

Welcome to Year 3



Meet the Team:

Chloe & Alphia

Maize

Samantha

Class Teachers

LSA

LSA

St Aidan's Values

▶ community

▶ sustainability

▶ kindness

▶ resilience

▶ inclusiveness

▶ peace

Autumn 1:

Sustainability

StAR



Organisation

Please bring the following items to school every day:

- Bag
- Water bottle
- Coat/raincoat



The School Day

Our school day starts at 8:45 and ends at 15:15.

Year 3 - School Day

8.45-9.00 Reading

9.00 -10.00 English

10.00 – 10.15 Assembly

10.15 – 10.30 Break

10.30 – 11.30 Maths

11:30 - 12:15 Science

12.15 – 1.15 Lunch

PM sessions - Foundation Curriculum (Humanities, PE, Science, Art, D&T, Music, Computing)



Uniform

- Please ensure your child is wearing the correct uniform to school each day.
- Please also ensure that during the colder weather your child has a coat to keep them warm.
- We encourage learning outside in all weather; therefore your children need to be provided with appropriate clothing.

School Uniform:

Blue Jumpers / Sweatshirts with logo

Blue T-Shirts with logo



PE

On their selected PE days, children need to come to school with their PE kits. We encourage children to bring in their kits on a Monday and take it home on a Friday.

PE kit:

- White t-shirt
- Warmer sports top in colder months
- Tracksuit bottoms / shorts / leggings
- Trainers

For health and safety reasons, no jewellery should be worn with the exception of religious items. Children must remove all earrings and watches before PE and games lessons.

PE days:

Monday

Wednesday



Attendance

As parents/carers it is your legal responsibility to ensure that your child attends school regularly and on time.

By attending school every day your child can:

- take part in lessons, access learning and reach their full potential
- be involved in all aspects of school life
- enjoy a structured routine
- make friends and develop social skills
- feel part of the school community
- learn to value and understand the importance of education
- be better prepared for secondary school

What happens if your child is not at school:

- Valuable learning time is lost
- Absence is monitored by the attendance officer and the Educational Welfare Officer
- Persistent absence is highlighted and parents are called in to school for a meeting to support attendance to improve
- If attendance does not improve a referral is made to the Educational Welfare officer which may result in a fine

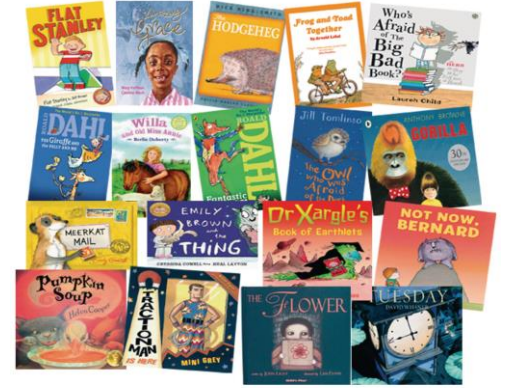


Attendance Matters



Homework

- Children should read at home every day.
- Children will also receive weekly spellings to practise at home.
- Times Tables Rock stars.



