

Year 3

Curriculum Information

2026-2027



The Year Group Team

Class Teachers

- Mrs Martin (3M)
- Ms Norman (3NG)
- Mrs Graham (3NG)

Teaching Assistants

- Mrs Bosisto
- Ms King
- Mrs McGuire
- Ms Preen
- Mrs Wood
- Mrs Bedford
- Ms Orchid

There will occasions where other members of the support staff team will work in the year group as well.

Renewed Vision



Luke 2:52: "And Jesus grew in wisdom and stature, and in favour with God and people."

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

B.E.S.T. – our approach to teaching the whole child

Belong	Excel	Shine	Thrive
			
We grow in understanding of ourselves, others, the world around us and beyond.	We grow in curiosity, knowledge and wisdom through engaging learning experiences.	We grow in confidence, compassion and character, reflecting the Fruit of the Spirit in our lives and relationships.	We grow in strength and resilience, developing healthy and active lifestyles.
 Spiritual Development	 Cognitive Development	 Social & Emotional Development	 Physical Development



Every day in school matters



Thank you for getting your child into school regularly.

Our school had **94.9%** attendance last year, the same as the national average.



Why does it matter?



Learning

Being in school helps children learn and make progress.



Belonging

Being here helps children feel part of their class and school.



Wellbeing

Routines and good relationships support children's confidence and happiness.



Opportunities

School is more than lessons: trips, sport, clubs, worship and many more things.

One important statistic

84%

of KS2 pupils with **100%** attendance achieved the expected standard in reading, writing and maths.



40%

of pupils who were **persistently absent** achieved the expected standard in reading, writing and maths.

When coming to school feels hard...

We know that some children experience anxiety about coming to school. Anxiety is real. Avoiding school can make anxiety even harder to overcome.

Please talk to us early – we want to help and work together.

HOME

- Listen and reassure
- Keep routines calm and predictable
- Be positive and confident about school
- Work with us to help your child attend



Our aim is to help every child feel safe, supported and able to attend.

SCHOOL

- Talk to the class teacher
- We will listen and try to understand the barriers
- If needed, we may escalate to SENCO/SLT for support, which could include an individual attendance plan
- We will review together

Safeguarding – keeping children safe

**Keeping
children
safe is
everyone's
responsibility**



At Moordown St. John's the Designated Safeguarding Leaders (DSL's) are:

Mr P Ruffle
(Headteacher)

Mr S Grinsted
(Deputy Headteacher)

Mrs M O'Gara
(Lead SENCO)

Mrs Ham
(Phase SENCO)





Inclusion – supporting children with additional needs

- Our aim is for all children, regardless of their background, ability or special educational needs, to feel like they belong at MSJ and that they flourish and thrive to reach their full potential.
- At MSJ, the progress and well-being of every child is reviewed formally on a termly basis. If at any point teachers feel your child is not making their expected progress, support strategies are discussed and put in place. This could be through targeted support in groups or 1:1, or by seeking advice from outside agencies when needed.
- If you have concerns that have not already been identified, you are welcome to discuss these with your class teacher. Following this it may also be necessary to involve a member of the school's inclusion team: Lead SENCo Mrs O'Gara (KS2) and Phase SENCo Mrs Ham (YR and KS1) .

Inclusion – supporting children with EAL

Does your child speak another language?

If your child speaks a language other than English, they may be identified as an **EAL learner**.

How do we support your child?

- If you feel your child needs additional support with language, please speak to your child's class teacher.
- Mrs Graham, our EAL coordinator, can also discuss your child's needs with you and explore possible support and strategies.

Information for families

- School information brochures can be printed in other languages – just ask at the office.
- Please talk to us if you have any questions or concerns about your child's language development or communication needs.

