehension (1)
	Maths (1)	Maths (2)	Maths (3)	Maths (4)	
10.30-10.45	(Break <u>Duty</u> ) Breaks (15 Minutes)				
10.50-11.10 (25 mins)	Spelling (1)	Spelling (2)	Spelling (3)	PE (2) Forest School (JC)	Handwriting (1)
11.10- 12:00 (50mins)	English (1)	English (2)	English (3)		English (4)
12.00 - 12.10		Reg + Class Story			
12.10-1.00	Lunch				
1.00 - 1:10	Reg + Class Story	PE (1) (JC) Tag Rugby	Reg + Class Story	Reg + Class Story	Reg + Class Story
1.15 - 2.05 (50 mins)	Science		Computing	History / Geography	ST - Music
2.10 - 3:10 (60 mins)	Art / D&T				
		Singing Practice 2:45	Zones of Regulation and Homework	French	ST - RE
3.15 - 3.20	Rocky (Worker of the Week)				
AFT SCH			Staff Meetings		














# Year Overview

Year Three Curriculum						
Subject	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English: Reading</b> 	 <b>The Sea Book</b> By Charlotte Milner Genre: Information	 <b>The Ice Palace</b> By Robert Swindells Genre: Fiction (Adventure)	 <b>The Iron Man</b> By Ted Hughes Genre Fiction (Fantasy)	 <b>This Morning I Met A Whale</b> By Michael Morpurgo Genre: Fiction (Adventure) And Information	 <b>Usborne Illustrated Atlas Of Britain And Ireland</b> By Struan Reid Genre: Information	 <b>Egyptian Cinderella</b> By Shirley Climo Genre: Recount, Historical Fiction, Traditional Tale
<b>English: Writing</b> 	 <b>Coming To England</b> By Floella Benjamin Genre: Recount-Letters	 <b>Winter's Child</b> By Angela Mcallister Genre Fiction-Fantasy	 <b>Stone Age Boy</b> By Satoshi Kitamura Genre: Fiction-Set In Historical Setting	 <b>Silence Seeker</b> By Ben Morley Genre: Fiction	 <b>Journey</b> By Aaron Becker Genre: Fiction-Fantasy Story	 <b>Zeraffa Giraffa</b> By Dianne Hofmeyr Genre Information-Persuasion

<b>Maths</b> 	<ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Addition and Subtraction</li> <li>• Number: Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Multiplication and Division</li> <li>• Measurement: Length and Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Fractions</li> <li>• Measurement: Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Fractions</li> <li>• Measurement: Money</li> <li>• Measurement: Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement: time</li> <li>• Geometry: Properties of shape</li> <li>• Statistics</li> </ul>
<b>Science</b>	<b>Forces and Magnets</b> 	<b>Rock and Soils</b> 	<b>Animals including Humans</b> 	<b>Plants</b> 	<b>Light and Shadows</b> 	
<b>Computing</b> 	<b>Connecting computers</b>  <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p>	<b>Stop-frame animation</b>  <p>Capturing and editing digital still images to produce a stop frame animation that tells a story</p>	<b>Sequencing sounds</b>  <p><b>BLOCK BASED</b> PROGRAMMING FOR CHILDREN www.parkland.co.uk</p> <p>Creating sequences in a block-based programming language to make music.</p>	<b>Branching databases</b>  <p>Building and using branching databases to group objects using yes/no questions.</p>	<b>Desktop publishing</b>  <p>Creating documents and modifying text, images and page layouts for a specific purpose.</p>	<b>Events and actions in programs</b>  <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>



<p><b>Geography</b></p> <p>  </p>	 <p><b>Weather and Climate</b> Why is climate important?</p>		 <p><b>My World</b> Where on Earth are we?</p>		 <p><b>Coasts</b> Do we like to be beside the seaside?</p>	
<p><b>History</b></p> <p>  </p>		 <p><b>The Stone Age</b> What was new about the Stone Age?</p>		 <p><b>Bronze Age to Iron Age</b> Which was more impressive, the Bronze Age or Iron Age?</p>		 <p><b>Ancient Egyptians</b> How much did the Ancient Egyptians achieve?</p>
<p><b>Art</b></p>	 <p><b>Can Rubbish be art?</b>  Study of environmental artists Drawing and Collage: Colour, tone, texture, pattern, shape</p>		 <p><b>What is primitive art?</b>  Laurel Barbier Drawing and Painting <i>Line, colour, texture</i></p>		<p><b>How can the Ancient Egyptians to inspire our own art work?</b></p>  <p>Gustav Klimt and Egyptian artefacts Drawing, Painting and 3D, Shape, space and form, pattern and colour</p>	

**DT**  
**DT Association**  
**Planning on A**  
**Page**



**Food-Healthy and Varied Diet**

Can I design, make and evaluate a sandwich for a picnic?



