



Year 3 Newsletter

Autumn 2026

Welcome to Year 3, we hope you have all had an enjoyable summer and are glad to be back in school. We are so excited to be back in school ready for a great year!

To help ensure the smooth running of the school day and to support your child's learning and safety, please take note of the following reminders.

Start of the School Day

The school day begins promptly at 8:30am when the gates open.

- Registration closes at 8:35am
- Morning work starts straight away at 8:30, so please ensure your child arrives on time and is ready to start the day without delay.

Expectations

As we begin a new school year we are full of hope and ambition for each child to reach their full potential. To achieve this, it is essential that our classrooms remain calm, focused, and respectful learning spaces. Even seemingly minor disruptive behaviours — whether unkindness towards others, not following instructions, or ignoring school rules — can have a significant impact on both the learning and wellbeing of the whole class.

We are committed to delivering high-quality education every day. To do this effectively, we must work together to create an environment where every child feels safe, supported, and ready to learn. We thank you for your continued partnership in reinforcing these expectations at home, helping us ensure that this year is both successful and memorable for your child.

We are asking for your support in emphasising the importance of:

- Treating everyone with kindness and respect
- Following classroom rules and routines
- Accepting consequences when behaviour does not meet expectations
- Understanding that teachers are here to help every child succeed

Please take a moment to speak with your child about the vital role they play in contributing to a positive and respectful classroom environment. As a school, we are fully committed to acting in your child's best interests and to providing a safe, calm space where all children can thrive. We also value your support in reinforcing the message that all adults in school must be listened to and supported, both in and out of the classroom. By working together, we can ensure every child can succeed and feel proud of their behaviour and achievements.

Please be aware that staff will not contact parents about every low-level behaviour incident, as these are addressed promptly and proportionately in school. Such minor incidents are a natural part of children learning boundaries and are managed in line with our behaviour expectations. However, if there are repeated incidents or if a child is involved in a more serious situation, parents and carers will be contacted. We are committed to working closely with you to support your child's behaviour and wellbeing, ensuring that all children can flourish in a positive learning environment.

Uniform

Please ensure your child is wearing the appropriate school uniform. To avoid lost items, please ensure that all clothing is clearly labelled, including jumpers, PE kits, and coats.

Children are responsible for looking after their belongings and bringing them home each day.

Children may wear small stud earrings. Please be aware that we start swimming lessons after Christmas and children are not allowed to wear earrings, they must be removed. Information from the aquatics team was emailed to parents regarding this last term.

PE and Swimming

PE takes place on a Tuesday afternoon for the Autumn Term up until Christmas

Please ensure your child brings:

- A full PE kit (school shorts and white t-shirt, pumps, trainers)
- Warmer clothes should be brought in for days when weather conditions are poor.

Earrings should be taken out on PE days, if this is not possible, please provide your child with plasters or tape for them to cover them up themselves.

Swimming lessons take place on Tuesday afternoons after Christmas

Please ensure your child brings:

- A towel
- A suitable swimming costume (one-piece for girls, fitted trunks for boys)
- A swimming cap (required for all children)
- A pair of goggles

Earrings must not be worn for swimming and cannot be covered with plasters or tape. Please ensure you take your child's earrings out for them on swimming days if they cannot do it themselves.

Homework

The main focus of home learning in Y3 is on reading, spellings and maths.

Reading – a minimum of 10-15 minutes a night. We would greatly appreciate it if you would support their reading by listening to them, commenting as appropriate in their homework diary and sign or initial the diary each night to say they have read with you. Homework diaries are collected on a **Thursday** – even if the book has not been completed. **Please remind your child to keep their homework diary in their bag each day.** We are restarting the **Reading Graduate** scheme in school this September. This is an additional book for your child to read for pleasure. We are hopeful that all Year 3 children will be reading graduates by the end of this school year!

Spellings - these are sent home on a Monday night and tested on Friday.

This is the homework timetable. Please ensure homework is completed in pencil. Numbots should also be played 3 times per week for 10-15 minutes each time. Their login details for this are in the back of their red homework diaries.

