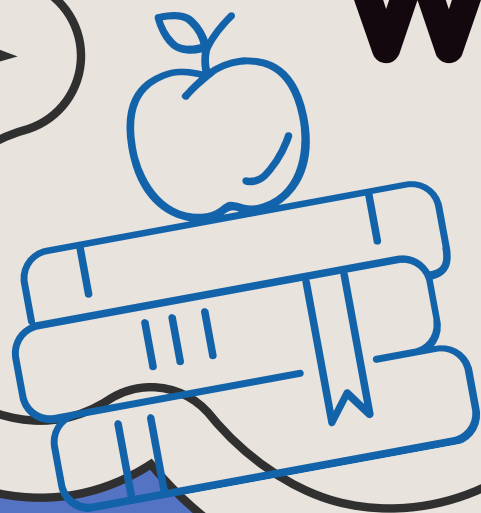




YEAR 3

WELCOME MEETING



MEET THE TEAM



Miss Brooman



Ms Yerkes



Miss Swan

WHAT WILL MY CHILD BE LEARNING?

In Year 3 we have 3 themes split equally over the academic year:

- Autumn Term - Shiver Me Timbers
- Spring Term - Chariots of Fire
- Summer Term - To Infinity and Beyond

More detailed curriculum planning is available on our website on:
<https://www.vernonprimaryschool.com/class/year-3>

Vernon Primary School Year 3 Long Term Plan - Curriculum Map

	Autumn Shiver Me Timbers	Spring Chariots of Fire	Summer To Infinity and Beyond
English	Narrative: Stories that contain historical characters or events Non-Fiction: Letters Persuasive writing Poetry: Learning and performing a poem by heart	Narrative: Stories that contain historical characters or events Narrative diaries Non-Fiction: Letters Explanations Poetry: Haiku poems	Narrative: Stories of Adventure Fictional Biographies Non-Fiction: Biographies Writing in a journalistic style Poetry: Write poems that convey an image
Maths	Number – Place value Number – Addition and Subtraction Number – Multiplication and Division A	Number – Multiplication and Division B Measurement – Length and Perimeter Number – Fractions A Measurement – Mass and Capacity	Number – Fractions B Measurement – Money Measurement – Time Geometry – Shape Statistics
Science	Plants: Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Enquiry Unit – plants	Rocks: compare and group together different kinds of rocks on the basis of their properties. Describe in simple terms how fossils are formed Animals including humans: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Light: recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces and recognise how shadows are formed Forces & Magnets: compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others.
Computing	Computing Systems and network – Connecting computers Creating media – Desktop publishing	Creating media – Animation Data and information – Branching databases	Programming A – Sequence in music Programming B – Events and actions
History	Focus area: Changes in Britain from the Stone age to the Iron age	Focus area: the Romans Empire and its impact on Britain	Focus area: Jodrell Bank – the study of a site in the locality with historical significance – space exploration and telescope development
Geography	Focus area: Who lives in Antarctica? – latitude and longitude. Links to climate, tilt of the Earth, physical features of a polar region and human adaptations to being there. Fieldwork: world maps, atlases, school grounds expedition	Focus area: Why do people live near volcanoes? – construction of the Earth, tectonic plates and boundaries, formation of mountains, causes of earthquakes, volcanic environments. Fieldwork: world maps, aerial photographs, digital maps	Focus area: Are all settlements the same? – types of settlements and land use, urban and rural differences, human and physical features in local area compared to New Delhi. Fieldwork: local area, sketch maps
Art and Design	Focus area: Textiles and Painting - Islands and Seas Artist: Jamie Swain	Focus area: Collage and Digital media (linked to Computing and DT) – Mosaics Artist: Antoni Gaudi	Focus area: Sculpture and Drawing – 3D Planets Artist: Inge King and James Kitchen
Design and Technology	Focus area: Electricals & Electronics - Treasure Boxes Designer/Architect: Elizabeth Kilick	Focus area: Materials and Textiles - Roman tabard Designer/Architect: Valentino	Focus area: Food – Healthy baking Designer/Architect: Ruth Clemens
Physical Education	Gymnastics – Linking movements together Dodgeball Tao-rudby Personal Challenges Phonics Lesson 1	Dance – Romans OAA (Outdoor Adventurous Activities) Hockey Handball	Dance – Space Yoga Rounders Danish Longball
Languages	'J'accordez le français' – learning numbers, colours, introducing yourself. 'Les Fruits' – saying which fruits you like and do not like.	Cultural focus (French speaking country): France Multilingual Unit - Italian 'Je peux' – saying I can! plus a range of verbs.	'Les Glaces' – saying what flavour ice-cream you'd like. La date – days of the week, months of the year, numbers to 30
Music	Whole class instrumental lessons – Caribbean Developing singing techniques - singing songs in unison from a variety of genres Thread: God the world & self. How do religious & non-religious people talk about God? Thread: Authority. How do people decide what they believe is right or wrong?	Ballads - identify features, writing and performing own compositions Pentatonic melodies and composition Thread: RW in wider world. Why is there diversity within beliefs? Thread: Making life's journey. How do people talk about life after death?	Whole class instrumental lessons – Pbbuz Jazz - discover ragtime, dixieland, scat singing, jazz motifs and swing rhythms Thread: The self. Authority How do beliefs shape identity? Thread: Belonging. What does it mean to be a part of a religious community or worldview?
Religious Education	Thread: God the world & self. How do religious & non-religious people talk about God? Thread: Authority. How do people decide what they believe is right or wrong?	Thread: RW in wider world. Why is there diversity within beliefs? Thread: Making life's journey. How do people talk about life after death?	Thread: The self. Authority How do beliefs shape identity? Thread: Belonging. What does it mean to be a part of a religious community or worldview?
PSHE	Relationships: Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	Living in the Wider World Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind
Curriculum Values			
Creativity & Curiosity		Independence	Respect & Cooperation

