



Year 3

Curriculum Morning 2026





Year 3 Staff



Class Teacher



Full Time TA



PPA Teacher
Tues PM





School Wide Behaviour and Rewards





Year 3 Behaviour and Rewards





Typical Day

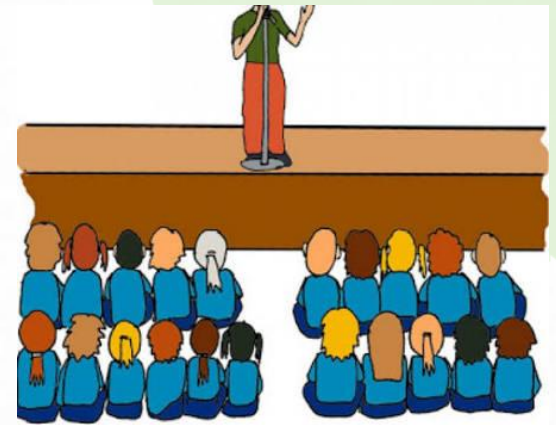


Monday	Tuesday	Wednesday	Thursday	Friday
Morning Work Maths Fundamentals	Morning Work Grammar Fundamentals	Morning Work Reading Fundamentals	Morning Work Maths/Grammar Fundamentals	Morning Work Maths/Grammar Consolidation/ Whole Class PiXL
Spelling	Spelling	Handwriting	Spelling	
Maths (Includes Maths Dictionary)	Maths (Includes Maths Dictionary)	Maths (Includes Maths Dictionary)	Maths (Includes Maths Dictionary)	Maths (Includes Maths Dictionary)
Break	Break	Break	Break	Break
English	English	English	English	Guided Reading Answer Questions
Handwriting	Guided Reading Read	Guided Reading Group Read	Guided Reading Look at questions	Homework discussion including RFP/book talk
Lunch	Lunch	Lunch	Lunch	Lunch
Spanish	PPA Computing	Geography/History Alternated Weekly	Science	PE
PSHE				
Assembly	PPA Art	RE	Music/Choir	Assembly



Important Days

- Our PE afternoon is Friday.
- Assemblies are on a Monday and Friday. Friday is our Celebration assembly.
- Homework will be given out each FRIDAY and needs to be returned on a THURSDAY.





Home Reading



Reading is essential for children's development as it lays the foundation for all future learning. It builds vocabulary, improves comprehension, and enhances critical thinking skills, which are crucial across all subjects. Reading also stimulates imagination, fosters empathy by exposing children to diverse perspectives, and strengthens their ability to focus and concentrate.

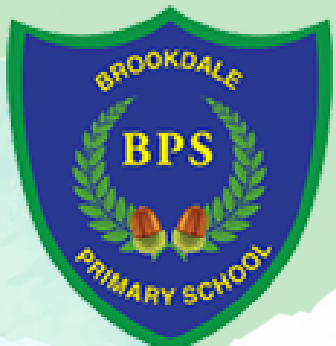
- Additionally, early reading habits have been shown to lead to better academic performance and a lifelong love of learning. By encouraging reading, parents help their children develop the skills and curiosity needed to succeed in school and beyond.

The children will work their way through the book bands like in Y2.

Every half term we will retest them using PM Benchmark Reading Assessment.

They will go up to book band 15 before coming a free reader.

They can still take a class library book home too or read any other texts that they enjoy!



Maths

- A task will be set for the children on their MyMaths account. This will usually be linked to the learning we have been doing that week in school.
- The children will also have a 5 minute TT Rockstar session set.
- Please use your child's login to allow them to access this and complete it.
- You may wish to supervise to ensure they understand the task before leaving them to finish independently.

Homework

The MyMaths login interface is shown on a light blue background. It features the MyMaths logo at the top, which consists of a blue circle with white dots and the text "MyMaths". Below the logo is a dark blue login box with two white input fields labeled "School username" and "School password". At the bottom of the box, there is a small question mark icon and a "Log in" button.

