

# Year 3 Information Evening

September 2025

Scan the QR code  
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Instagram:



Learning  
Together in  
God's Love

Welcome  
to Year 3

**Swallows Class**

Miss Brown

**Swifts Class**

Miss Morris

# Curriculum Topics

## **Autumn Term**

- Stone Age
- Skeletal and Muscular Systems

## **Spring Term**

- Rocks and Volcanos
- Forces and Magnets

## **Summer Term**

- Romans
- Plants
- Light & Shadow

# Class Saints

Swifts – St. Clare of Assisi



Swallows – St. Teresa of Calcutta



# Behaviour

We aim to achieve a respectful, secure and safe environment where everyone shows consideration, kindness and honesty towards each other.

We use a range of rewards to reinforce the core values of the school and expected behaviours. We acknowledge where children have shown and developed various aspects of our RESPECT code.

This can be in the form of:

- Verbal praise and feedback;
- Talk with parents/carers at the end of the day about positive behaviour and engagement with learning;
- Individual rewards e.g. stickers/postcards home;
- House points;
- Awarding certificates that promote the positive behaviour demonstrated.

We prioritise the explicit teaching of expected and unexpected behaviours and relate this back to our RESPECT code.

# Behaviour

R

## Respect everyone.

Know we are all God's children.

Keep hands and feet to ourselves.  
Speak politely to everyone; show good manners through words and actions.

E

## Encourage each other.

Follow Jesus' example – love one another.

Give praise.  
Give genuine feedback to help other pupils' learning improve.

S

## Speak truthfully.

Be ready to say sorry and show forgiveness.

We are honest.  
We say/recognise what we have done and admit when we have done something wrong and apologise for this. We are honest about our choices.

P

## Practise, persevere and make progress.

Make time to pray – knowing God is with us.

We try again and again to improve our skills.  
We do not give up.  
We use our purple polishing pens with pride.

E

## Embrace mistakes.

Know we are loved by God.

We learn from our errors.  
We look at mistakes as a way of moving our learning forward.

C

## Consider our choices.

Christ at the centre.

We think before we act.  
We know we always have a choice.  
We can say "no".

T

## Thrive together as a team.

Trust in God.


We work together.  
We help each other and celebrate achievements of other children as well as our own.

Each half term, we focus on one of our Learning to Learn characters and Head Teacher certificates are awarded.

# Learning to Learn...

Pooh says...


I am **RESILIENT!**



- I can become absorbed in my learning.
- I can recognise and manage distractions.
- I can create my ideal environment for learning.
- I know when I need to take time out to think.
- I am good at noticing things.
- I can use my previous learning.
- I don't give up when things get tricky.
- I can learn from my mistakes.
- I understand that sometimes learning can be a slow process.

Tigger says...


I am a **RISK TAKER!**



- I know if I am wrong about something I can still learn from it.
- I can put forward my ideas even if they are not the same as other people's ideas.
- I think in creative ways and use it to further my learning.
- I know that my thinking might sometimes take me in a different direction.
- I can take risks in order to solve problems.
- I think about risks but I still have a go.

Eeyore says...

I am **REFLECTIVE!**



- I can plan ahead.
- I can plan for the time and resources I will need.
- I can plan to overcome any obstacles I may meet.
- I can be flexible.
- I can make changes to my plans if necessary.
- I can think about my work as I go along.
- I can see new opportunities.
- I can think about what is important in my learning.
- I can be my own learning coach.
- I can recognize how I learn best.
- I can talk about how I learn.
- I can talk about my work when it is going well or when it is challenging.

Piglet says...


I am **RESOURCEFUL!**



- I am good at asking questions.
- I am curious.
- I can think more deeply during learning.
- I can see connections between different events and experiences.
- I can use my imagination to ask 'What if ...?'
- I can work logically and systematically.
- I can give evidence to support my thinking.
- I can spot the strengths and weaknesses in information.
- I can use a wide range of resources appropriately.
- I can spot future opportunities.

Kanga says...

I have good **RELATIONSHIPS!**



- I know when it is best to learn on my own or with others.
- I can share my ideas.
- I can listen to other people's ideas.
- I can contribute to and draw strength from a team.
- I can see someone else's point of view.
- I can imitate other people's good ideas and good behaviour.
- I can use my knowledge of another person to explain their actions and feelings.

Owl says...

I am **RESPECTFUL!**



- I respect and recognise other people's view points.
- I respect other people's property.
- I respect school property.
- I respect school rules.
- I respect the similarities and differences between myself and others.
- I respect my culture and the culture and beliefs of others.

