



Names you will hear...

Teachers

Miss McSweeney/ Mrs McCrae
(Columba)

Mr Meredith (Dorado)

PPA cover

- Mrs Dutton & Mrs Horton

Teaching Assistants

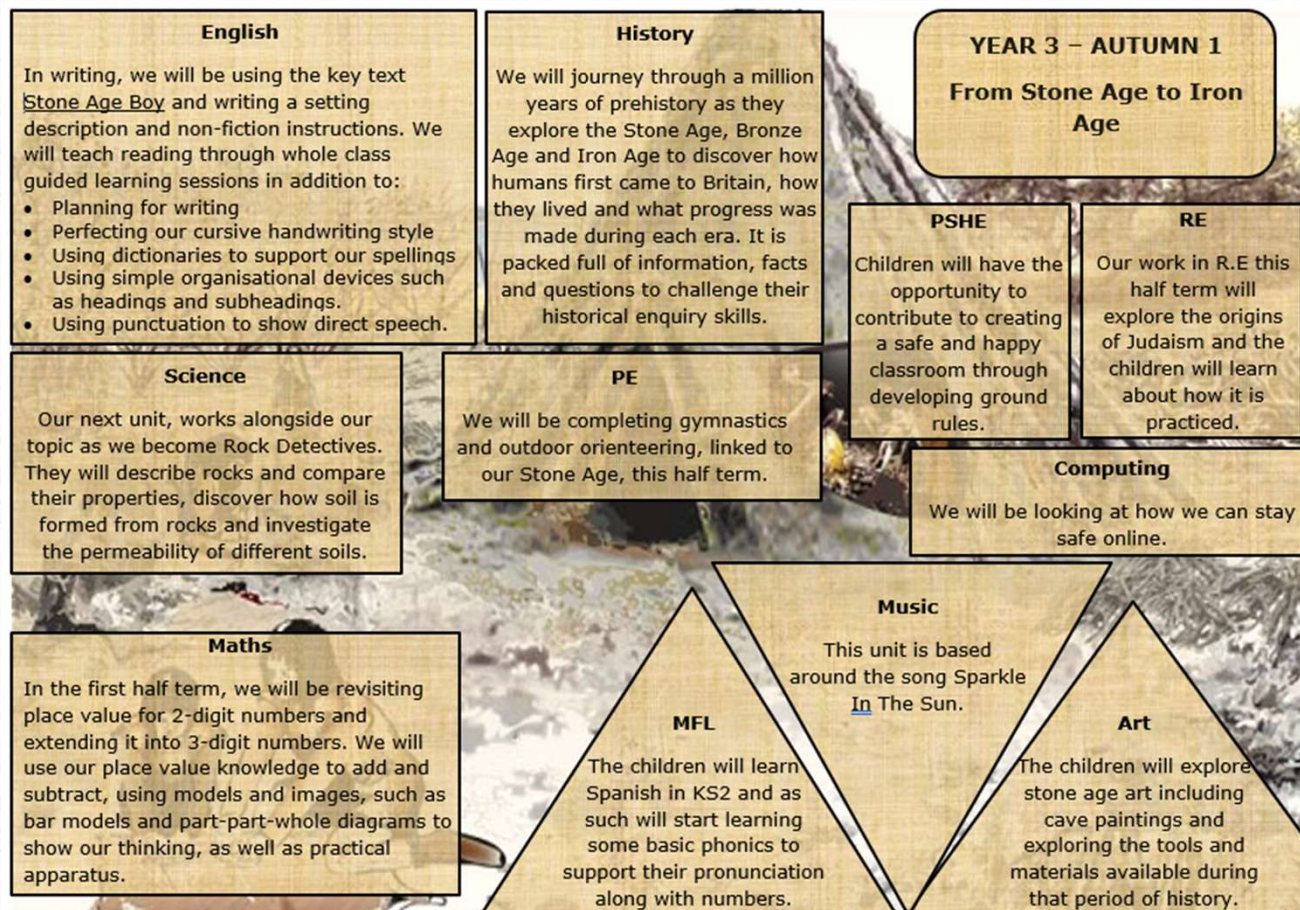
- Mrs Lahori,
- Miss Winter



Expectations in Year 3

- o A move to being more organised (belongings and work)
- o Being more independent and taking the initiative
- o A growing sense of maturity

Curriculum Overview



Year 3 Topics

Autumn 1: Stone Age to Iron Age

Autumn 2: Our Local Area

Spring 1: Ancient Egypt

Spring 2: Rivers

Summer 1: Industrial Revolution

Summer 2: Italy

Additional Activities

Autumn 2- Local area walk.