**Mechanical Systems- Levers and linkages**

Can I design, make and evaluate an information book with moving parts for a younger child?



**Textiles-2D to 3D**

Can I design, make and evaluate a sunglasses case?

**Music**



**How Does Music Bring Us Closer?**

Developing Notation skills

**How Can I become a good performer?**

Christmas Celebrations in the community  
Performance & Vocal skills

**How Does Music Make the World a Better Place?**

Can I compose using my imagination?

**How Does Music Help us to Get To Know Our Community?**




Sharing Musical Experiences  
Gala Day Performance preparation  
Developing Performance & Vocal skills

**How Does Music Make a Difference to Us Every Day?**

Can I Identify More Musical Styles?

**How Does Music Connect Us With Our Planet?**

Recognising Different Sounds

<b>PE</b> 	<b>Forest School</b> 	<b>Basketball</b> 	<b>Swimming</b> 		<b>Athletics</b> 	<b>Tennis</b> 
<b>PE</b> 	<b>Tag Rugby</b> 	<b>OAA (Outdoor Adventurous Activities)</b> 	<b>Hockey</b> 	<b>Handball</b> 	<b>Cricket</b> 	<b>Rounders</b> 
<b>RE</b> 	<b>How do Hindus view God and celebrate.</b> <b>Diwali?</b> 	<b>Why do Humanists think that we should be good to each other?</b> 	<b>How do Christians use the Bible to help them with their lives?</b> 	<b>What is my point of view about God and why do people have faith?</b> 	<b>Where do Muslims worship?</b> 	<b>How do Muslims worship?</b> 
<b>PSHE</b> 	<b>Family Relationships</b> 	<b>Health and Well-being</b> 	<b>Citizenship</b> 	<b>Economic Well-being</b> 	<b>Safety and the Changing Body</b> 	<b>Transition and Wellbeing</b> 



## French



### A new start (Year 3 unit)

(Greetings, feelings, numbers, colours)



### Calendar and celebrations (Year 3 unit)

(Bonfire colours, commands, days and months, Christmas)



### Animals I like and don't like (Year 3 unit)

(Animal nouns, singular and plural, opinions, story)



### Aliens in France (Year 3 unit)

(Explore France, ask and answer 'where do you live?')

## Forces and Magnets



## Stone Age



## Can Rubbish be art?



## Healthy and varied diet

## Computing systems and Networks



## Hinduism



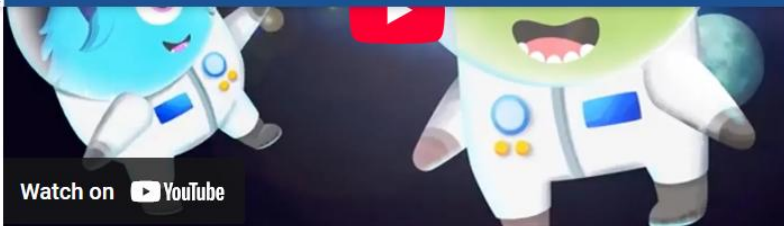
## Weather, Climate and biomes

## Families and relationships



## A new start - greetings





## Files to Download

[Year 3 Curriculum Overview 2025- 2026.pdf](#)[Y3 - Autumn Term Overview 2025 - 2026.pdf](#)[Year 3 Homework Expectations](#)[Year 3 Recommended Reads](#)[Year 3 Writing Expectations Overview](#)[Year 3 and 4 Tricky Words Mat](#)[Year 1 and 2 Tricky Words Mat](#)[View all News items](#)

# English

## Writing

- Pathways to Write
- Range of genres, both fiction and non fiction across the year.
- Focus on creativity and exciting writing.