# Catholic Social Teaching

Your child will learn how they can apply the Catholic Social Teaching Principles in their learning and across school life.



Everyone is special  
**Human Dignity**



Thinking of everyone  
**The Common Good**



Taking part  
**Participation**



Everyone should have a say  
**Subsidiarity**



Caring for God's gifts  
**Stewardship**



Showing we care  
**Solidarity**



Putting people most in need first  
**Preferential Option  
for the Poor**



Sharing fairly  
**Distributive Justice**



Being peacemakers  
**Promoting peace**

# Behaviour

We support children in helping them to understand that all actions/choices have consequences, both positive and negative. We encourage children to consider their choices and take responsibility for the consequences of these choices. We support children to reflect on the impact of unexpected behaviours on their own and others' wellbeing.





We encourage children to focus their attention, to be 'active listeners' and to develop the capacity to make 'good choices' through noticing and praising positive behaviours.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour in the classroom.

We refer to the 'Zones of Regulation' to help pupils to think about their behaviour and how it impacts others.

# Zones of Regulation

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

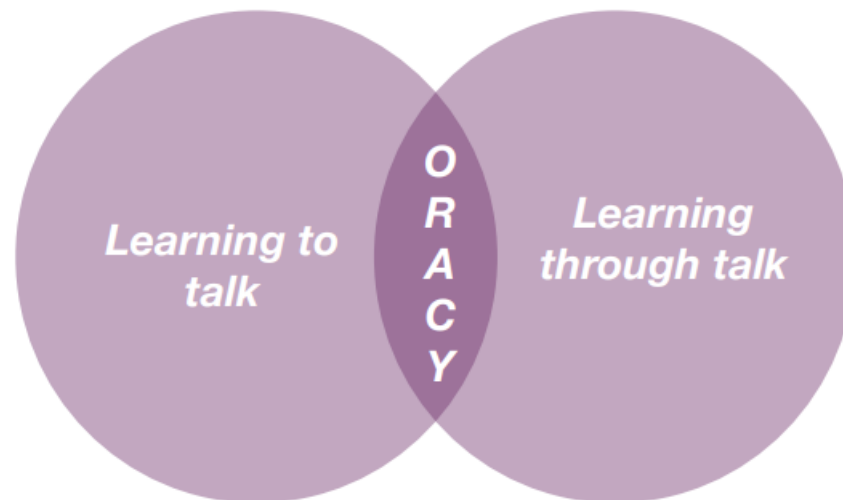
# Oracy

DfE: 'The value of talk to children's mastery of language is as important for writing as it is for reading. Pupils should be taught how to engage in dialogue that enhances learning.'

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

As we build a culture of oracy across the school, listen out for these specific terms from St Agatha's Oracy Framework: physical; linguistic; cognitive; and social and emotional.

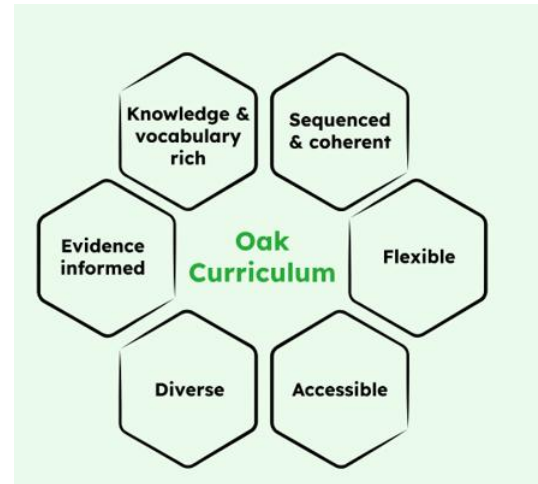
Oracy is learning to talk and learning through talk. This is a school priority for this academic year to improve both spoken and written language.



# Maths

To support us with teaching the maths curriculum, we are moving over to using Oak Academy. This still follows the same mastery approach and therefore the lesson structure will be familiar to the children.

In addition, children in Year 1 to Year 5 will be taught the Mastering Number approach.



