



THE BISHOPSWOOD SCHOOLS FEDERATION

Bishopswood Infant & Junior Schools
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Executive Headteacher: Mr G Golding
Executive Head of School: Mrs J Armes

Welcome Year 3!

Thursday 17th September 2026

Dear Parents,

We would like to begin by welcoming you to Year 3 for what promises to be an exciting and successful year. We hope you had a wonderful summer break and were able to enjoy some of the fantastic weather we experienced over the holidays.

It has been a real pleasure welcoming the children back to school this week. They have settled into their new classrooms exceptionally well and have already shown a positive attitude towards their learning. We have been incredibly impressed with how quickly they have adapted to the routines and expectations of Key Stage 2 and the junior school.

Uniform

The children have come back looking very smart in their school uniform and PE kit. As the weather begins to change, please ensure that your child comes to school with a suitable coat. As children move into Key Stage 2, we encourage them to become increasingly independent, taking responsibility for their belongings, organisation and learning. Please make sure that they have everything they need and that all uniform, PE kit, bags, coats, shoes and lunch boxes are clearly labelled to avoid a build-up of lost items. We already seem to have unclaimed jumpers in the classrooms!

Water Bottles and Snacks

Please ensure your child brings a **named** water bottle to school each day. Children may also bring a snack for break time if they wish but now they are at the juniors we have the tuck shop which opens each break time serving a range of snacks and drinks. Please ensure your child only brings a **maximum of £1** each day and any money is kept in a secure **named** wallet/purse. We have already had rogue 50ps found on the floor and it is very difficult to work out who a single coin belongs to!

PE Kit

PE for Year 3 is on a **Wednesday**. As at the infants, children are welcome to come to school in their PE kit and remain in it throughout the day. PE this term will be multi-skills and gymnastics. The children will learn a range of movement skills and develop their ability to play competitive games. Trainers can be worn for outdoor games, and tracksuit bottoms may be worn so that the children do not get cold. Please note children can wear their coloured house t-shirt or a white t-shirt but must only wear a school jumper or cardigan. Earrings should be removed for Games and PE (or taped up if they cannot be removed).

Learning Challenge

This half term, our learning challenge will be '**What makes the Earth angry?**' This is a geography-based topic that looks at both human and physical geography. The children will explore natural disasters, with a particular emphasis on volcanoes. They will learn about the features of volcanoes, how they are formed, and how they are distributed around the world. Along the way, they will create models and artwork, and discuss the impact that volcanoes can have on people and the environment. Please see the table below for more information about the subjects the children are learning this term.

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Behaviour and Rewards

The behaviour expectations in Year 3 remain the same as at the infants, and we continue to use our steps behaviour system to encourage positive choices and support children in meeting our school expectations. Our approach is based on restorative practice, helping children to reflect on their actions, understand the impact of their behaviour on others and repair relationships when difficulties arise. If you have any questions about our behaviour system, please do speak to one of us on the door or contact the office to speak to a member of senior staff.

Within the classroom, children will continue to work towards moving up the class ladder, recognising their effort, behaviour and attitude to learning. Throughout the week, children can earn stickers and wristbands for demonstrating our school values and making positive choices. As children move into Key Stage 2, they will also begin earning house points for excellent work, effort and contribution to school life. On a **Friday** afternoon, we celebrate the children's achievements in our Celebration Assembly, where a range of awards are presented, including Star of the Week, Work of the Week, Handwriting and Reading Awards. We look forward to celebrating the many successes and achievements of the children throughout the year.

Times Tables Rock Stars

A key focus in Year 3 is developing quick recall of multiplication and division facts. To support this, all children have access to **Times Tables Rock Stars (TTRS)**, an online programme that helps children practise their times tables in a fun and motivating way. We encourage children to spend a few minutes practising regularly throughout the week, as this will help build their confidence and fluency in mathematics. Your child's login details can be found in their homework diary. Thank you for your support in helping your child develop this important skill.

Reading & Phonics

We continue to follow the **Monster Phonics** reading scheme throughout the school, and children will progress through the different stages as their reading skills develop. While some children are now becoming more fluent readers and may be moving towards being independent or "free" readers, we still use the Monster Phonics stages to ensure that all children have secure decoding, fluency and comprehension skills. Books sent home will be matched as closely as possible to your child's current reading level to support confidence and success.