### English: Writing

  
Pathways to Write



Coming To  
England  
By Floella  
Benjamin  
Genre: Recount-  
Letters



Winter's Child By  
Angela McAllister  
Genre Fiction-  
Fantasy



Stone Age Boy By  
Satoshi Kitamura  
Genre: Fiction-  
Historical Setting



Silent Seeker By  
Genre:



Journey By  
Aaron Becker  
Genre: Fiction-  
Fantasy Story



Zeraffa Giraffa By Dianne  
Hofmeyr  
Genre Information-  
Persuasion

# Grammar, Punctuation and Spelling

- Taught both discretely and during English lessons.
- Pathways to Spell.
- List of Year 3/4 spellings are displayed on the Year 3 page of the website. (set as homework)

<p>English: Reading</p>  <p>Pathways to Read</p>	 <p>The Sea Book By Charlotte Milner Genre: Information</p>	 <p>The Ice Palace By Robert Swindells Genre: Fiction (Adventure)</p>	 <p>The Iron Man By Ted Hughes Genre Fiction (Fantasy)</p>	 <p>Blue By Britta Teckentrup Genre: Fiction, adventure and information</p>	 <p>Amazing Rivers By Julia Vosburgh Agnone Genre: Information</p>	 <p>The Egyptian Cinderella By Shirley Climo Genre: Recount, Historical Fiction, Traditional Tale</p>
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- Pathways to Read
- Both word reading and comprehension. Increased focus on higher level comprehension skills as Y3 progresses.



# Maths

Mathematics: Developing mental and written methods.

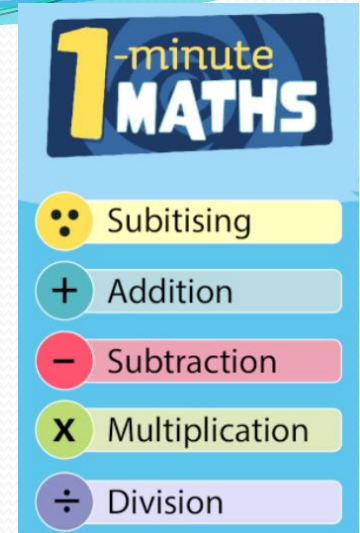
- **Mastery Approach**

- Arithmetic sessions: learning and practising a skill, concept or method.
- Fluency, Reasoning and Problem Solving: applying and explaining their knowledge in various contexts as well as solving problems.
  - Only then can we really say they have 'mastered' that skill.

- **Times tables - Year 3 focus is on 2, 5, 10, 3, 4 and 8**

- Times tables up to 12x12 at a good pace of recall should be known by the **end of Year 4** in readiness for the National Times table check.

- **Homework focus. Support from home is hugely important!**



# Teacher Assessments

- **Throughout** the year to build up a picture of your child's achievement and progress through:
  - Formal tests (termly)
  - Dictated sentences and spelling tests (weekly)
  - Times table checks
  - Marking and observation.
  - Discussion and questioning
- As well as us assessing the children, we encourage them to assess themselves, reflect and evaluate on their own learning.
- All skills must be **consistently** applied to achieve the Year 3 curriculum.



# Changes this year...

Brown  
Band

## A Weekend with ROCKY



Mr Graham's Class

Hello everyone!!

Rocky is our Year 3 class mascot. This is someone your child will get to know very well. Rocky enjoys watching our class learn through their 'Can I questions at the start of each lesson.

Dear Parents,

Throughout the year I will be visiting all of the children in Mr Graham's class. This weekend your child has been chosen to take me on an adventure. It is a great way for your child to focus on a little piece of writing as well as a chance to share with the class the sort of things they do at the weekend. It may be a trip out, stop over at some friends, a club, team they play for or just a quiet weekend at home.

It would be great if you could spend a little time with your child, helping them to write and draw about their weekend with me. If you want to use your computer and print out your report about my weekend that is fine too.

Thank you for your help.

