



## The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best they can be — at home, at school and in the wider community.

### 7 Habits



**Habit 1: Be Proactive**  
*I am responsible for my own learning and actions.*

- Have a 'can do' attitude and try our best in everything we do.
- Stop, think and make good choices.
- Take responsibility for our actions and outcomes.

**Habit 2: Begin with the End in Mind**

*I plan ahead and set goals. I understand the importance of learning for life.*



- Set a goal.
- Make a plan on how to achieve that goal.
- Persevere if things get tough.



**Habit 3: Put First things First**  
*I focus and concentrate on work first and then on play.*

- Do the important things first.
- Stay focused and concentrate.
- Manage challenges and distractions along the way.



**Habit 7: Sharpen the Saw**

*I know how to look after myself and be the best that I can be.*  
Take care of ourselves, look after our heart, body, mind and spirit.  
-Balance time between school, out of school activities, family and friends.  
-Enjoy learning new skills and seek ways to become a better person.



**Habit 4: Think Win-Win - I am positive, resilient and work with others to solve problems creatively.**

- Look for solutions to problems.
- Try to make sure everyone can be successful.
- Be kind and respectful, use courage and consideration when communicating and working together.

**Habit 5: Seek First to Understand, Then to be Understood - I listen first and then talk. I respect myself and others and celebrate my global community.**

- Share own ideas and opinions.
- Listen to other people's ideas and opinions without interrupting.
- Try to understand the views and opinions of others even though they may be different to our own.



**Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.**

- Communicate and listen carefully to others.
- Value other people's strengths and talents and learn from them.

### Behaviour Expectations

In Year 3 we encourage good behaviour in many ways...

\* Children are rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' in and around school. Good effort, demonstrating positive attitudes and behaviour will also be rewarded with house points. House points are counted at the end of each half term.

\*Each week two children from each class are selected to receive a special certificate: One in our 'Celebration Assembly' on a Friday and one in the Head teachers 'Star of the Week' assembly on Monday. Our certificates celebrate demonstration of the '7 Habits' and the school's behavior curriculum.

\*The whole class work together to receive stars which translate into choosing time!

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

#### Houses

**Pegasus House**



**Phoenix House**



**Centaur House**



**Griffin House**



#### Home Learning

This year home learning will comprise of three weekly tasks.

**Reading** - we expect all children to read at home or be read to at least 5x each week. When your child has read, please comment and sign their home-school diaries or your child may also comment. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts. Please see our list of KS2 Recommended Reads if you are stuck for a good book to read. The list can be found on our school website.

**Spelling** - You can practise at home using the look, cover, say, write and check method. The spellings will include all of the words that the children should know by the end of Year 3.

**Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practise multiplication and division facts. These will be set on a weekly basis and may be paper or online based activities, such as Times Table Rock Stars. Please see our 'No Nonsense Number Fact' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website.

#### Parent Helpers

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers, and it really makes a difference!

We would also like to know if you have any expertise that relates to any of our topics.

If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

#### Attendance Information

Here at Queen Edith, school attendance is very important. The head teacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing a form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the head teacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 3 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

#### Birthdays

In the interests of promoting healthy lifestyles, we would recommend that you donate either a pre-loved or new book for the class to enjoy. Please pass donations of books to your child's class teacher, so that a special birthday sticker can be put inside of the front cover. This will be a lasting reminder of who donated the book on their special day.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 3. Please do not hesitate to contact us if you have any further questions.



# Welcome to Year 3 at Queen Edith Primary School

#### Welcome to Year 3!

We are looking forward to getting to know both you and your children this year and hope that Year 3 will be filled with lots of stimulating and interesting learning opportunities.

This year, Nightingale Class will be taught by Mr Gent and Robin Class will be taught by Mr Cornaby.

On Wednesdays, Year 3 will be taught by Mr Laker and Mrs Galantini. In Autumn A this will be morning sessions and in Autumn B it will be afternoon sessions.

#### Our School Day

A member of staff is available on the KS2 playground daily from 8.45am. Once the whistle has blown at 8.55am, children line up in their classes and teachers will come to collect them. Please be aware that lateness is officially noted in the register. If your child arrives after 8.55am, you will need to take them to, and sign them in at the school office.

Our school day ends at 3.30pm. Please wait in the playground - Year 3 children exit the school through the doors onto the playground between Woodland Class and Chill Out and are only allowed to leave this area once they have seen the adult picking them up. A teacher on duty will remain outside until 3.40pm, with any remaining children taken to the school office at that point. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please phone to make an appointment to talk to us if you have any queries or concerns.

#### Physical Education (PE) Lessons

Children will need to come to school wearing their PE kit on the days that their class is having PE. **Our PE days are Wednesday and Fridays.** Their PE kit should be shorts and a t-shirt on warm days and tracksuit bottoms and a long-sleeved top on colder days. Long hair should be tied back and **ear-rings should be removed on PE days.** Check your child can remove them.

#### Year 3 Topics 2025 - 2026

**Autumn A:** Ancient Greeks

**Autumn B:** France

**Spring A:** Stone Age

**Spring B:** Iron Age

**Summer A:** The Street  
Beneath Our Feet

**Summer B:** Growing in East  
Anglia

#### What does my child need in Year 3?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



Please ensure that your child is fully equipped with appropriate clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather.



Your child will need a **named water bottle** in school. These should be brought to school and taken home again everyday. Children are encouraged to refill their water bottles during the day when necessary.