'Nobody else is quite like me'

English For English this term, we will be immersing ourselves into a range of quality texts: 'The Pirates' by Tony Duddle, as well as 'Stone Age Boy' by Satoshi Kitamura and 'Ug' by Raymond Briggs. Narratives: Children will be writing adventure stories, as well as creating a story based on a historical character or event. Non-Fiction: We will create a letter and write using persuasive techniques. Poetry: We shall learn and perform a poem by heart.	Maths In Maths, we will be completing a wide range of reasoning and applying our knowledge of number to: Place Value Addition and Subtraction Multiplication and Division	Science We will be exploring 'Plants' in the Autumn term. This will involve practical experiments with the way in which water is transported within plants and exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Our second half term involves exploring our enquiry unit: Animals including Humans
Physical Education In indoor PE, we will be linking movements together in Gymnastics. We will also be participating in Swimming. Team sports include dodgeball and tag rugby.	Geography Our focus area in Geography will be the idea of 'Who lives in Antarctica?' Children will answer this question by studying latitude and longitude, links to climate, the tilt of the Earth, physical features of a polar region and human adaptations to being there.	Computing In Computing this term, we shall be learning about computer systems and networks. In the second half of the term, we will be exploring desktop publishing.
Art and Design During this term we will be looking at painting and textiles. Children will develop skills painting techniques and designs to create their own exotic sea landscape. We will focus on artist Jamie Swain to develop inspiration.	Languages: 'J'accordez le français' – learning numbers, colours and introducing yourself. 'Les Fruits' – saying which fruits you like and do not like.	History We will be further embedding our knowledge of the changes in Britain from the Stone Age to the Iron Age. In this unit of work, we will explore these ages and how they changed Britain socially, culturally and religiously.
Design and Technology Children will design and build their own Pirate Treasure boxes. The challenge will be to ensure the treasure box has an electrical circuit which lights up a bulb.	Music Children will take part in whole class instrumental lessons focusing on the genre 'Calypso'. Children will be developing singing techniques in a variety of genres.	Religious Education We will be investigating how people with religious and non-religious views talk about God. Children will explore how people decide on what beliefs are right and wrong.
Curriculum Values Co-operation and Respect Through our curriculum this term, the children will develop skills of co-operation as they have to work as part of a team on a range of challenging situations. For example, in DT they will need to co-operate with each other to produce an end product. In this case a pirate treasure box containing an electrical system. Through investigations, they will develop respect for the past and to importance in our lives now. In addition to this, they will continue to develop respect for each other as they share opinions. Independence Whilst it is important for the children to work as a team, they will also need to work independently. There will be opportunities for them to develop ideas together but then carry them out on their own. In PE, for example, the need to develop their own skills before engaging them in a game. Nobody else is quite like me Creativity and Curiosity These values encourage children to be curious, to ask questions and find answers for themselves. They will need to investigate the past in the time of Stone Age and Iron Age, asking some of their own questions to fully investigate. They will be guided in some of their learning which will lead them on to undertake some of their own research independently.		