Year 3 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Value	Sustainability	Kindness	Resilience	Peace	Community	Inclusiveness
English (texts/genres)	<p>Aut 1</p> <p>A pebble in my pocket Narrative recount Information text</p>	<p>Aut 2</p> <p>Jelly Boots, Smelly Boots Poetry</p>	<p>Spr 1</p> <p>Fly Eagle Fly Letter in role Narrative from other perspective</p>	<p>Spr 2</p> <p>Mouse Bird Snake Wolf by David Almond Argument (issues and dilemmas) Play script</p>	<p>Sum 1</p> <p>Belonging by Jeannie Baker Biography Diary writing</p>	<p>Sum 2</p> <p>Varjak Paw Persuasive writing Explanation text</p>
Reading – Class Text	Lob – Linda Newbury	Hampstead the Hamster – Michael Rosen	The Hundred-Mile-An-Hour Dog – Jeremy Strong			
Mathematics	<ul style="list-style-type: none"> •Read, write, order and compare numbers to 100 •Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference •Derive new facts from a known fact •Read, write, represent, partition, order and compare 3-digit numbers •Find 10 and 100 more or less •Round to the nearest multiple of 10 and 100 •Collect, interpret and present data using charts and tables 	<ul style="list-style-type: none"> •Develop and use a range of mental calculation strategies •Illustrate and explain formal written methods – column method •Measure, draw and compare lengths •Add and subtract lengths •Calculate perimeter 	<ul style="list-style-type: none"> •Understanding multiplicative relationships: commutativity and inverse •Exploring multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10 •Multiply and divide by 10 •Multiply a 2-digit number by a 1-digit number •Divide 2-digit by a 1-digit •Correspondence problems 	<ul style="list-style-type: none"> •Tell, record, write and order the time analogue and digital •12-hour, a.m., p.m. •Measure, calculate and compare durations •Part-whole relationships •Fractions as part of a whole or a whole set and as a number •Add, subtract, compare and order fractions 	<ul style="list-style-type: none"> •Identify angles including right angles and recognise as a quarter of a turn •Identify and draw parallel and perpendicular lines •Draw/make, classify and compare 2-D and 3-D shapes •Measure the perimeter •Read scales with different intervals when measuring mass and volume •Weigh and compare masses and capacities with mixed units •Estimate mass and capacity 	<ul style="list-style-type: none"> •Representing multiplication and division problems •Solve a one-step problem •Add and subtract mentally •Find 10, 100 and 1000 more or less •Order and compare beyond 1000 •Round numbers
History	Ancient Egypt: Change/continuity - How much did Ancient Egypt change over time?	Cradles of Civilisation: similarity and difference - How do rivers, people and land affect each other	Indus Valley Civilisation: evidential thinking - How do we know about the Indus Valley civilisation?	Persia and Greece: similarity and difference - What did Greek city-states have in common?	Ancient Greece: Disciplinary focus - evidential thinking - What can historians learn from the sources from Ancient Greece	Alexander the Great: Disciplinary focus – causation - How did Alexander the Great conquer so much land?
Geography	<p>Rivers</p> <p><i>How do rivers, people and land affect each other?</i></p> <p>Geographical skills: Using photographs</p>	<p>Mountains</p> <p><i>How do mountains interact with what is around them?</i></p> <p>How do mountain and people affect each other?</p>	<p>Settlements & cities</p> <p><i>How are settlements similar and different?</i></p> <p>Map Skills: using a grid to find and compare locations.</p>	<p>Agriculture</p> <p><i>How are we connected to farmers?</i></p> <p>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p>	<p>Volcanoes</p> <p><i>How do volcanoes affect a place?</i></p> <p>Geographical skills: Using diagrams, describing distribution</p>	<p>Climate and biomes</p> <p><i>How does the climate affect the way people live?</i></p> <p>Geographical skills: World map and key lines of latitude</p>

		<i>Geographical skills: Describing location using 4-point compass</i>				
Science	Plants	Rocks	Light	Animals including Humans	Forces and magnets	The Bee Project
Indoor PE	Dance	Dance	Gymnastics	Gymnastics	Dance	Dance
Outdoor PE						
RE	Humanism: How could Humanists lead good lives?	Christianity: Has Christmas lost its true meaning?	Christianity: Could Jesus heal people?	Christianity: What is 'good' about Good Friday?	Sikhism: Do Sikhs think it is important to share?	Sikhism: What is the best way for a Sikh to show commitment to God?
PSHE, RSE	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art	Drawing	Painting	Sculpture	Collage	Textiles	Printing
DT	Shadow puppets		TastEd Food Technology		Weaving	
Educational Visits		Fieldwork: Describing location using 4- point compass	Pizza Express Highgate	Holy Trinity Church and Holy Innocents Church Fieldwork: Local fieldwork investigating local shops - their sourcing, economic and ethical consideration		Fieldwork: The Railway Fields/Alexandra Palace - Biomes and habitats

School Website:

<https://staidansprimarschool.org.uk/>

X formerly twitter:

@StAidansSchN4



HOME ABOUT NEWS CURRICULUM GOVERNORS PARENTS CONTACT  



Welcome

St Aidan's Voluntary Controlled Primary is an outstanding, one-form entry Church of England school in north London, serving the local community.