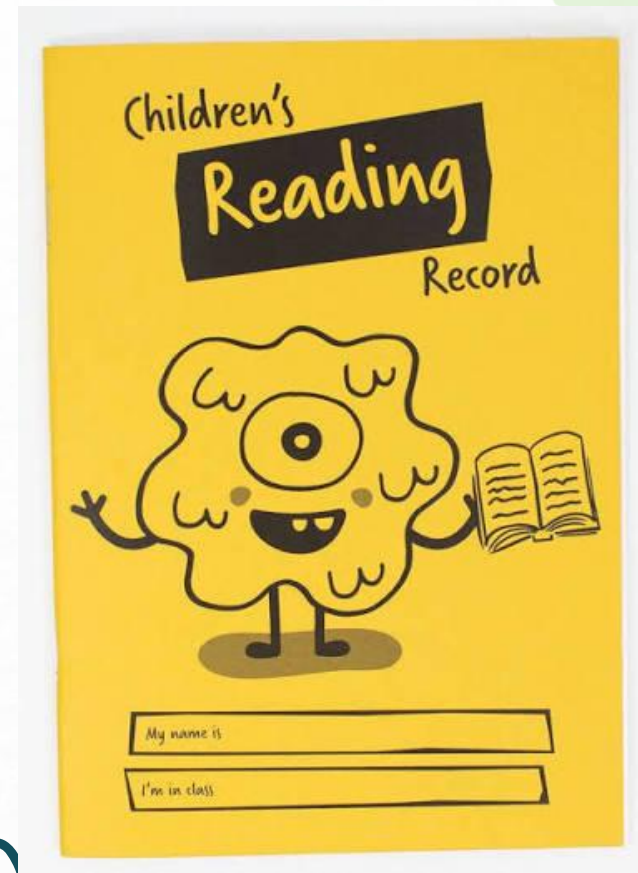


Homework



Reading

- Your child is expected to read at home on at least 3 separate occasions per week.
- This should definitely include their book-banded book or a book they have borrowed from the class library.
- It can also include a range of other sources! eg. Home books, articles on websites, magazines, etc.
- These should be recorded in their yellow reading record with a comment from an adult.

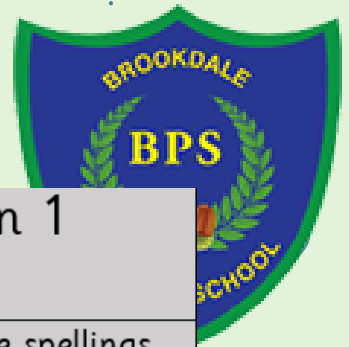




Homework

Spellings

- Each week, the children will bring home a list of words that they have been focusing on during their spelling lessons
- Please encourage your child to learn these in whichever way you see fit. Here is a link to a few ideas that might help but ultimately it is whatever works for them.
- They should then choose 3 of them that they are finding trickier and write a sentence for each one, using correct punctuation, spelling and their best handwriting.



Spellings –Autumn 1 Week 1

Spelling Rule – these are spellings from the Y3/4 word list that they should know by the end of Y4.

Choose 3 of these spellings to write in a sentence. Practice all of the spellings in any way you like.

appear

breathe

experience

natural

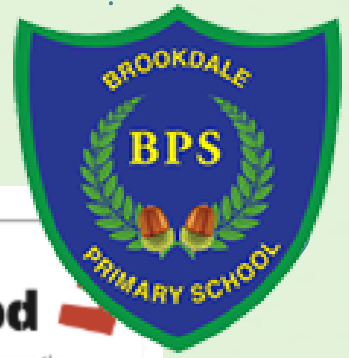
through



Comprehension

- The children will complete an activity call MicroVipers which follows the same structure as our guided reading sessions. These can be any genre, both fiction and non-fiction.
- The extract should be read at least twice before attempting the questions.
- You should help your child to understand and answer the questions by working on a range of strategies, which we will talk about when the children arrive shortly...

Homework



Fairy Tale Retellings

Little Red Riding Hood

Little Red Riding Hood seems like a lovely girl. She does as she's told and treks across the forest to deliver food to Granny. It's wonderful to see a child doing as she's told. Would you do that? Would you risk life and limb in a spooky forest filled with mean-spirited wolves? I thought not!

What might the other story be? What would have happened if Little Red Riding Hood had said "No" when her mum asked her? I imagine that her mum wouldn't have been best pleased. Perhaps she's have grounded her, and sent her to her room. What then?

Does Granny go without? Does Mum head over instead? If Mum had the time, why wasn't she doing it in the first place? Did she want her daughter to go out and meet the wolf? What kind of mum does that! Perhaps she's taken out "eaten by wolves" life insurance on Little Red.