English Narratives: Initial focus on 'Escape from Pompeii', Historical Narratives (Dary Enry & Papyrus) – 'Roman Diary: Journal of Iona, Roman Slave'. Non-Fiction: Letters from Pompeii & Explorations: Volcanic Eruption Poetry: Haiku Poems	Maths Number: fractions, multiplication and division Measurement: length and perimeter and mass and capacity	Science Rocks: Compare and group together different kinds of rocks on the basis of their properties. Describe in simple terms how fossils are formed. Animals including humans: Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Physical Education Dance – Romans Gymnastics – receiving body weight, Hockey, Handball	Geography Focus area: Why do people live near volcanoes? – construction of the Earth, tectonic plates and boundaries, formation of mountains, causes of earthquakes, volcanic environments. Ealdred's world maps, aerial photographs, digital maps.	Computing Creating media – Animation Data and information – Branching databases
Art and Design Focus area: Collage and Digital media (linked to Computing and DT) – Mosaics Artist: Antoni Gaudi	Chariots of Fire Languages Cultural focus (French speaking country): France Multilingual Unit - Italian 'Je peux' – saying I can! plus a range of verbs Cultural focus (French speaking country): France Multilingual Unit - Italian 'Je peux' – saying I can! plus a range of verbs	History Focus area: the Roman empire and its impact on Britain
Design and Technology Focus area (skills): Materials and Textiles - Roman tabard Designer/Architect: Valentino	Music Ballads: identify features, writing and performing own compositions. Pentatonic melodies and composition	Religious Education Thread: Making life's journey. How do people talk about life after death?
Curriculum Values Co-operation and Respect As creative and curious individuals, we will use a range of dramatic techniques to explore the curriculum. We will use real Roman Mosaics to inspire the designs of our own. We will create also mosaic designs using digital means in Art and Computing. We will refine our sewing skills and knowledge of designers in our DT lessons. We will compose our own pieces of music. Independence As independent people, we will build on the fantastic start we have already made to Year 3 in regards to our independence. We will continue to ask for help when needed, but use resources provided as a stepping stone to beginning a task. We will continue to work on our targets given by our teacher to improve our work. Nobody else is quite like me Creativity & Curiosity As respectful and co-operative learners, we will continue to follow rules and be role models for the children in Key Stage One, showing them how to be respectful to each other and to all adults. Throughout the curriculum, we will work with a range of groups and pairs, developing the ability to trust each other, listen to others, take the lead, support our peers and show respectful behaviour.		

