

# Welcome to Year 3



**Egerton Church of England Primary School**

*Together, we inspire, nurture and thrive.*

**Year 3 with Mrs Packham**

**Term 1—September 2025**



**Mrs Paine**

**Mon, Wed, Thu & Fri  
Covering PPA Thursday  
PM**



**Miss Lutenco**

**Tue, Wed & Thu (AM)**



**Mrs Lewis**

**Tuesday**



**Mrs Packham**

**Mon-Fri  
Out of class for PPA on  
Thursday PM.**

Topics for the term

The School Day

Year 3 expectations  
(attendance,  
behaviour and  
uniform)

Maths

Reading

Writing

Homework

Contacting the Year  
3 team

## English

**The Secret of Black Rock by Joe Todd-Stanton**

**Street beneath My Feet by Charlotte Gullain and Yuval Zommer**

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Explore the meaning of ambitious or unfamiliar words in context

Briefly summarise the difference between a fiction and non-fiction text, giving examples

Understand the term preposition in relation to position

Develop the range of time and linking words used to start sentences.



**Stone Age Boy by Satoshi Kitamura**

**Skara Brae by Dawn Finch**

Read aloud using a range of strategies appropriately, including decoding, to establish meaning.

Begin to use knowledge of alphabet to locate information and meaning (dictionary/index)

Identify where language is used to create mood, build tension or 'paint a picture'.

Use a variety of conjunctions, adverbs and prepositions to express time and cause with support.

Identify and understand the main clause in a sentence with support.

## Maths

**Place Value**

**Addition & Subtraction**

Represent numbers to 1,000

Partition numbers to 1,000

Number lines to 1,000

Hundreds, tens and ones

Find 1, 10 or 100 more or less

Estimate on a number line

Compare and order numbers to 1,000

Apply number bond within 10

Add and subtract 1s, 10s and 100s

Spot the pattern

Add and subtract 1s across a 10, 100

Make connections

**Addition and Subtraction**

**Multiplication & Division**

Add and subtract two numbers (no exchange, across a 10, across a 100)

Add and subtract 2-digit and 3-digit numbers

Complements to 100

Estimate answers

Use arrays

Multiples of 2, 5, 10

Sharing and grouping

Multiply and divide by 3, 4, 8

The 2, 4 and 8 times-tables



## Science

**Rocks and Soils**

Describe what different rocks look like, noticing differences and similarities.

Classify different rocks into types and by their properties.

Understand how fossils are formed.

Consider whether or not anything can be fossilised.

Know what soils are made from.

### Types of Rocks

Igneous rocks



Sedimentary rocks



Metamorphic rocks



## Year 3 Terms 1 and 2

**Plants**

Children will learn about plants across the year.

Compare plants and consider similarities and differences in their structure.

**Animals including humans**

Children will begin the animals including humans unit in term 2 and complete this unit in term 3.

Know where humans and animals get their food from.

Explain why humans and animals need to eat different foods.

Identify the main bones in the human body.

## RE

**PEOPLE OF GOD**

**What is it like to follow God?**

Make clear links between the story of Noah and the idea of covenant.

Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make links between the story of Noah and how we live in school and the wider world.



**INCARNATION**

**What is the Trinity?**

Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.

Offer suggestions about what texts about baptism and Trinity might mean.

Give examples of what these texts mean to some Christians today.

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

## History

### How did the discovery of metal transform life in prehistoric Britain?

Use a timeline to consider how metal impacted the lives of people in Britain by comparing similarities and differences in the chronology.

Give examples of sources of evidence that archaeologists have used to make discoveries about prehistory

Explore how early stone-age people were 'hunter gatherers' and how they survived against threats, but evolved into farmers during the latter part of the Stone Age.

Research the history of Skara Brae and Stonehenge.



## Design Technology

### Shell Structures

Children will draw upon their history knowledge and design and technology knowledge to create a scaled model of a prehistoric structure.

Children will use pictures to help them design their own house that they will create.

Children will test the suitability of a range of materials to identify which ones create a sturdy structure.

Children will use this knowledge when designing, building and evaluating their structure.



## PE

### Netball

#### Fitness

In Netball, children will develop their understanding of the attacking and defending principles of invasion games.

In ball skills, children will develop dribbling, catching and throwing skills.

In Gymnastics, Children will develop balancing, rolling and jumping. Using these skills individually and in combination

In fitness, children will develop speed, strength, co-ordination, agility, balance and stamina skills.



### Ball Skills

#### Gymnastics

## Computing

### Connecting Computers

To explain how digital devices function. To identify input and output devices. To recognise how digital devices can change the way we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected. To recognise the physical components of a network

## Art

### Sculpture

Children will learn about the work of Barbara Hepworth and Nnenna Okore, considering what inspired them and why these pieces were created. They will experiment using a range of media including shadow sculptures, clay and wire. Children will consider how these medias and techniques could be used on their own abstract sculpture



## Year 3 Terms 1 and 2

## Geography

### Why do people live near volcanoes?

Children will be able to name and describe the layers of the Earth.