Maybe I'm being too harsh. Perhaps Mum doesn't really have the time to head over there, but she does it anyway. Then, Little Red is left home alone. Do you think she'd feel guilty? Would she set off after her mum to do it anyway? She might still get eaten!

It's probably for the best that she just said "yes".

Vocabulary

Which word in the first paragraph means "walks"?

What does "harsh" mean in this context?

Retrieve

What does the author suggest the mum might have taken out, as a reason she'd want the wolf to eat her

Summarise

Why does the author think it is best that Little Red Riding Hood said "yes"?



Big Questions

In Year 3 our big questions are:

Autumn

Can we see the past in the present?

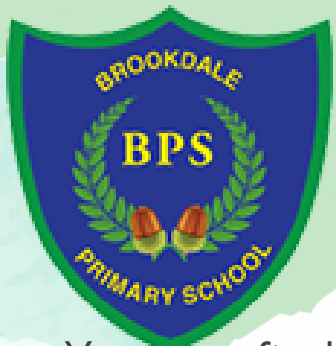
Spring

Does light come from the dark?

Summer

Is there somewhere you would rather be?





Curriculum Information



You can find all the curriculum information for each subject on the school website:

<https://www.brookdaleprimaryschool.co.uk/Learning/Our-Curriculum/>

Each subject will give you a policy document and knowledge organiser relevant to that subject.

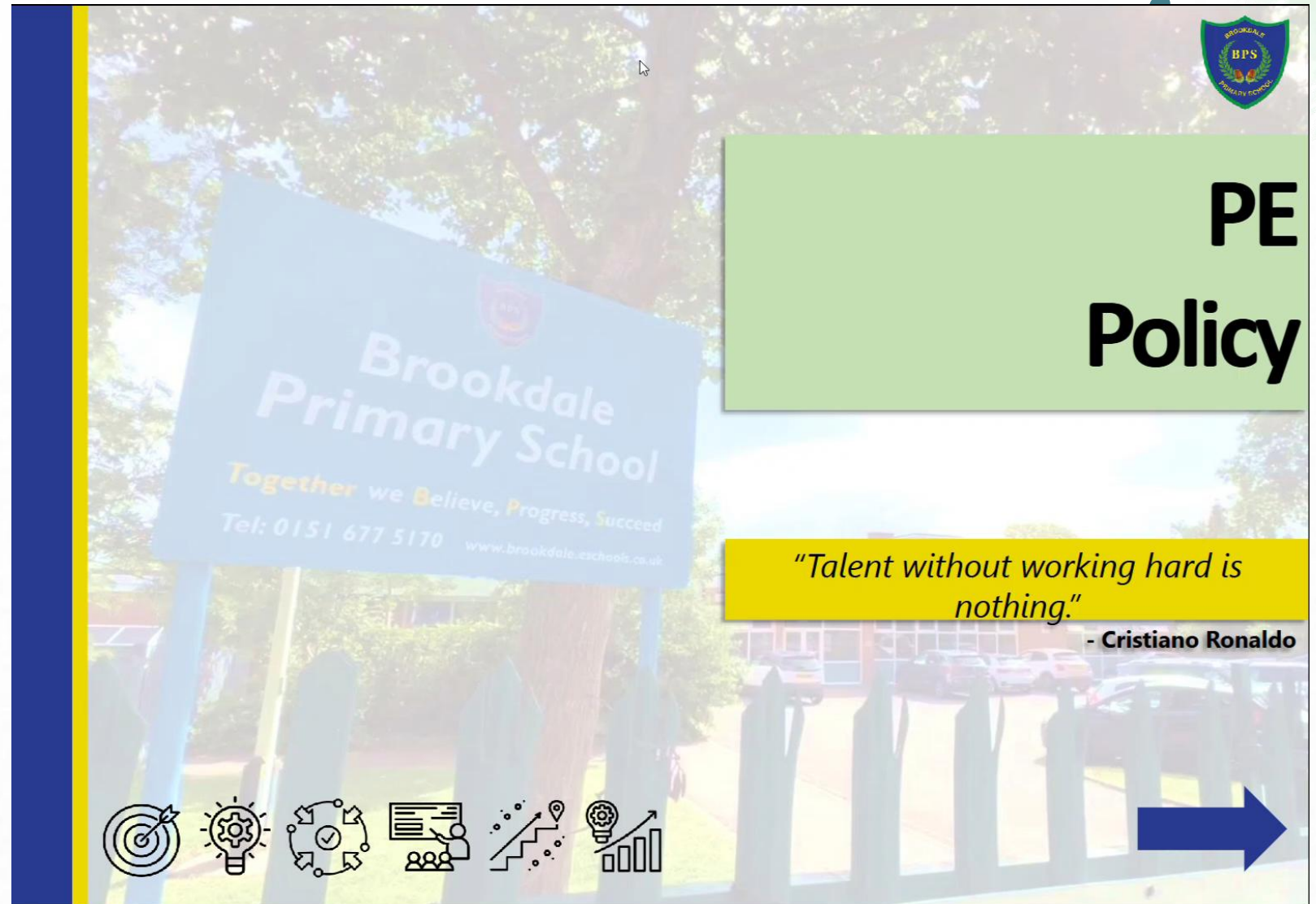
It will also give you information about assessment as well as the content.