In addition to their reading book, children will have regular opportunities to visit the school library and choose books to read for enjoyment. There is no set day for library visits; instead, children will be encouraged to change their library books as needed throughout the term so please ensure all books are in your child's bag each day. We want to foster a love of reading and encourage children to explore a wide range of authors, genres and topics that interest them.

Homework

This term, the children will be expected to complete some homework each week. They will be expected to read at **least three times per week**, and this should be recorded in their new reading records. These will be checked by their class teacher every **Friday**. There is a place for you to sign and record what they have read at home. Regular reading has a significant impact on children's progress across the curriculum. We encourage children to read a variety of texts and discuss their reading with an adult at home whenever possible.

The children will also receive a set of spellings on a **Friday** and will be tested on these the following **Friday**. These will be given out for the first time next Friday (18th September). Where possible, we encourage children to practise their spellings in fun and engaging ways at home. This could include writing words in different colours, making the words with magnetic letters or playdough, playing spelling games, creating word searches, or asking someone to test them. Short, regular practice sessions are often more effective than trying to learn all the spellings at once, and making learning enjoyable can help children remember their words more confidently.

Finally, the children have brought home this week a homework grid and a green A4 exercise book labelled 'Home Learning'. This book is where they should record their homework. They must complete one piece of homework from the grid each week. This is also due in on a **Friday**.

We are looking forward to an exciting year ahead and getting to know the children as they continue to grow in confidence and independence. Thank you for your continued support. We know that by working together we can help every child have a happy and successful year in Year 3.

Yours sincerely

Miss Stevens

Miss Price

Mrs Lamb

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YEAR 3 CURRICULUM OVERVIEW – AUTUMN 1

<i>At Bishopswood, we offer a rich and diverse curriculum that engages all children. Enriched activities that motivate children, enhancing their life opportunities is something that is very important to us.</i>	
Year 3	What makes the earth angry?
Subject	Areas Covered
English	<u>Writing:</u> Sentence Development – all texts • Accurate capital letters and full stops • Using conjunctions (and, but, because) • Varying sentence openers • Expanding vocabulary choices Narrative/Fiction Writing – The Flood (word-less picture book) • Using expanded noun phrases • Writing dialogue • Organising sentences into paragraphs Non-fiction Writing – Biography (Rosa Parks), Newspaper report (Stranded) • Group information into paragraphs. • Use headings and subheadings. • Include key facts about a person's life. <u>Guided Reading:</u> • Identify the meaning of unfamiliar words. • Discuss words that create a picture in the reader's mind. • Retrieve and record information from fiction and non-fiction. • Locate evidence that supports an answer. Books include: The Invisible String - Patrice Karst The Boy Who Never Gave Up - Emmanuel Taban Journey to the Centre of My Brain - James Carter Where My Wellies Take Me - Michael Morpurgo and Clare Morpurgo <u>Spellings</u> Revision of all Monster Phonics sounds where appropriate and introduce initial Year 3 spelling words using Spelling Shed.
Maths	<u>Place Value:</u> Children will build their understanding of place value through a range of practical and written activities. They will: • Count in multiples of 2, 5 and 10. • Read, write and represent numbers using concrete resources, pictorial representations and numerals. • Recognise the value of each digit in a number. • Compare and order numbers using the language and symbols >, < and =. • Identify and represent numbers in different ways, including number lines and part-whole models. <u>Addition and Subtraction:</u> Children will develop fluency and confidence when solving addition and subtraction calculations. They will: • Add and subtract numbers using efficient written and mental methods. • Use place value knowledge to add and subtract ones, tens and hundreds. • Recall and apply number facts to support mental calculations.