Uniform – Autumn and Spring

Summer uniform
can be worn
until October
half-term

KS2

- Plain white blouse or white shirt
- Red tie (*not needed if wearing a blouse*)
- Navy blue cardigan or pullover (school design with red/white insert & logo encouraged)

All pupils

- Navy blue pinafore dress (medium length)
- or navy blue skirt/culottes (medium length)
- or classic style, straight leg, navy trousers (no leggings)
- or grey trousers (short or long)

Uniform – Socks, tights and footwear

- Outdoor shoes to be black leather in appearance, having no heel higher than one inch from the base of the foot.
- Navy, grey or white plain socks or navy tights



Uniform – PE

- Navy blue or black shorts or skirt or skort
- Navy blue or black jogging trousers or leggings
- Plain red tee shirt (with school logo encouraged)
- Plain red sweatshirt (with school logo encouraged)
- Trainers



Uniform – Other bits and bobs

Jewellery

- Loom bands, friendship bracelets and other wrist jewellery should not be worn in school.
- Only plain, non protruding ear studs are permitted (one per ear). For safety reasons they should be removed on days when there is PE, games or swimming.

Hair, Nail Varnish and Tattoos/Transfers

- Hair is neat in appearance and tidy: Long hair (shoulder length) should be tied back with a plain and simple navy blue or red fastening.
- Pupils should not come to school with 'extreme' hairstyles e.g. dyed, shaved.
- Children should not have painted nails or tattoos/transfers in school.

Uniform – Worried about school uniform?

Please talk to us if you have any worries about our school uniform policy.

We have a school uniform allowance for children on free school meals or facing other hardships of £35 per year. Please apply using the form on the school website (or ask the school office).

The Start of the Day

- Children will go straight to their classroom as they arrive between 8:20 and 8:30.
- Doors close at 8:30 and registers taken.
- Please send any messages in the form of a note on paper (reading logs aren't looked at every day) or speak to the person on the door.
- Children have their own peg to hang their belongings on. Please make sure EVERYTHING is labelled!

The End of the Day

- Children can be collected from the KS2 playground at 3:00pm outside the Y3 classroom.
- Please encourage the children to point you out and if you could give us a wave we will get to know each of you quicker!
- We will remind the children repeatedly but please check that your child has everything you need them to bring home!

Lunchtimes

- Please remember to order your hot school meals in advance.
- There are no spare meals, so children will not be able to swap on the day. If possible, choose your meals with your child.
- **Reminder – we are a nut, seed and pea-free school.**



School Meals and financial support

Every Reception child receives Universal Free School Meals

🍴 All children in Reception, Year 1 and Year 2 receive a free school lunch every day through the Government's Universal Infant Free School Meals scheme.

You do not need to apply for this for your child to receive meals.

However – some families may also qualify for additional Free School Meal support.

- ✓ Extra support for children and families
- ✓ Additional funding for the school
- ✓ Access to other support programmes where eligible



Why do I need to apply?



Your child already receives Universal Free School Meals, but applying for ‘free school meals’ could unlock additional support.

All families receiving **Universal Credit** are now eligible under the Government's expanded scheme. It is thought this will be 1 in 4 of all children at primary school.

Possible benefits include:

- ✓ Additional funding for your child's school (**Pupil Premium Grant**)
- ✓ Access to some holiday activity and food programmes (*subject to eligibility*)
- ✓ Additional support and services for families (*e.g. uniform and residential grants, free milk*)
- ✓ Support remains in place for the academic year, even if circumstances change

You can apply online via the BCP Council Free School Meals webpage: [Free school meals | BCP.](#)
THIS IS A CONFIDENTIAL SERVICE.

Behaviour shaping

Verbal praise

Non verbal praise

Name on Smiley face

Juniper to reward good effort and good contributions.

Children may be sent to the Senior Leadership Team to show their great work and celebrate it with them.





Our Rules



1. **Show respect** to all members of the MSJ community.



2. **Listen carefully** and **respond appropriately** to others.



3. **Use kind words** and **keep hands and feet to yourself**.



4. **Follow instructions** given by all staff.



5. **Treat equipment and the environment with care**.

Appendix 3a - MSJ School Rules

Consequences

"Getting it right" actions in place

1

Reminder



2

Verbal Warning

'You are not following the rule of ____ I am now giving you a verbal warning and you now need to ____'

3

Reflection

Miss part of play
Time spent with adult
Reflection sheet completed
No Marvellous Me Badge for that week

4

Red Card

3 reflections in a week / continued behaviour following a reflection / more serious behaviour
SMS recording / Parents informed
Miss play and lunch

In school the children will need



- Reading log book (every day)
- Water bottle (labelled)
- Fruit snack (there is no provided fruit in KS2)

Timetable



- English and Maths each morning before lunch
- Foundation subjects (Art, Geography, History ...) afternoons
- Spelling test and Reading log checking on Thursday (to give Juniper badges for 5 reads.)
- PE- Days: indoor (Monday) and outdoor PE (Friday.) Please come into school wearing your PE kit. On swimming days, wear normal school uniform. Our swimming days will be on a Tuesday. Please wear normal uniform on these days.
- Earrings – For safety reasons they should be removed on days when there is PE, games or swimming.