English Narrative: Stories of Adventure & Fictional Biographies Biographies: 'Cakes in Space' by Philip Reeve Non-Fiction: Biographies & Journalistic Style: 'One Giant Leap' by Don Brown and Neil Armstrong, 'Little People, Big Dreams' by Maria Isabel Sanchez Vegara, moving on to 'First News: Space'. Poetry: 'I Took the Moon for a Walk' by Carolyn Garth.	Maths Number - fractions, multiplication and division Measurement - time, mass and capacity Geometry - shape	Science Light: Recognise that they need light to see things and that dark is the absence of light. How are shadows formed. Forces & Magnets: Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others.
Physical Education Dance- Space Yoga Rounders	Geography Focus area: Are all settlements the same? – types of settlements and land use, urban and rural differences, human and physical features in local area compared to New Delhi. Fieldwork: local area, sketch maps	Computing Programming A – Sequence in music Programming B – Events and actions
Art and Design Focus area: Sculpture and Drawing - 3D Planets Artist: Inge King and James Kitchen	To Infinity and Beyond Languages 'Les Glaces' - saying what flavour ice cream you'd like. La date - days of the week, months of the year, numbers to 30	History Focus area: Jodrell Bank – The study of a site in the locality with historical significance - space exploration and telescope development.
Design and Technology Focus area (skills): Food - Design and prepare an astronaut's meal Designer/Architect: Heston Blumenthal	Music Ballads: identify features, writing and performing own compositions. Jazz: discover ragtime, dixieland, scat singing, jazz motifs and swing rhythms	Religious Education Thread: The self. Authority How do beliefs shape identity? Thread: Belonging. What does it mean to be a part of a religious community or worldview?
Curriculum Values Co-operation and Respect Through our curriculum this term, the children will develop skills of co-operation as they have to work as part of a team on a range of challenging situations. For example, in PE, they will work as a team to challenge each other in rounders. In addition to this they will continue to develop respect for each other, as they share opinions in a range of lessons, specifically looking at self-esteem and respect in PSHE. Independence Whilst it is important for the children to work as a team, they will also need to work independently. There will be opportunities for them to develop ideas together but then carry them out on their own. In English, children will independently write their space adventure story. Creativity & Curiosity This term encourages children to be curious, to ask questions and find answers for themselves. They will need to investigate using questions to find out about Jodrell Bank, and reflect on the significance of this local landmark. They will be guided in some of their learning which will lead them on to undertake some of their own research independently.		



READING IN YEAR 3

Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross- curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.

Independent Reading Guided Reading Reading Streams Reading Hub



Reading practice book

This book has been carefully matched to your child's current phonics phase of learning. If your child is reading it with little help, please do not worry that it is too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they are struggling to read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book that they have chosen for you to enjoy together. Please remember that you should not expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Please record in your child's reading record every time you read at home so we can celebrate their reading achievements in class.

In school, your child will read with an adult at least twice a week and a comment will be written by an adult in your child's reading record.

To support your child with their reading, please find below question prompts that can be used whilst reading with them

1a: draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'X' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- What did s/he/it look like?
- Where in the book would you find...?
- What do you think is happening here?
- What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