Documents

- PDF PE Curriculum Information and Policy
- PDF PE SUBJECT OVERVIEW
- PDF Year 1 PE Knowledge Organisers
- PDF Year 2 PE Knowledge Organisers
- PDF Year 3 PE Knowledge Organisers
- PDF Year 4 PE Knowledge Organisers
- PDF Year 5 PE Knowledge Organisers
- PDF Year 6 PE Knowledge Organisers

Policy Document

- Intent
- Implementation
- Impact
- Pedagogy
- Key Stage End Points
- Progression



Knowledge Organisers

Y3 PE Knowledge Organiser

Autumn - Netball & Gymnastics

Subject Specific Vocabulary

chest pass	The ball is held in both hands at chest height, close to the body, one foot is stepped forwards in the direction of the throw and the ball is pushed away from the body sharply.
shoot	Feet are shoulder width apart, facing the target. The ball is held directly above the head, with knees slightly bent to push off. The ball is pushed upwards using the wrist and fingers.
footwork	When receiving the ball whilst jumping, when landing, once foot should land first "1, 2." The first foot is unable to move, but the second foot can be used to pivot.
pivoting	Keeping foot 1 on the floor, foot 2 can be lifted and can be used to move in a circle
sequence	A routine where you are able to link different shapes and holds together.
synchronise	When working in a pair or in groups you are able to perform the same movements at the same time.
Balance	The ability to move or remain in a position without losing control or falling.



WHAT I KNOW

Netball:

Tell me how your foot movement is different in netball than other sports.

Tell me about the different passes

.

Gymnastics:

How do you create a sequence using a range of movements?

How would you perform a sequence with a partner?



Y3 PE Knowledge Organiser

Subject Specific Vocabulary

Canon	Doing the same movements at different starting times
Unison	Doing the exact same movements at the exact same time
Choreography	Designing a routine of movements
Beat	Unit of time in music
Attack	Moving forwards with possession
Defence	Trying to stop the attacking players
Passing	Moving the ball between teammates
Accuracy	Being deliberate and precise
Try	Method of scoring
Tag	Worn around your waist and is pulled to perform a tackle



WHAT I KNOW

Dance:

What are the features of a good dance?

Tag Rugby:

Tell me about the roles of each team in a Tag Rugby match?

Tell me the key rules to remember when playing Tag Rugby.



ADAPTING LEARNING TO SUPPORT YOUR CHILD

We use a lot of resources to support our learning. These include:



 Phase 2 to 5 High Frequency and Common Exception Words including 1 and 2 CEWs 
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

Aa a at as and all are about away ask asked again any after	Bb bag big but be by because bath beautiful behind both break busy	Cc can come children came called clothes can't Christmas class climb cold could	Dd dad down do day don't different didn't	Ee eyes ever every everybody	Ff for from full friends first fast father find floor full	Gg go got get give great Gold grass	Hh his him had he her have help here house half hold how	Ii I it is if into it's I'm I'll I've improve	Jj just
				Qq					Kk kind
				Rr					Ll look live like little looked Love last
Mm mum me my made make Mr Mrs many mind money most move	Nn no not now	Oo on one out old Oh once of only our	Pp put pull push play people parents Pass past path Plant Pretty poor prove	Ss see she said so saw some second says school should small steak sugar sure	Tt to the that this then them they today here time	Tt their thought through two third	Vv very	Ww what water where who work want watch we why whole wild	Xx
						Uu up			Yy you your
									Zz