Rocky

## A Weekend with ROCKY

My weekend with (our hero) \_\_\_\_\_

Date: \_\_\_\_\_

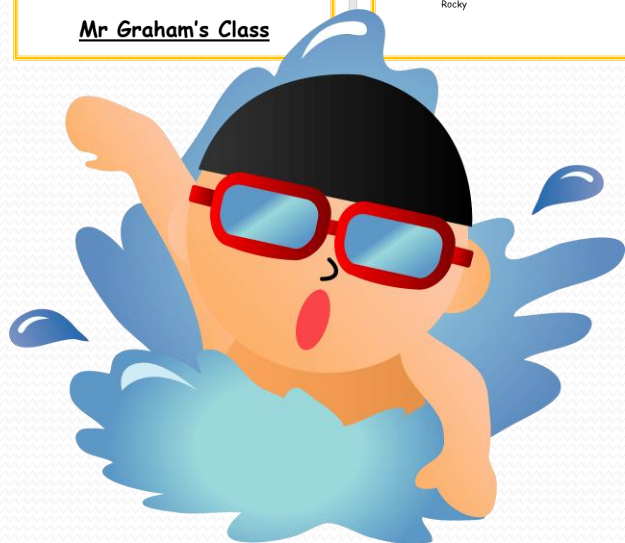
Where we went: \_\_\_\_\_

When Rocky came to visit we...

A photo or picture of what we did.

This is what we got up to:

Lime	11	Year 3-4
Brown	12	
Grey	13	



KS2

# Homework

Clear instructions given on homework sheets and expectation for homework can be found on first page.

Homework consists of:

**1) Times tables**/arithmetic practice

**2) Reading** to an adult at least **x4 times** a week and preferably daily.

- The children have an appropriate **instruction book (Colour band)** and a **library book** of their choice (For fun).
- Please **sign/comment in** the reading record for any reading.

Homework given out on a **Thursday** and handed in on a **Tuesday**.

# Helpful information...

- PE will initially be on **Tuesday** afternoons (Tag Rugby) and **Thursdays** morning for Forest School.  
(Please come to school in PE kit).
- Sensibly sized bag (homework, reading diaries, water bottle, lunch box, PE kit).
- Please order lunches wherever possible.
- Check the **class Seesaw** for information about our learning as well as our class page for updates on our curriculum and learning intent.
- Please communicate via Mrs Foy in the school office if you need to make an appointment to see me.  
[admin@sandiway.cheshire.sch.uk](mailto:admin@sandiway.cheshire.sch.uk)
- Afternoon snack

# Seesaw



- All forms of daily Class communication.
- Homework
- Home share stories
- Updates
- School learning (Photos and work)
- QR – Codes easy access. (Download the app)

# How can you help?



- Support with **homework**, reading and times tables
- An **analogue** watch will support your child with telling the time.
- **Encouraging** effort, a positive attitude and independence.
- Talk about your child's learning use the **Curriculum Overview** as a guide.
- Let us know if there are any significant **changes at home**.
- KS2 Ready: Encourage your child to be **independent** – taking responsibility for own property, their own behaviour and their own attitude to learning



# Looking ahead:

- Class Visits: please keep an eye out for letters ASAP (hard and email copies).
- Art trip to **British Ironwork Centre** – TBC 9<sup>th</sup> October? (£12)
- Exciting opportunity to work with Story House this year.
- Forest school
- Swimming
- Class Workshops?
- Burwardsley Residential
  - Summer Term (more information to follow)
  - One night
  - Relating to our geography and history subjects

# Communication

- School website - check homepage, class newsletters, homework
- New channel of communication as outlined in the newsletter:

Scenario	Communication by parents/carers
My child is ill.	A phone call to the school office before 8:45am.
There is a change to my child's daily routine.	A phone call to the school office.
I have a concern about my child e.g. friendship, additional needs.	<p><u>Step 1:</u> phone call to the school office to make an appointment with the class teacher. Meeting with the class teacher.</p> <p><u>Step 2:</u> phone call to the school office to make an appointment with the deputy headteacher. Meeting with the deputy headteacher.</p> <p><u>Step 3:</u> phone call to the school office to make an appointment with the headteacher. Meeting with the headteacher.</p>
My child needs medication administering.	Bring the medication and paperwork to the school office by 8.45am.
My child's medication has changed.	Phone call to the school office to make an appointment with the medication lead. Meeting with the medication lead.
I wish to make a booking or amendment for my child at The Club.	Bookings can be made via School Spider. If you have any queries please contact the school office.

# ....and finally!

## **Social Media**

- We politely ask that any written comments that make reference to school, specific classes and particularly members of staff are done so in a courteous and respectful manner.
- As professionals, we try incredibly hard to make the right choices for our children. Therefore, should we be made aware of malicious comments, school may intervene.
- Please voice any concerns or questions directly with school so we can help directly.

**We appreciate your understanding in this matter.**

Open Communication  
48 Hours Respond





Any question?

?