Spring 1- WOW Day based on the Ancient Egyptians that will require a costume. Date tbc.

Spring 1/ Spring 2- Year group presentation...watch this space!

Summer 1- Train Trip to Nene Valley Railway.

Celebrating achievements

- In school, we want to recognise children's hard work and achievements, at every level.
- Praise, merits, stickers, smiles, sharing work with another adult, work on display, dojos.
- All children will have Golden Time.



Behaviour – a holistic approach

Formerly known as Cambridgeshire Steps, Cambridgeshire Therapeutic Thinking (CTT) is an approach which focuses on how all children and young people can be supported in schools and other settings, particularly in terms of their emotional wellbeing and mental health. The programme also helps to develop an understanding of how to respond to those who may be communicating through their behaviour.

CTT is a school-led ethos that is characterised by an inclusive culture and underpinned by best practice, policies, and planning. The approach uses a range of resources to analyse a pupil's behaviour to better understand their needs. This supports better planning for the pupil, their class and the wider school or setting, helping to prevent difficult or dangerous situations from occurring by highlighting the learning or experiences that the pupil needs.

Feedback – a slightly different approach

At Monkfield Park, we recognise the importance of feedback as a vital part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. In every lesson, teachers are giving children continuous, verbal feedback 'in the moment' to further their learning. We are mindful of the growing body of research surrounding effective feedback as well as research from cognitive science regarding the fragility of new learning.

Our aim is to maximise the effectiveness of feedback in our practice. As a result, books may look a little different when you come to parent consultation evenings later in the term.

After each lesson, the teacher will look through the children's books to evaluate learning based on what went well and what still needs work.

The teacher sorts the books into 3 piles:

Children who did not grasp the learning objective or have misconception,

Those who showed solid understanding,

Those who did particularly well or exceeded the objective.

The teacher ticks each piece of work to show it has been checked.

The following codes will be included in the children's book to indicate their focus prior to the input for the next lesson:

PS	Praise and share
T	Teacher support group
TA	Teaching assistant group
C	Challenge
SPAG	Spelling and grammar errors
HW	Handwriting and presentation

Where the teacher feels any parts of a piece of work should be shared as a good example they will 'star' the relevant parts.

Homework

- Set on Class Dojo, completed at home and uploaded back to Class Dojo
- Tuesday to Tuesday.
- Reading, Maths and Topic
- Spellings will be set and tested on Friday
- Children have been told to talk to us by Thursday if they are having any problems
- Children can use the iPads/computers in school to upload their homework if needed.
- Even more focus on the importance of presentation this year

Internet Safety

- We will be teaching the children how to stay safe online, using a variety of different materials.
- AI and its pitfalls.
- The school has a secure firewall to enable all children to search safely.
- Class Dojo enables work to be shared between teacher and pupil. No one else is able to access or view your child's work.
- Purple Mash and Times Tables Rockstars (TTRS) are both designed to ensure safety online.
- Children must sign the home-school agreement to use the internet at school.

Reading

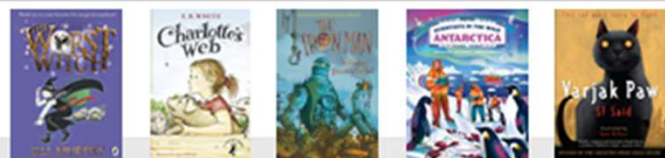
- o Regular monitoring in school. There is an expectation that each child should read, on average, 10 pages per day.
- o Extremely important to hear your children read aloud regularly (even at 11 years old).
- o A balance with independent reading is encouraged for competent readers - but it is always important to provide opportunities for children to discuss their reading.
- o Range of genres and texts
- o Children will be assessed using AR. They will then be expected to be reading their AR book everyday. When they finish reading the book they take an AR quiz to check their understanding.