Word Mats
Working Walls
Manipulatives
Dictated sentences
Displaying key vocabulary
Targeted Intervention groups
Modelling
Scaffolding – heavy scaffolding at
the start of Y3

The Universal Adaptations
document on the website
[https://www.brookdaleprimary
school.co.uk/Learning/SEND/](https://www.brookdaleprimaryschool.co.uk/Learning/SEND/)

If a child is not able to access learning
despite all of these adaptations, they
will have a learning support plan
managed by the class teacher and the
SENCo to support their learning further

Teaching Strategies



CORE QUESTIONING TECHNIQUES



Selecting students to answer; involving everyone in thinking



A routine for structured discussion



An effective all-student response technique



A key question: What have you understood?



Generating improved verbal responses



RSE



What will be covered?

In Year 3 the Relationships topics covered are:

- Staying Healthy: Medicines
- Relationships: Touch (including what is appropriate and inappropriate touch)
- Being responsible: Stealing
- Grief

<https://www.1decision.co.uk/resources/parent-carer-zone>

Where can parents access the materials?

- We will send materials out on dojo prior to lessons for you to see so that if you want to discuss anything before or after with your child you can.
- You can also access the parent zone on the link below when this presentation is sent out later today.



Fundamental Skills



Our morning work supports us in securing the fundamental skills the children need to help them succeed in Y3

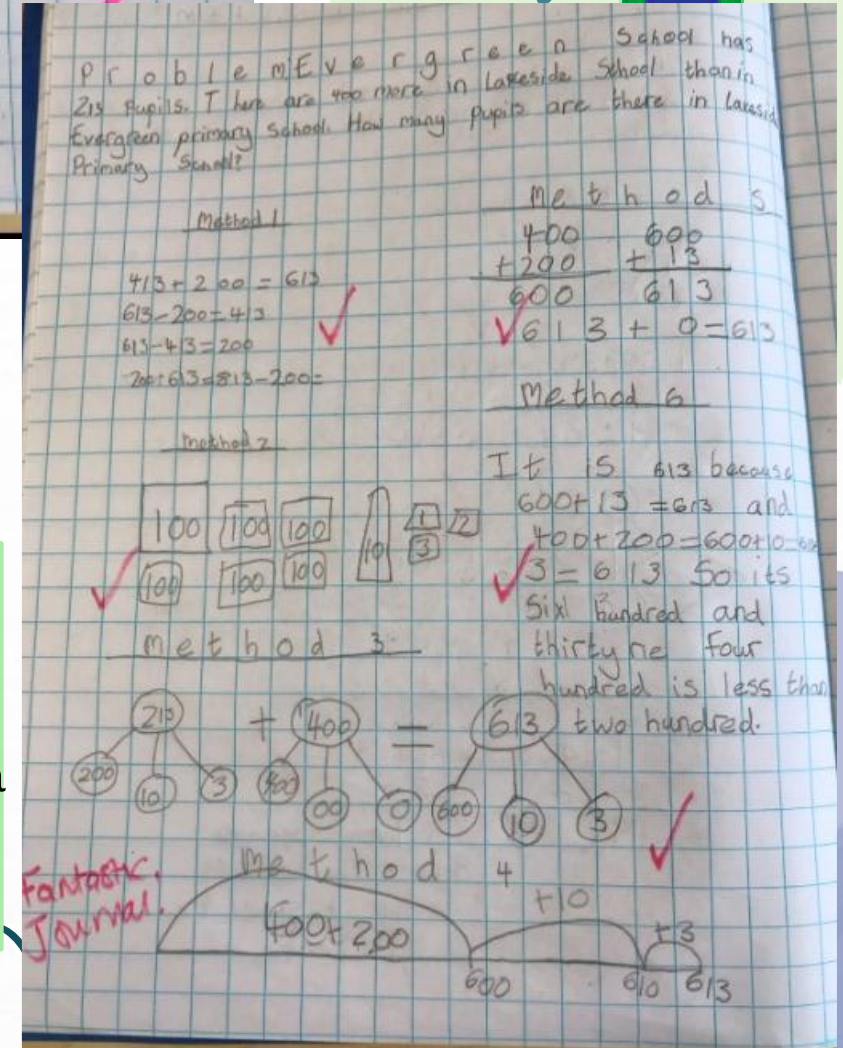
Carousel

1. PiXL: Securing the Fundamentals
2. PiXL: Therapies – focusing on gaps noticed through assessments each term
3. Maths, Grammar and Reading retrieval practice (linked to current learning)
4. Consolidation of timestable (TTRS) and grammar terms (Crystal Explorers)

