Meet the Teacher 2025-2026
Year 3

Maundene Primary School

Inspire Partnership

Our aims for today:

- To provide you with information about the learning that your children will focus on throughout Year 3.
- To communicate the expectations for the next curriculum year.
- To provide you with an opportunity to ask any questions about your child's next curriculum year.

This is not a time to discuss your individual children as teachers will have comprehensive transition meetings with their previous teachers and our SENCo.

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Welcome to Year 3

Miss Kasabi	Miss Pomphrey
Mrs Clout	

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At Maundene, we believe in the following values:

Compassion
Integrity
Resilience
Curiosity
Respect
Aspiration

Each classroom has a values display which focuses on one value each term. We encourage the children to show these values throughout the school day inside and outside of the classroom.

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Expectations

At Maundene our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others.

We recognise that each individual child is at a different stage of social learning. As a result of this, we treat each child as an individual and if further support needs to be provided for particular children we put this in place.

Positive Rewards:
Star of the Week
Good News Notices
Character Skills Certificates
Headteacher Awards

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Uniform

Grey trousers/ tailored shorts (summer only)
Grey pleated skirts/pinafore dress
Red polo shirt with logo
Red cardigan/jumper with or without the logo
Red gingham dress (summer only)
Grey/white/red tights
White/black socks
Black shoes/ankle winter boots/plain black trainers

PLEASE LABEL ALL ITEMS
Hair beyond shoulder length should be tied back
No jewellery please – earrings should be small studs only and removable for PE by the child.
A watch is permitted- no smart watches.
Make-up - including nail varnish - is not permitted.

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PE

PE kit:
Red/black PE shorts or black cycling shorts
House colour t-shirt
Grey/black tracksuit with no logos for outdoor PE
Black leggings
Trainers/plimsolls (black)

Tights should not be worn in PE – please keep a pair of socks in school

A letter from home is required should your child not be able to participate

Children should be coming into school wearing their kit.

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The School Day

8:35 – Gates Open
8:40-8:55- Early morning work/interventions
9:00 – Registration
10:45 – 11 – KS2 Break time
You can provide your child with a fruit or vegetable snack)
12:30 – 13:30 – KS2 Lunch
15:20 – School finishes

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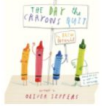
Curriculum

Autumn	Spring	Summer
Year Three		
Sustainable Development	**Human Rights**	**Power and Governance**
Focus: Environmentally responsible living	**Focus:** Equality and freedom	**Focus:** How rules guide and impact the way we live
Core Texts	**Core Texts**	**Core Texts**
Global Learning outcome Trashion Show	Global Learning outcome Poetry performance about Human Rights - use technology	Global Learning outcome Mini-parliament Role Play - SLT/another year group to view
Greta and the Giants What a Waste 	The Day the Crayons Quit  Every Child a Song 	The Accidental Prime Minister Sofia Valdez, Future Prez
Writing: Autumn 1 - Recount and Narrative Autumn 2 - Non-chronological Report and Letter to Inform	**Writing:** Spring 1 - Persuasive Letter and Newspaper Report Spring 2 - Narrative and Poetry	**Writing:** Summer 1 - Manifesto and Newspaper Report Summer 2 - Persuasive advert and Narrative
Maths: Autumn 1: Number (Place Value), Number (Addition and Subtraction) Autumn 2: Number (Multiplication and Division A)	**Maths:** Spring 1: Number (Multiplication and Division B), Measurement (Length and Perimeter) Spring 2: Number (Fractions A), Measurement (Mass and Capacity)	**Maths:** Summer 1: Number (Fractions B), Measurement (Money), Measurement (Time) Summer 2: Geometry (Shape), Statistics
Science: Autumn 1:Rocks Autumn 2: Animals	**Science:** Spring 1: Forces Spring 2: Plants	**Science:** Light
History: Stone Age to the Iron Age; History of Sustainable farming, use of tools	**Geography:** Compare/Contrast UK with Brazil - in depth river comparison between Amazon, River Thames and Medway River	**History:** Ancient Egypt: The achievements of earliest civilizations and rulers; Artefacts and burials