Swimming



Swim Instruction

Our swimming instructors are Mrs M Trotman and Ms T Meharg.

Swimming forms one very important part of our PE curriculum, this being a legal requirement at the Primary School Stage.

All children are expected to take part in the class swimming lessons.

- We aim for all KS2 children to enjoy 2 terms of swimming lessons every year in our school pool.
- As this is their first time swimming at MSJ, we are excited to offer class based lessons for half a term each rather than whole year lessons. This means, children will have a 15 minute either side of their lesson to get dressed, they will be in the water for 20-30 minutes and their teaching ratio will be 2 teachers to 10 children.
- 3M will start swimming in Autumn 1 and 3NG will be swimming in Autumn 2.

Swimming



You will be informed by email if your child does not have their swimming kit and has been unable to swim.

We need a parent note if your child is to be excused from swimming.

Swimming Kit

Boys: swimming trunks / shorts above the knee (no board shorts), swimming cap and towel.

Girls: one-piece swimming costume, swimming cap and towel.

If your child chooses to wear goggles then s/he must be able to put them on themselves.

No white Swimwear or jewellery, including earrings, for boys or girls!

Please ensure all swimming kit and school uniform is named

Hubs



- Your child will work in Maths and English hubs.
- Children work on the same curriculum, taking the same assessments through the year (unless otherwise discussed).
- The hubs will work at a pace appropriate to the children.
- Hubs provide opportunity for extra support to be given and higher adult to child ratio.
- These hubs are fluid and may change throughout the year.
- All children are challenged to deepen their thinking.

Spellings

- Spellings will be tested on a Thursday morning.
- We focus on teaching rules and patterns as well as common exception words.
- Any spellings that are incorrect when tested on a Thursday will then be highlighted in their reading log, so that the children can continue to practise them at home. Spelling Shed lists are kept open to the end of the half term, so that children can continue to overlearn spellings.

Spellings

- Children can practice on Spelling Shed, with Look, Say, Cover, Write and Check or any of the strategies we use in school.
- Y2 Common Exception Spellings will be on Spelling Shed for overlearning.

Year 3 - Autumn 1

Week 1 10.9.26	Week 2 17.9.26	Week 3 24.9.26	Week 4 01.10.26	Week 5 8.10.26	Week 6 15.10.26
Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 3: Words where 'y' makes an /i/ sound	Step 4: Words ending in '-sure'	Step 5: Words ending in '-ture'	Step 6: Challenge Words
mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular

Reading

We will be reading a 'root text' together with suggestions of other texts the children might read if they enjoyed this. Comprehension work will be based on this text.

When you are reading with your child, you might focus on asking questions such as:

**What do you think will happen next? What evidence in the text is there for this?*

**How does that character feel and why? How do you know that?*

**Why did ___ happen?*

**Can you summarise what has happened so far?*

**What does mean? What other word could be used?*

Increasing the length of reads at home is really important for stamina, as is frequent reading.

Reading

6 Orange	Y1
7 Turquoise	Y1
8 Purple	Y2
9 Gold	Y2
10 White	Y2
11 Lime	Y3
12 Copper	Y3
13 Topaz	Y4
14 Ruby	Y4

Your child is expected to read at least five times a week at home.

Please record their reading in the Reading log and sign it weekly.

Maths

Some of our key skills for Maths are:

- * Count and write numbers up to 1000
- * Count in multiples of 3, 4, 8, 50 and 100
- * Money with pounds and pence and **learning time to the nearest minute.** Please support your children to master the latter.
- * Ordering, adding and subtracting fractions with the same denominator.
- * Use formal column method for addition and subtraction
- * Four operations $+$ $-$ $\times$ $\div$
 - **Times Table Rock Stars** is a great way to practise. Playing the *Garage* games will develop a 'heat map' that you can look at to check which facts your child needs to practise more. The program will also present them with more questions linked to the facts they need to practise. TTRS and Spelling shed logins are stuck inside your child's reading logs.