<https://www.brookdaleprimaryschool.co.uk/English/>



- Method 3
- $$\begin{array}{r} 119 \\ 80 \\ \hline 199 \end{array}$$
- X wrong
because
8 is in
the hundreds
and it should
in the 10s.
- prob
218 pupils. T
Evergreen primary
Primary School
mat



- Clear methods that are explained as well as drawn accurately
- Detail around how they have found the problem – it might be multiple ways it may be only one – the key here is the discussion and explanation of how they worked it out and why they used that method.
- Good knowledge of times tables and the four operations.



English - Writing



Expected standard:

Range of punctuation

Self editing (started)

There are spelling mistakes BUT the most common spellings are spelt correctly and there is evidence of trying to correct spellings

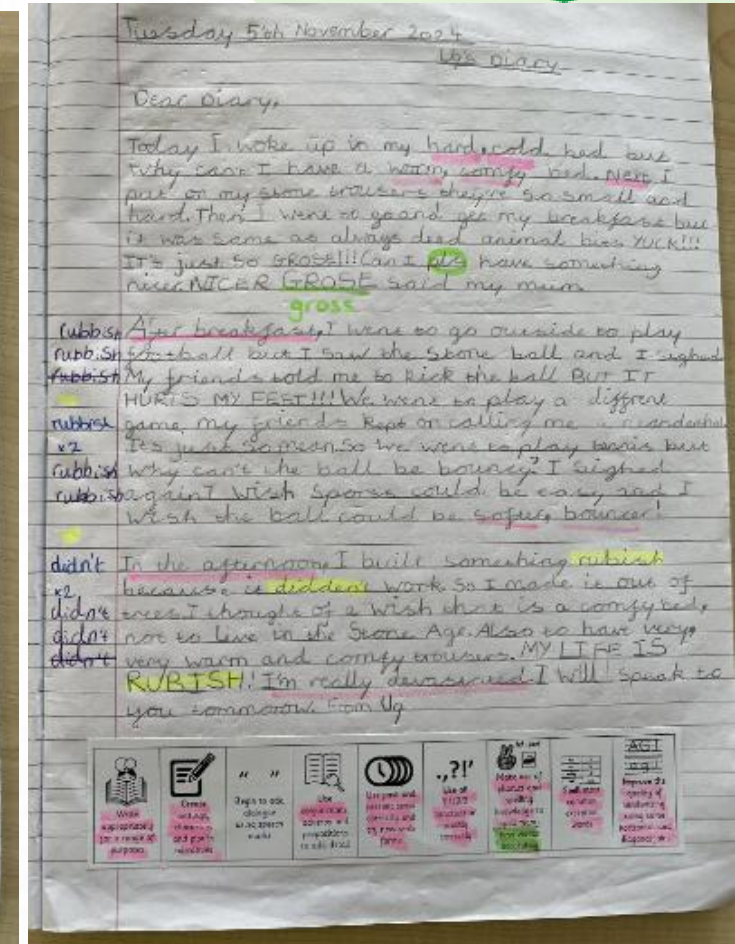
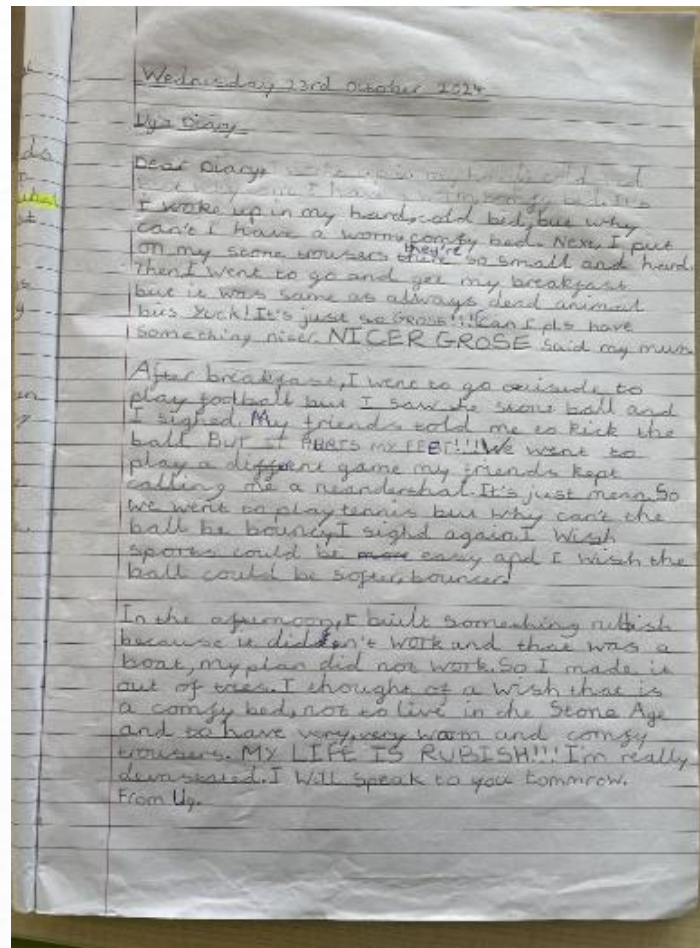
Joined handwriting