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	- Estimate answers and use inverse operations to check the accuracy of calculations. - Solve one-step and two-step addition and subtraction problems in a range of contexts. Multiplication and Division Children will extend their multiplication and division knowledge and develop rapid recall of key facts. They will: - Recall and use multiplication and division facts for the 3 and 4 times tables. - Use known multiplication facts to derive new facts. - Represent and interpret multiplication and division using arrays, grouping and sharing. - Compare multiplication statements using the symbols >, < and =. - Solve multiplication and division problems using practical equipment, pictures and written methods. Mathematical Reasoning and Problem Solving Throughout all areas of learning, children will be given regular opportunities to reason mathematically, solve problems, explain their thinking, and justify their answers using mathematical vocabulary, developing both fluency and a deeper understanding of mathematical concepts.
Geography	Extreme Earth: By the end of the unit, children should be able to: Locational Knowledge - Locate major volcanoes around the world using maps and atlases. - Identify countries and regions that are prone to volcanic activity and tsunamis. - Understand that many volcanoes are found along tectonic plate boundaries. Physical Geography - Explain what a volcano is and identify its main features. - Describe how volcanoes are formed. - Understand the difference between active, dormant and extinct volcanoes. - Explain how earthquakes can cause tsunamis. - Describe the physical impact of volcanic eruptions and tsunamis on landscapes. - Understand some of the risks these natural hazards pose to people and the environment.
Science	Rocks & Soils: By the end of the unit, children should be able to: - Identify, compare and group different types of rocks based on physical properties. - Investigate the properties of rocks through observation, prediction and simple scientific tests. - Recognise and describe the three main rock types: igneous, sedimentary and metamorphic. - Describe, in simple terms, how fossils are formed when plants and animals become trapped within rock over time. - Recognise that soils are made from rocks and organic matter and compare different soil types. - Work scientifically by asking questions, making predictions, carrying out investigations, recording results and drawing conclusions from evidence.
Physical Education	Gymnastics & Multi-skills: By the end of the unit, children should be able to: - Develop balance, coordination, flexibility and control - Perform and link balances, rolls, jumps and travelling actions - Practise and refine key movement skills, including running, jumping, hopping, throwing, catching and dodging. - Demonstrate control when moving between different levels, directions and speeds. - Create and perform short individual and partner sequences, combining movements effectively and showing teamwork, communication and respect during activities. - Understand how to use space safely and effectively while responding to different challenges and instructions. - Evaluate their own and others' performances, using appropriate vocabulary to identify strengths and areas for development.

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RE	Messages: Stories with Messages Children will explore stories from a range of religious and non-religious traditions, considering the messages, values and lessons they convey. They will: • Listen to and discuss stories that communicate important beliefs and values. • Identify and explain the key messages within different stories. • Reflect on how stories influence the way people think and behave. • Compare similarities and differences between the messages found in different stories. • Express their own views respectfully and consider the viewpoints of others. • Make links between stories and their own experiences.
Art	Sketching and Sculpting Children will develop their observational drawing and sculpture skills whilst studying the Earth and natural disasters. They will: • Use sketchbooks to record observations and develop ideas. • Create detailed observational drawings using a range of sketching techniques. • Develop shading techniques to create tone, texture and form. • Experiment with colour mixing to create different shades and effects. • Use a variety of materials to create a 3D sculpture of the Earth's layers. • Evaluate and refine their artwork to improve the final outcome.
Design Technology	Create a Volcano Children will follow the design process to create a model volcano. They will: • Select appropriate tools, materials and techniques for construction. • Develop and make a model volcano that meets a design brief. • Use tools safely and accurately. • Test and evaluate their finished product against the original design criteria. • Identify strengths and suggest improvements to their design.
Music	In the Hall of the Mountain King Children will explore how composers use music to create mood and tension. They will: • Listen to and appraise <i>In the Hall of the Mountain King</i> by Edvard Grieg. • Use musical vocabulary to describe tempo, dynamics, pitch and rhythm. • Recognise how changes in tempo and dynamics affect the mood of a piece. • Compose and perform simple musical patterns inspired by the piece. • Work collaboratively to rehearse and improve a performance.
RSHE	My Happy Minds: By the end of the unit, children should be able to explain: • How our brain works and what neuroplasticity is. • What the amygdala is and what it does • How to train and after your brain • What neuro-pathways are and how the brain is structured • That our feelings change throughout the day and the importance of expressing them • That feelings can change over time and change intensity
Languages	Spanish: By the end of the unit, children should be able to explain: • Develop confidence in listening and responding to spoken Spanish through songs, games, stories and classroom routines. • Learn and use everyday vocabulary and simple phrases to communicate meaning. • Understand and respond to simple questions, instructions and greetings. • Read and understand familiar words and short phrases in Spanish. • Appreciate aspects of Spanish language and culture, recognising similarities and differences between languages.

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