RE

This term in Religious Education, Year 3 will begin by exploring the question: **“How is the symbol of water important?”** Children will consider the different meanings and significance that water can have for people and explore how it is used as an important symbol within different religious traditions. They will learn about the importance of water to Christians, including its links to baptism and the Trinity, and explore why water is also an important symbol for followers of Hindu traditions.

Later in the term, children will move on to explore the question: **“Why is the symbol of light important?”** They will consider what light can mean to people in everyday life and explore its religious significance. Children will investigate what light means to Christians and how it is used as a symbol within Christianity, as well as exploring what light means to Hindus and how it features within Hindu traditions and celebrations.

Throughout both topics, children will be encouraged to reflect on the meanings behind religious symbols, make comparisons between different faith traditions and develop their understanding and respect for a range of religious beliefs and practices.

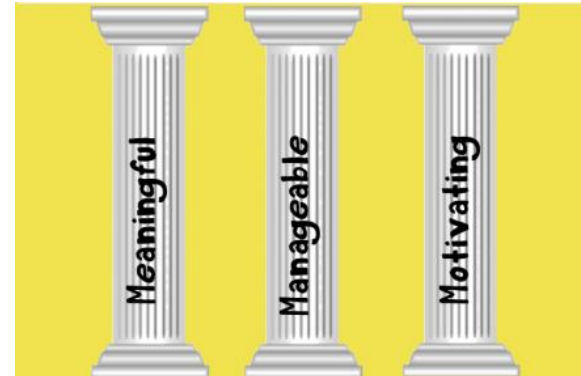
Foundation Curriculum

- This Autumn term, Year 3 will begin our Foundation Subjects learning with an exciting History topic on Ancient Egypt. Throughout the topic, children will explore the achievements and developments of this fascinating early civilisation and consider the evidence that historians use to understand the past. Our key question will be: **“How can evidence help us explain why Ancient Egypt was a powerful early civilisation?”**

Later in the Autumn term, we will move on to Geography, where children will investigate and compare the human and physical geography of different UK National Parks. Children will develop their geographical skills by using topographical maps, aerial images and a range of other resources to investigate how land is used and managed within National Parks.

Feedback

- Our feedback to the children about their work will primarily be through verbal feedback and using marking codes in a way that is meaningful to the children.
- The focus of the feedback will be:
 - Child-friendly
 - Accessible
 - Positive
 - In the moment
 - Verbal with the use of marking codes



Curriculum overview

History:

Later this term we will be looking at the Ancient Egyptians, at what their lives were like, including their ideas and beliefs and at various sources of information that give us insight into this civilisation.

Geography:

We will name and locate some of the counties and major cities of the UK, consider their characteristics and learn how the locality of the school has changed over time.

PHSE:

This term we will be looking at families, and friendships and features of family life. We will also focus on safe relationships looking at personal boundaries, how to safely respond to others and the impact of hurtful behaviour.

French:

This term we will be learning numbers to 10, how to describe colours and your age. We will learn to use the first person of the verbs, 'to be' and 'to have' and where adjectives are placed in a sentence.

Computing:

Connecting Computers:

This term we will be identifying that digital devices have inputs, processes and outputs and learning how devices can be connected to make networks.

Worship:

Worship this term will focus on various characters from the Bible, with a different value being explored each week.



Moordown St. John's
Church of England Primary School

*During the Autumn term,
Year 3 will be working hard and learning successfully by:*

English:

Inc. Root texts

Reading:

The Enormous Crocodile – Roald Dahl
Harriet's Hare – Dick King-Smith

Retrieving information from texts, inference and word meaning.

Writing: Character descriptions, settings and persuasive writing.

Grammar: Determiners 'a' or 'an', commas in lists, expanded noun phrases and more conjunctions.

B

E

S

T

M

E

Maths:

Place value, including representing numbers, with concrete resources and pictorially, partitioning and the value of each digit in a three-digit number.

Addition and Subtraction, including adding and subtracting two numbers across 100 and inverse operations.

Multiplication and Division: Revision of 2x table multiplication and division facts, moving on to the 4x, 8x and 3x tables.