Explain how and where mountains are formed.

Explain why volcanoes happen and where they occur.

Recognise the negative and positive effects of living near a volcano.

Explain what earthquakes are and where they occur.

Observe and record the location of rocks around the school grounds and discuss findings



## Music

### Ballads

*Key Focus: performance, emotion & listening*

Children will learn to identify the key features of a ballad and perform one using expressive actions. They will practise singing in time and in tune with a song, incorporating movement to enhance their performance. Pupils will also retell the story of an animation in their own words. They'll write a verse using rhyming words to tell part of a story, and perform their lyrics fluently and confidently with actions.



## PSHE

### Family and Relationships

#### Health and Wellbeing

Recognise that friendships have ups and downs and this is normal.

Understand that we all have a range of attributes that make us who we are and we should be proud of these.

Understand why someone might bully others.

Describe why they should embrace failure.

Describe a strategy to manage feelings of failure and to help them to persevere.

Set themselves goals and consider how they will achieve them.

## French

### I'm Learning French J'apprends Le Français

Ask and answer the question 'How are you?' in French

Say 'Hello' and 'Goodbye' in French

Ask and answer the question 'What is your name?' in French. Count to ten in French

Say ten colours in French.

# A school day

- School starts at **8.50am** and finishes at **3.20pm** every day
- KS1 and KS2 have a 15 min morning break.
- The whole school breaks for lunch from **12noon - 1pm**
- Children will be met by their teachers and walked up to school at 8.35am

			09:10 – 9:55	10	10:20 – 11	11:00 – 11:40	13:05 – 14:30				
M	Mrs Packham Mrs Paine	Mindfulness colouring in Registration	<b>Welcome to Year 3</b> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Create a class charter</li> <li>• Explore classroom</li> </ul>	B R E A K	Zones of regulation Session 1	This term values <b>Perseverance</b> SP Prepare for LB Phonics/set up intervention folders/ Displays	Whole class sensory circuit on the playground	Handwriting Practice	<b>Science: Rocks and Soils - Lesson 1:</b> What are Rocks? SP Prepare for LB Phonics/set up intervention folders/ Displays	Church Worship	
1					Zones of regulation Session 2	<b>Place value</b> <b>Step 1:</b> Represent numbers to 100		Handwriting Practice	<b>Geography: Why do people live near volcanoes? - Lesson 1:</b> How is the earth constructed?	Collective Worship	
T	Mrs Packham Mrs Lewis	Flashback Registration	Expectations around presentation and handwriting dictation MS out for RWI LB with NL for RWI			Zones of regulation Session 3		<b>Place value</b> <b>Step 2:</b> Partition numbers to 100.	Handwriting Practice	<b>R.E: PEOPLE OF GOD - What is it like to follow God? - Lesson 1</b> SP set up intervention folders/ Displays SP to take children outside during coffee and conversation	Collective Worship
2						Zones of regulation Session 4		<b>Place value</b> <b>Step 3:</b> Number line to 100.	Handwriting Practice	<b>French: Phonetics 1&amp;2 - I'm Learning French - Lesson 1</b>  <b>PE: Ball Skills with Coach Chris (Outside)</b>	Singing Worship
W	Mrs Packham Mrs Paine Coffee & Conversation @2:30 Safeguarding training 3-5	Flashback Registration	Expectations around presentation and handwriting dictation MS out for RWI LB with SP for RWI			Zones of regulation Session 5		<b>Place value</b> <b>Step 4:</b> Hundreds.	Handwriting Practice	<b>Computing: Connecting computers - Lesson 1:</b> How does a digital device work? set up intervention folders/ Displays	Celebration Worship
3											
4	Mrs Packham Mrs Paine LB Play Therapy (AM)	Flashback Registration	<b>Spellings</b> grammar and punctuation MS out for RWI LB with SP for RWI								
5	Mrs Packham Mrs Paine	Flashback Registration	<b>Spellings</b> grammar and punctuation MS out for RWI LB with SP for RWI								

(An example of our 1<sup>st</sup> week back timetable)

# Year 3 expectations



Pupils are more independent in their learning



Developing writing and maths skills



Be able to recall the 2-, 5- and 10-times table and begin to recall the 3-, 4- and 8-times tables too



Focus more on spelling and spelling rules



Pupils in Year 3 should be happy at school and enjoy their learning

# Year 3 expectations

Uniform



Behaviour



# Uniform

Our school uniform is an important part of Egerton's identity because it reinforces who we are as a community and contributes to the feeling of pride the children have for their school.

## Uniform List

- |                             |  |
|-----------------------------|--|
| ➤ Jumper/Cardigan with logo | Royal Blue                               |
| ➤ Polo-shirt                | White                                    |
| ➤ Pinafore/Skort            | Grey                                     |
| ➤ Long trousers/Shorts      | Grey                                     |
| ➤ Tights                    | Grey                                     |
| ➤ Socks                     | Grey/White                               |
| ➤ Summer Dress              | Blue & white gingham check & white socks |
| ➤ Book Bag with logo        | Royal Blue.                              |

## PE

- |                             |            |
|-----------------------------|------------|
| ➤ PE t-shirt with logo      | Royal Blue |
| ➤ PE Shorts/Skort           | Navy       |
| ➤ Trainers                  |            |
| ➤ Drawstring bag for PE kit |            |





# Attendance



Data recorded by the Government shows that in 2019, children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.