50 Recommended Reads for...

Year 3 (ages 7-8)

2025-2026 Booklist



SCAN ME

Or visit www.booksfortopics.com/year-3
to find the online booklist, book pack, reviews and resources



Find booklists by age or topic at booksfortopics.com



Homework

Homework Grid – Year 3 – 2026/27 Autumn 1 – Stone Age to Iron Age

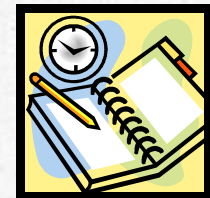
HOMEWORK EXPECTATIONS				
READING DAILY: Minimum 10 minutes of a book at your AR level https://login.renaissance.com/12d2c653-021d-4725-841f-3cdd3e36b35c?state=1371f6f3-bc39-42d2-9947-25c383b88b90 SPELLING DAILY: Minimum 5 minutes daily using resources available on Purple Mash. https://www.purplemash.com MATHS – TTRS/Numbots 20 – 30 minutes per week https://play.ttrockstars.com/auth/school/student/20149 https://play.numbots.com/#/account/school-login/20149 TOPIC ACTIVITY: 20-30 minutes per week (You should choose from a different row each week and at least one Science activity per term)				
Write	Re-write the 'Stone Age Boy' story as if you were 'Om' the stone age girl.	Stone age people could not pop to the shops for food. Everything they ate had to be caught or collected. Draw your own recipe/menu for a stone age dinner using the sort of ingredients that would be available to them.	Write a poem about Pre-historic times, using a style of your choice. Now, learn the poem you have written off by heart. You may like to present your poem to the class!	Write a letter to your teacher using only stone age style drawings.
Research	Make a quiz about the Stone Age on PowerPoint.	Research the stones used in the Stone Henge structure. What can you find out about them?	Research a history timeline and identify the stone age on it. Can you recreate your own version.	Research an aspect of pre-historic Britain; the Stone Age, Bronze Age or Iron Age and use what you find out to create a poster.
Create	Go outside and collect some sticks and stones. Use them to make different numbers as if they were diens (10s and 1s). Take a picture to show us.	The Stone Age people painted on cave walls to communicate and record events. Create a cave painting or drawing of your own.	During the Stone Age, people lived in caves. If you had to live in a cave what would you like it to look like and what would be in it? Be as creative and imaginative as you like. Maybe you could build your own 3D cave to bring in!	Create a comic strip to show a typical day in the Stone Age. Think what a caveman/woman might do—hunting, making weapons/tools.
Science (Rocks)	Make a quiz with around 8 questions about rocks.	Make a list of the sorts of rocks you can find in your garden. Think about whether they are natural or man-made.	Create a fact file about different types of rock.	Create a piece of art using rocks.

P.E.

- P.E will happen on Thursday
- P.E. kits should include indoor (blue shorts and a white T shirt) and outdoor kits (warm jogging bottoms, a warm sweatshirt and sensible, supportive training shoes) as we will be using both the field and the hall space during this time
- It is a requirement that all children remove earrings before a P.E. session independently. If your child is unable to remove their own earrings please ensure that they are removed before the children attend school on a Thursday

Year 3 Timetable

- Usually Maths, English and Guided Reading each morning & Science & Foundation subjects in the afternoons
- Spanish as our MFL
- Throughout the year specialist coaches may come to school to teach the children in a variety of areas including PE
- Geography/ History , Art/Design Technology will alternate on a half termly basis (termly newsletters will outline the units we will be studying)



Ways you can help us

- Ensuring jumpers, coats and clothes are labelled clearly
- Checking that any medication held in school e.g. inhalers etc. is in date and clearly named.
- All forms and reply slips are returned as promptly as possible
- Contacting the office if your contact details change
- Speaking to us if you have any concerns or enquiries



Thank you for coming
this evening

We are looking forward
to a fun and successful
year with your children!