Given out:		Completed by:
Monday	Arithmetic Task & Spelling Task	Wednesday
Friday	Maths Activity & Reading Comprehension, or Grammar	Monday

Dates for Your Diary

Back to School
School Council Elections - Polling Day
Mission Day
Feast Day Mass
Play in a Day
Macmillan Coffee Morning & Hello Yellow
Harvest Festival
Pupil Progress Meetings
Give Racism the Red/Blue Card

Wednesday 2nd September
Wednesday 9th September
Friday 11th September
Friday 18th September
Wednesday 23rd September
Friday 9th October
Friday 16th October
Monday 19th October
Friday 23rd October





R.E.	Creation and Covenant Prophecy and Promise
ENGLISH: reading	Narrative (Fiction) — Mayor Bunny's Chocolate Town, Me and My Fear, Unplugged, The Lost Happy Endings, The Day the Crayons Quit Text-based English topic — Pupils will read Mayor Bunny's Chocolate Town as a follow on from Mr Bunny's Chocolate Factory, which they read in Year 2. Pupils will read Me and My Fear and use it to explore vocabulary based on feelings and emotions and writing different sentence types. Pupils will read Unplugged and use it as a basis for their own research to write a speech and to develop their use of imagery to aid descriptive writing. Pupils will read The Lost Happy Endings by Carol Ann Duffy and develop a greater understanding of how a story is structured (setting, build up, resolution), how to link parts of a story together and how to create an alternate ending. Pupils will read The Day the Crayons Quit and use it as a basis for their own letters and help them plan some poetry using similes. Whole Class Shared Reader — Charlotte's Web
ENGLISH: Writing opportunities	Character Description (Blip), Speech (Unplugged or Plugged in?), Narrative (Opening Chapter) Recount (Jub's diary entry), Description (Wanted Poster), Recount (Newspaper report), Poetry (Snowball Poem) Persuasive Speech (Crayon choice), Narrative (letter of apology) Colour Poem (What am I?), Narrative (persuasive letters)
ENGLISH: SPaG	Grammar — Year 2 recap - nouns, noun phrases, adjectives, adverbs, verbs, sentence types, past and present tense, use of 'a' and 'an.' Recap of all Aut 1 coverage, direct speech using inverted commas, apostrophes for contraction, conjunctions and adverbs to express time. Subordination and coordination. Punctuation — Year 2 recap- capital letters, full stops, question marks, exclamation marks. Recap of all Aut 1 coverage, inverted commas, commas, apostrophes. Spelling – adding the prefixes dis- and in-, adding im- to root words beginning with m or p , adding the suffix -ou. Adding the suffix -ous, adding the suffix -ly, words ending in -ture.
Maths	Multiplication and Division Number and Place Value Time Addition and Subtraction Shape See maths objectives below
Science	Light Recognise the difference between light and dark Observe how shadows are formed Investigate how shadows change Investigate what makes shadows change
History	Stone Age to Iron Age Explain why Stone Age tools had to be so sharp Understand the importance of flint Know how the discovery of certain materials led to the change from Stone Age to Bronze Age and Bronze Age to Iron Age Find out where and why people settled during those periods Know how and why homes changed during these periods
Geography	Countries of The UK Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Find out the differences between life in the Mesolithic and Neolithic period. Give a broad overview of life in Britain from stone age to iron age.
PSHE/RSE	PSHE Relationships What makes a family Personal boundaries Respectful behaviour RSE We meet God's love in the community How we live in love All Are Welcome Oliver by Birgitta Sif Understand how difference can affect someone. This is Our House by Michael Rosen To understand what discrimination means
Computing	E-Safety How we can be safe and responsible when online Document editing & Creation How we can create and edit digital content 3D design How we can use digital software to create 3D images
Art	Painting Iron and Stone age drawings Creating colour wheels Tertiary colours Making brown without using black or white

Music	Performing Sing in tune with expression Play clear notes on recorders Composing Create repeated patterns with a range of instruments Combine different sounds to create a specific mood or feeling Listening and Appraising Use musical vocabulary to describe a piece of music Improve work stating how it can be improved
Spanish	Myself Say and/or repeat a few words and short simple phrases e.g. my name, my age, my birthday. Read and understand short phrases relating to topic of myself.
P.E./Games	O.A.A Take part in outdoor and adventurous activity challenged both individually and within a team Fitness Take part in a range of fitness challenges
Curriculum Enrichment	History – Play in a Day – Stone Age to Iron Age

Year 3 Medium Term Maths Plan

Autumn

Multiplication and Division	Count from 0 in multiples of 3, 4, 8
	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Number & Place Value	Count from 0 in multiples of 4, 8, 50 and 100, find 100 more or less than a given number
	Recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
	Compare and order numbers up to 1000
	Identify, represent and estimate numbers using different representations
	Read and write numbers up to 1000 in numerals and words
	Solve number problems and practical problems involving these ideas

Time	Know the number of days in each month, year and leap year
	Tell and write the time from an analogue clock

Addition & Subtraction	Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.
	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
	Estimate the answer to a calculation and use inverse operations to check answers.
	Solve problems, including missing no problems, using number facts, place value, and more complex add/sub.

Shape	Draw 2D shapes and make 3D shapes using modelling materials, recognise 3D shapes in different orientations and describe them
	Recognise angles as a property of shape or a description of a turn
	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater or less than a right angle
	Identify horizontal and vertical lines and pairs of perpendicular lines