# Routines

- Water bottle - children can refill in the classroom. Please make sure it is named.
- Children should bring a healthy snack for break time – no crisps, biscuits, cake or chocolate. We are a nut free school.
- Backpack (not too large) – book bags are no longer needed.
- Children to bring their own pencil case.
- No afternoon play.
- Come into the classroom at 8.45am. Registration is at 8:50am.
- School pick up at 3.15pm

# Pencil Cases

- Pencil cases should be sensible and practical. They need to fit in trays and on the children's tables. Children should only have ONE pencil case in school.
- Pencil cases should contain:
  - HB pencils (3-4 good quality pencils are recommended)
  - Colouring pencils
  - Sharpener
  - **Large glue stick**
  - Rubber
- Glue sticks are used frequently during the day and therefore need replenishing regularly. It is useful for the children to have a spare one in their school bag.
- All pencils should be sharpened and all items should be clearly named.
- Items such as gel pens, felt tip pens, novelty rubbers, highlighters are not required and prove to be a distraction to many children in lessons. Children will be provided with a 30cm ruler, scissors and whiteboard pen.
- It is good for the children to get into the habit of taking their pencil case home regularly to sharpen pencils and so parents/carers can check if anything needs replenishing. Please make sure they come back to school.

# Uniform

- Full school uniform – Summer/Winter
- Black school shoes – no trainers (except on PE days)
- Long hair tied back. Hair accessories must be plain, small and school colours/black/brown.
- Small stud earrings allowed – do **not** wear on PE days. They should be taped over if newly pierced.
- Watches are allowed
- No other jewellery
- No nail varnish
- Suitable outdoor coat appropriate for the weather; we will still use the playground if it is raining (not torrential).

# P.E.

## Winter uniform

White PE t-shirt

Navy tracksuit bottoms

Red school tracksuit top

Trainers

(A spare pair of socks in bags is useful).

## Summer uniform

White PE t-shirt

Red shorts

Trainers

# Home Learning

- **Reading** – every day
- **Reading Comprehension CGP Book** (fortnightly).
- **Grammar, Punctuation and Spelling CGP Book** (fortnightly)
- **Maths CGP book** (fortnightly)
- **Times Tables** – We will set battles every fortnight for classes to compete in school. Please practise times tables at home. The expectation is that children are spending 15 minutes on this weekly.

# Home Learning

- **Topic Home Learning** - A choice of tasks will be given to the children related to our class topics. Children will be asked to complete four tasks throughout the term. Dates for handing in home learning will be shared with parents and pupils on Teams.
- All children will be given a red Home Learning book.
- Whilst it is lovely for families to all work on the home learning tasks together, please make sure that the work being brought in has been completed by your child!
- We really appreciate the support you are able to give to your child to make sure work is completed to a high standard and brought in on time.

# Spelling

Spellings in Key Stage 2 will now be taught using a morphology approach.

Morphology is the study of the smallest units of meanings in language (morphemes) and is foundational to understanding how English words are structured.

The National Curriculum will be taught through objectives. There is a strong emphasis on spelling for writing and not for weekly memory tests.

As a year group, we will be testing the children half termly on the objectives they have covered which will be shared with you on Teams each week after they have been taught.

Up to ten year group common exception spellings will be added to Teams each half term. Your child will be tested on these at the end of a half term. Please support them in learning how to say and spell the words and their meaning.

This means that there will not be weekly spelling home learning.

# Home Reading

- All children should be sharing engaging storybooks with you every day to develop a love of reading. Please talk to your child about the books you read together and ask them questions about the text. Please do read to your child, at a higher level, so they are hearing more challenging vocabulary.
- All children choose a reading book to take home from the library.
- Children are given the responsibility of changing and selecting their books themselves.

# School Library

- All children have the opportunity to go to the school library each week.
- The library is also open for Year 3 to visit at lunchtimes on Mondays, Tuesdays and Wednesdays.
- Please encourage your child to look after the school library books and return the book when they have finished it. In order to take out another book, they must return the previous book.

# PSA and Class Reps

- All of the adults in our school community are automatically members of the PSA.
- The PSA do a fantastic job in supporting the children of St Agatha's. Please do volunteer your time and support where you can.
- Those able to take on the role of class rep are greatly appreciated. It is not a huge job!

# Drop off and pick up...

- Children come directly into class when the bell is rung at 8:45am.
- Collections – Please provide written permission or email the office if another adult is going to collect your child.
- At the end of the day, children must tell their teacher who is there to collect them before they leave.

# Key Dates

- **Parent / Teacher Consultations – school closes at 12pm**  
Thursday 23<sup>rd</sup> October  
Thursday 12<sup>th</sup> February
- **PE Kit Days –**  
**Tuesday** (outdoor) & **Thursday** (indoor) – these days may change through the year.  
Children are to come into school wearing their PE kit on their PE days.  
Please make sure earrings are removed at home on PE days.

Thank you for joining us this evening.