1c: Identify and explain the sequence of events in texts

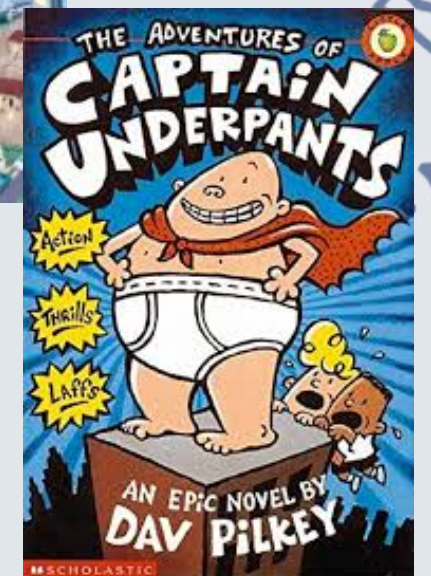
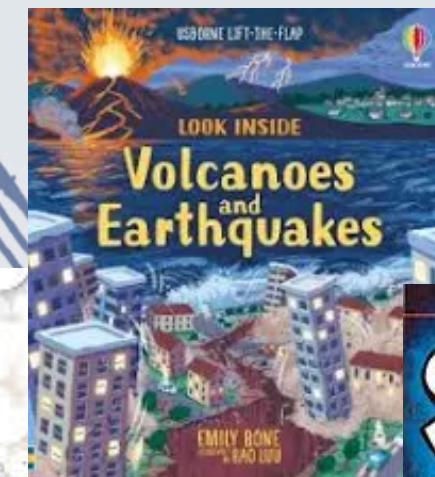
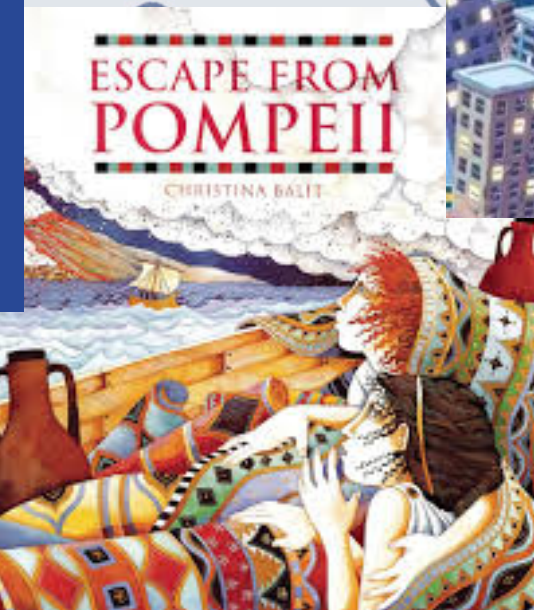
- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- Why does the main character do 'X' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- How do you feel about...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme? e.g. good over evil.



KEY INFORMATION

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 3 curriculum, events and recommendations to support your child.

To support your child's writing process at home a key area to focus on is spelling. In Year 3 our spelling goal is to ensure every child can spell all the common exception words highlighted by the DfE and our Year 3 Spelling List (this can be found on our school website). We will provide your child with a Spelling Frame account to support them with their learning at home.

We update our school X page weekly with the adventures we have been on!

During the Autumn term the children will be provided with their Times Tables Rock Stars login details. This is a platform used from Year 2 to Year 6 to support children with their rapid recall of their timetables. The children are able to access this at home too so they can continue their learning further if they wish to.



WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school:

- Reading Records and Reading Books - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - we ask that PE kits are kept in school. The children will take them home each half term to be washed.
- Children should come to school each day with a water-proof coat and (if they choose to) a healthy playtime snack. We just ask that any snack coming from home is nut free. **We are a nut free school.**
- Lunch box - if not ordering school dinners. School dinners are ordered in advance using your child's SwiftKitchen Key.



P.E will take place on:
Tuesday and Thursday

YEAR 3 RESIDENTIAL (2ND - 3RD JULY 2026)

In the Summer term the children will have the exciting opportunity to attend a overnight camping residential run by the brilliant 'Outdoors People'. The children will be staying the night on the school field, in tents provided by a dedicated company who specialise in creating fun and stimulating camping experiences for primary school children!

A residential meeting will also be arranged to provide further details, such as what your child need to bring with them etc and answer any other questions you may have.



The
Outdoors
People

CAMP AT
Vernon Primary School!



KEY DATES

MONDAY 20TH OCTOBER - PIRATE DAY

WEDNESDAY 5TH NOVEMBER - STONE AGE WORKSHOP

WEDNESDAY 10TH DECEMBER – CHRISTMAS CAROL CONCERT

DATE TO BE CONFIRMED (SPRING TERM) - ROMAN CHESTER VISIT

DATE TO BE CONFIRMED (SUMMER TERM) - JODRELL BANK VISIT

YEAR 3 RESIDENTIAL - THURSDAY 2ND - 3RD FRIDAY JULY

The background is a light blue color with a repeating pattern of various school-related icons in a darker blue. These icons include pencils, sheets of paper with wavy lines, envelopes, paper clips, and the letters 'ABC'.

ANY QUESTIONS?



THANK YOU