There are only a small number of circumstances where missing a school day is permitted. Your child must attend every day that the school is open, unless:

- ▶ Your child is too ill to attend.
- ▶ You have asked in advance and been given permission by the school for your child to be absent on a specific day due to exceptional circumstances.
- ▶ Your child cannot go to school on a specific day because they are observing a religious event.
- ▶ Your local authority is responsible for arranging your child's transport to school and it's not available or has not been provided yet.

# Reading

Colour banded books can be changed daily.

These books will be checked regularly to ensure that every pupil is reading at the correct level for their ability

On their chosen day, every pupil can choose a book from the library which can be read for pleasure.

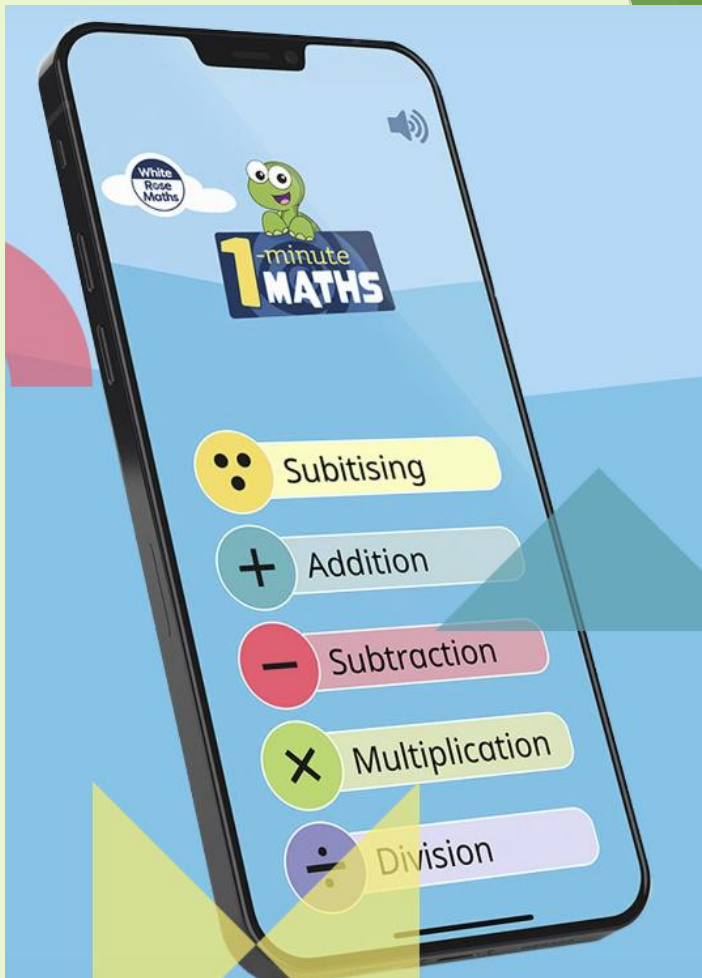
Please ensure the books they have read are recorded in their red reading record book.

Reading for pleasure:

[Bookfinder: find children's books for every age | BookTrust](#)

[BooksForTopics | Search Children's Books by Age or Topic](#)

[Books for Year 3 children aged 7-8 | School Reading List](#)



# Maths

This terms topics are place value and addition & subtraction

In Year 3 we focus on numbers up to 1000

Websites such as [www.topmarks.co.uk](http://www.topmarks.co.uk) and [mathsframe.co.uk](http://mathsframe.co.uk) can be used to support the learning from school

TT Rockstars can start to be used to support times table work in school - [trockstars.com](http://trockstars.com)

White Rose Maths 1 Minute Maths - <https://whiterosemaths.com/resources/1-minute-maths>



# Homework

Daily	
10 Minutes	Reading
10 Minutes	TT Rockstars
10 Minutes	Spelling Shed

(Example of what an evening of homework can look like)

## Year 3 homework expectations

- Reading takes place every day and this is recorded in the reading record (this could be a schoolbook, comic, magazine etc.) Pupils can write this in and then an adult can sign it, pupils will be given weekly extra play for this.
- Reinforcement of the 2, 5 and 10 times table along with the learning of the 3-, 4- and 8-times table.
  - Practise their spellings.

# Contacting the Year 3 team



- ▶ Speak to any of the year 3 team before or after school
- ▶ Leave messages with the school office
- ▶ Email the Year 3 team - [Penguins@egerton.kent.sch.uk](mailto:Penguins@egerton.kent.sch.uk) (this account will be checked regularly and will be monitored by Mrs Head)

# Snack

Please provided your children with their morning snacks





THANK YOU FOR  
LISTENING



ARE THERE ANY  
QUESTIONS?