Children may bring a piece of fruit for a snack at morning break. If they would prefer they can bring a small amount of money to school each day and visit our snack bar in the lunch hall where healthy snacks are available.

**Please make sure you do not send anything to school containing nuts.**

# What will my child learn in Year 3?

By the end of Year 3, your child should be able to...

## Reading

- Usually read fluently, decoding longer words with support, testing out different pronunciations
- Apply their growing knowledge of root words and prefixes and root words and suffixes / word endings to read aloud and to understand the meaning of new words they meet
- Read most Y3 / 4 common exception words noting the unusual correspondences between spelling and sound and where these occur in a word
- Develop a positive attitude to reading and understanding of what they read by reading with an awareness of the audience e.g. changes in intonation and pace; reading books that are structured in different ways for a range of purposes and participating in discussion about them; using appropriate terminology when discussing texts e.g. plot, character, setting
- Understand what they read, in books they can read independently, by predicting what might happen from details stated and applied; draw simple inferences with evidence such as inferring characters' feelings
- Retrieve and record information from non-fiction using conventions such as indexes, contents page and glossaries

## Writing

- Plan and write with an understanding of audience and purpose
- Use the structure of several text types (including the use of simple layout devices in non-fiction)
- Proof-read their and others' work to check for errors, suggesting and making improvements
- Make deliberate ambitious word choices to add detail, effect and to engage the reader
- Create settings, characters and plot in narratives
- Organise their writing into paragraphs around a theme
- Maintain the correct tense throughout a piece of writing with accurate subject / verb agreement
- Use the full range of punctuation from previous year groups
- Punctuate direct speech accurately, including the use of inverted commas
- Use subordinate clauses (sometimes in varied positions)
- Use a range of conjunctions, adverbs and prepositions to show time, place and cause
- Use 'a' or 'an' correctly throughout a piece of writing
- Spell most words with prefixes correctly e.g. irrelevant, **autograph**, incorrect, **disobey**, **superstar**
- Spell most word with suffixes correctly e.g. usually, **poisonous**, **adoration**
- Spell homophones correctly e.g. which and witch
- Spell many of the Year 3 and 4 statutory spelling words correctly
- Use a neat, joined handwriting style with increasing accuracy and speed

## Mathematics

### Number - Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and words
- Solve number problems and practical problems involving these ideas

### Number - Addition and Subtraction

- Add and subtract numbers mentally including a three-digit number and ones, a three-digit numbers and tens, a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number facts, place value and more complex addition and subtraction

### Number - Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects and connected to  $m$  objects

### Number - Fractions

- Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

## Mathematics

### Number - Fractions continued

- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole e.g.  $5/7 + 1/7 = 6/7$
- Compare and order unit fractions and fractions with the same denominator
- Solve problems that involve all of the above

### Measurement

- Measure, compare, add and subtract lengths (m, cm, mm); mass (kg, g); volume and capacity (l, ml)
- Measure the perimeter of simple 2D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am / pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare the duration of events e.g. to calculate the time taken by particular events or tasks

### Geometry - Properties of Shape

- Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

### Geometry - Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions (e.g. How many more? and How many fewer?) using information presented in scaled bar charts and pictograms and tables

## Reading in Year 3

Reading continues to be an integral part of our learning in Year 3. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and Home-School Diary in school every day. Children may independently change their reading books as soon as they have completed a book.**

Throughout the week children in Year 3 will read as part of a whole class reading session and may also read individually with an adult. We encourage the children to read at home at least 5 times a week. Reading every day at home would be even better! Frequent, short sessions of 10 / 15 minutes are most beneficial. If your child is keen, do read for longer!

Reading to your child develops their imagination and vocabulary. We appreciate the comments that you make in the Home-School Diary as this keeps us informed about how reading is going at home. We also encourage the children to write comments in their diaries too. The bookmark that will be attached to the Home-School Diary offers questions that you can ask to ensure that your child is understanding what they are reading.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them. Please see our list of KS2 Recommended Reads if you are stuck for a good book to read. The list can be found on our school website.

## Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

### 'Teaching for Mastery' ...

**\*Is achievable for all - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge**

**\*Promotes deep and sustainable learning - lessons are designed with careful small steps**

**\*Builds on prior knowledge - pupils' learning of concepts is seen as a continuum across the school**

**\*Provides children with opportunities to reason about a concept and make connections - pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language**

**\*Promotes conceptual and procedural fluency - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.**

**\*Problem solving is central - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening**

**\*Provides challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group**

Teaching for Mastery has a CPA approach at its core.

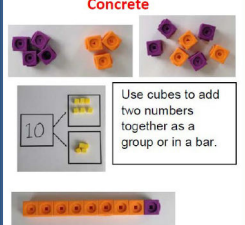
**Concrete** - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

**Pictorial** - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

**Abstract** - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

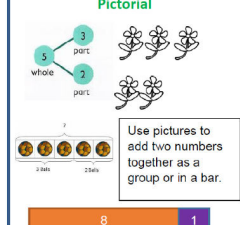
For example... when teaching addition...

**Concrete**



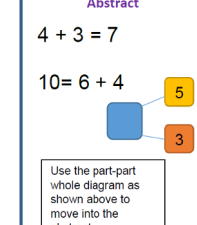
Use cubes to add two numbers together as a group or in a bar.

**Pictorial**



Use pictures to add two numbers together as a group or in a bar.

**Abstract**



Use the part-part-whole diagram as shown above to move into the abstract.

**Reasoning:** Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...