Clear paragraphs

Year 2 objectives also clearly embedded

Spelling is a big focus for us in Y3 –

We send home the spelling lists for words they should know by the end of Y4.





Handwriting



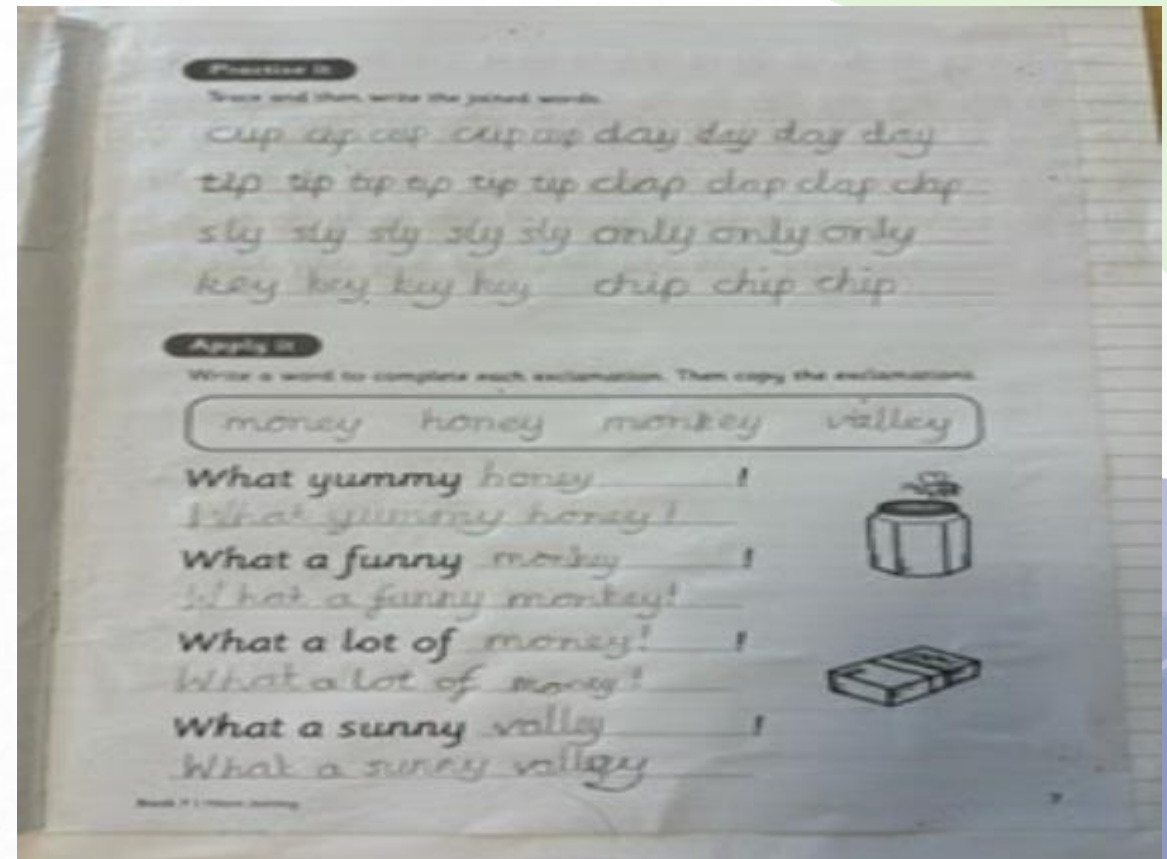
Expected standard, according to the National Curriculum, by the end of Year 3 children will:

- Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- Join letters with diagonal and horizontal strokes where appropriate

- Handwriting is taught twice a week.

- Session 1 is a heavily guided session using the handwriting scheme sheets to introduce joins and correct letter formation.

- Session 2 is independent where they practice and apply the joins and letters taught in session 1.





Assessment



We assess the children in:

- Writing
- Reading comprehension
- Grammar and spelling
- Maths
- Science

These areas are assessed throughout the year with outcomes used by teachers to inform next steps in their teaching.





Verbal and Non-Verbal Reasoning Tests



Schools often use **Verbal Reasoning (VR)** and **Non-Verbal Reasoning (NVR)** assessments in Years 3 and 5 to give us an additional picture of how children think and learn. They are not tests of what children have been taught in class in the same way as reading or maths assessments.

VR assessments look at how children understand and reason with words and language, while **NVR assessments** look at reasoning using shapes, patterns and visual information. Together, they can help schools identify pupils' relative strengths and areas where they may need additional support.

We use them alongside everything else we know about a child — their classwork, teacher assessments, reading and maths attainment, progress over time and teachers' professional judgement. T

Testing at different points, such as Years 3 and 5, can also help us see whether a child's profile is changing as they move through school. For example, the assessments may highlight a child whose reasoning ability is stronger than their current classroom attainment suggests, prompting us to explore whether there are barriers to learning that we can address. Equally, they can help us ensure that children who need additional scaffolding or challenge are being identified.





Trips out



Classes will have at least 1 trip out a year as well as church visits (school calendar and dojo reminder) as a class or whole school – uniform, behaviour

Parents will be informed via email about a big class trip a few weeks before it is due to happen and how to make payment.



This year we plan to carry out a trip in Spring Term to Liverpool World Museum to learn more about Ancient Civilisations. In the Summer Term we will visit Birkenhead Park to take part in den building and mini beast hunting.



Teaching Session



A session to support with VIPERS homework at home.

VIPERS is a range of reading prompts to help support children's understanding of a text.

We use the same prompts in all of our guided reading lessons in school so the children are familiar with the structure.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





Teaching Session



Step 1: Read through the text once (let your child read it to you)

Step 2: Joint read or let your child read it again if you offered support the first time.

Step 3: Underline any words or phrases they are unsure of or they think might be important

Step 4: Look at each question and you can guide your child if they are unsure – try to be as supportive as possible.

This is very similar to how we teach reading in class so children will be used to the process.

Robots

The Robot Who Came To Tea

There was a knock on the door. Dad and I looked up at each other over the breakfast table. Who could that be? we both asked each other silently. We weren't expecting Gran until the evening, and Poppa was at work. I shrugged and went to answer it.

When I opened the door, I stepped back in surprise. Standing on the doorstep was an enormous metal man, wrapped in a red bow and with a tag tied to his arm. The tag read: "He'll prepare dinner for later. Love, Gran!".

Before I could do anything, the robot shuddered and moved on well-oiled joints into the house. It crashed past the stairs, breaking the bannister. It thundered through the doorway, ripping the door from its hinges. It smashed into the kitchen and began to furiously chop the vegetables that Dad had left out.

Vocabulary Which phrase tells you that the character and their dad asked a question without talking? 	Retrieve Who was at work? Who sent the robot?
Which word means the robot shook? 	Infer What evidence is there that they were surprised when the robot knocked the door?

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<http://www.literacyshedplus.com>

The Literacy Shed logo is a small, colorful illustration of a shed with a red roof and a green body, with the words "LITERACY SHED" written in a playful font.