RE:

This term we will be thinking about the question "How is the symbol of light important?", asking the same question of water in the second half of term while also thinking about 'Trinity'.

Science:

This term we will be looking at the body and nutrition. We will be finding out about the skeleton and its functions and how the different types of joints produce movement.

PE:

This term we will be developing our ball skills in tennis, jumps, rolls and mirroring in gymnastics and moving in unison with a partner in dance.

Art:

In Art we will be learning to sketch using different shading techniques such as hatching, cross hatching and stippling. We will also be working with clay.

D&T:

This term we will be learning about some significant British inventors and evaluating the impact of their inventions on society.

Music:

This term we will be focusing on identifying our responses to different music, identifying the structure of pieces, finding the pulse, singing, playing and copying back.

Opportunities to apply learning:

When Santa goes missing just before the big day, it will take a lot of help, English, Maths and Geography skills, to make the big day happen!

Year Group Information:

Home Learning: Reading 5x a week, Spellings and Times Tables practise

Spelling Test: Thursday

Times Tables Test: Friday

(Please make sure that Reading Logs are in school every day, with reading logged.)

PE – Monday (indoor) and Friday (outdoor)

Trips or Visits: Visit by 'Mr Egypt' in the second half term.

Project Overviews:

Half Term 1: Humans and other animals

Half Term 2: Early Civilisations – The Ancient Egyptians

Home Learning

On the website



Moordown St. John's
Church of England Primary School

Year 3 Home Learning Autumn 1 2026

Weekly Expectations

- Reading 5x a week – reading log signed by parents
- Time Tables Rockstars – 2x, 5x, 10x and 4x
- Spelling Shed

Spellings

Year 3 - Autumn 1					
Week 2 wc 8.9.25	Week 3 wc 15.9.25	Week 4 wc 22.9.25	Week 5 wc 29.9.25	Week 6 wc 6.10.25	Week 7 wc 13.10.25
Step 1: Words where the digraph 'ou' makes an /ou/ sound	Step 2: Words where the digraph 'ou' makes an /u/ sound	Step 3: Words where 'y' makes an /j/ sound	Step 4: Words ending in 'sure'	Step 5: Words ending in 'ture'	Step 6: Challenge Words
mouth, sprout, around, sound, spout, ouch, house, trout, found, proud	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	treasure, measures, lecture, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	actual, bicycle, answers, circle, earth, enough, island, fruit, often, popular

Home Enrichment Activities

Here are some suggested activities for you to do at home with your child that will enhance their learning this half term. (These do not need to come into school.)

- Design a healthy meal plan for the week including all food groups. Maybe they could help make one of the meals!
- Look at a map of the UK. Identify the major cities and counties and discuss how England, Northern Ireland, Scotland and Wales make up the UK. Can you find places that you have visited together? How about thinking about where you might like to visit and planning a route with the cities, parks and attractions you could see on your journey?
- Talk with your grown-ups. What was the place they grew up in like when they were your age? Did it look the same as now?

What's in the multi-trip deal?

- A set amount Yr 3-5: £42.50
- To cover the main trips for the year and other additional experiences
- Parents will receive a full breakdown of the costs
- Time to pay – end of November 2026 deadline

We had fantastic support last year and all trips were able to go ahead.

Year 3 Proposal

KS2 Year 3,4 and 5 (£42.50 donation)

- Theatre Production
- Live music performance (Soundstorm)
- At least two terms of swimming (KS2)

Specific trips:

- Egyptian curriculum day
- Science trip tbc.

Music / Recorders



Starts in Spring
Term

Relationships And Sex Education Key Info

There will be additional information shared in the Summer term. Our updated policy and further information is on the school website.

Year 3	Summer 2	Growing and Changing Personal strengths and achievements; managing and reframing setbacks • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).	SCARF – Let's celebrate our differences Body spaces Raisin challenge (1)
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What can you do to help your child?

- Have discussions with them around their learning.
- Co-teach them how to tell the time on an analogue clock (to the minute.)
- If you have a ruler at home, support them in using it confidently to position it, hold it and underline a heading/title with it.
- Develop their awareness of the intervals on the ruler i.e., cm, mm.

Any Questions?



Thank you for attending and your own going support

We look forward to being part of your child's learning journey throughout Year