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Curriculum

Autumn	Spring	Summer
Computing: Autumn 1 - Online Safety / Online bullying Technology in our lives Autumn 2 - Online Safety / Self image and identity Computing A - creating an interactive scene	**Computing:** Spring 1 - Online safety day activities Discrete Digital skills - A - Creating media / desktop publishing - using text and images Spring 2 - Online Safety / Managing online relationships Computing - B events and actions in coding - create a maze tracing programme	**Computing:** Summer 1 -Online Safety / Privacy and security Discrete Digital skills - C branching databases - Purple Mash 3.6 Summer 2 - Online Safety / Copyright and ownership Discrete Digital skills - B Creating Media - stop frame animation
DT: Autumn 1: Collage based on Zoe Persico (illustrator of text)	**DT:** Spring 1: DT- A river scene with a moving cam mechanism (Mechanisms)	**DT:** Summer 2: DT- Design and make an Ancient Egyptian Pyramid (Construction) Summer 2: DT- Food Fortnight
Art: Autumn 2: Art- DT- Garment for 'Trashion Show' (Textiles)	**Art:** Spring 2: Art- Acrylic/Watercolour - Marc Martin	**Art:** Summer 1: Art- Clare Haxby - recreate London landmark - fine art
RHE: Autumn 1 Family and Relationships Autumn 2 Health and Wellbeing	**RHE:** Spring 1: Safety and the changing body Spring 2: Citizenship	**RHE:** Summer 1: Economic Wellbeing Summer 2; Transition
PE: Basketball, Gymnastics, Hockey, Badminton	**PE:** Dance, Football, Tag rugby, Handball	**PE:** Athletics, Cricket, Multi-skills, outdoor & adventurous activities
Music: English Model Music Curriculum v2 Autumn 1 Writing music down Autumn 2 Playing in a band	**Music:** English Model Music Curriculum v2 Spring 1 Compose Using Your Imagination Spring 2 More musical styles	**Music:** English Model Music Curriculum v2 Summer 1 Enjoying improvisation Summer 2 Opening night
RE: Autumn 1 How did the world begin? Autumn 2 Christianity: The Bible	**RE:** Spring 1 Judaism: Jewish Festivals Spring 2 Islam Unit 3: Ramadan and Eid ul Fitr	**RE:** Summer 1 Sikhism: Sikh Teachings and Life Summer 2 Buddhism: The Buddha
MFL: Autumn 1 - Phonetics 1 (X) and Les salutations - Greetings (SO) Autumn 2 - Les couleurs et les nombres Colours & Numbers	**MFL:** Spring 1 - J'apprends le français - I am Learning French (E) Spring 2 - Les animaux - Animals (E)	**MFL:** Summer 1 - Les fruits - Fruits (E) Summer 2 - Les glaces - Ice creams (E)

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Reading

Children will be split into reading groups based on their phonic stage and they will read in school with an adult three times a week. They read the same book to help build up their fluency and confidence to read independently. During the first reading session we start with decoding the text. The second session we practise reading using prosody. The third session focuses on comprehension and children understanding what is happening in the text.

At the beginning of the year, children will be given their own reading record. Please read with your child daily and ensure your comments are recorded. In order for your child to access the curriculum, they **must** read regularly at home.

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Stationery

School equipment is not necessary as we will provide everything the children need in school.

Children should use a school book bag or the Maundene backpack – bags will be kept on their pegs in the cloakrooms.

Children should bring a labelled water bottle into school that they can refill throughout the day. This is to be filled with water, not juice.

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Keeping Informed

- If you need to inform your child's class teacher about a brief query, please speak to them after school (Members of SLT are available every mornings and after school on the playground also).
- Appointments can be made via the class teacher or office if you feel a longer meeting is needed.
- Curriculum Newsletters are provided in the form of a website to notify you about your children's termly learning.
- Weekly Newsletters are sent out by email on a Friday. These detail key dates for you to take note of.
- Parent Consultation Evenings take place in Term 2 and Term 4.
- In Term 6, you will receive your child's End of Year report.

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Parental Engagement

- Throughout the year you will have various opportunities to engage in your child's learning by attending each of the following:

- A Class assembly
- Two Learning with your Child Workshops
- Reading with your Child
- A Learning Showcase in Summer 1

- Dates are shared through our weekly newsletter and are always well in advance so that you can attend as many events as possible to support your child.

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Lines of Communication

1. Class teacher/Teaching Assistant

2. Phase Leader
Mrs Read EYFS/Year 1
Miss Kasabi Year 2, 3 and 4
Mrs O'Connor Year 5 and 6

3. Mrs Hampton (SENCo) or Miss Rixon (Home School Support Worker)

4. Mrs Jackson (Deputy Headteacher)

5. Miss Capes (Headteacher)

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Homework Expectations

In order to embed the learning taking place in school, please support your child to complete the following at home every week:

- Read three times a week - contact book must be signed and returned.
- Times Table Rockstars (online)
- Ed Shed (online)
- One sheet of homework in their homework book - with arithmetic, reasoning, grammar and 10 spellings to learn weekly with a test on Thursday. Homework will be handed out Friday and will need to be returned by Wednesday the following week.
- There will be a point reward system for homework in place for every class. 3 points if homework is handed in early, 2 points if homework is handed in on the day, 1 point if homework is handed in a day late. If the children earn 10 points, they will get a sticker!

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How to help your child

- ✔ Support your child in becoming more independent throughout the year – packing own school bag and looking after their belongings, washing hands
- ✔ Let us know if anything happens that might affect your child's well-being.
- ✔ Ensure they attend school every day and are on time
- ✔ Ensure your child reads **daily at home**.
- ✔ Encourage your child to complete their homework which is set every week.

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Questions

If you have any questions, please ask them now!

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