Y3 Curriculum Information 2026-2027

Mrs Morris and Mrs Valentine

Weekly Teaching Arrangements

- **Mrs Morris** – teaches every Monday, Tuesday Wednesday morning until break, Thursday and Friday.
- **Mrs McIver (supported by Mrs Donkin)** – teaches Wednesday 10.30-12 and 2-3.

Please be assured that we communicate daily with each other to ensure consistency for the children.

Class community, expectations and rewards

- Key expectations
- Core behaviours for learning
- Rewards-table points, secret student, table of the week, star jar
- Pride in our work

Timings of the School Day

- The Key Stage 2 school day begins at 8.30am.
- Children can be collected at 15.00 from the classroom.

Timetable

Mon	Registration and Morning work	Whole school Worship	Maths		Set homework	Spelling lesson	English	Class novel		RE	Geogrpahy/History
Tues		Whole School Worship	Maths		English		PSHE /RHE	Class novel		RE	Art/DT
Wed		Spelling lesson	SPAG /Arithmetic rotation	French	Class Worship	Reading focused lesson				PE	Science
Thurs		Hymn practice/Class worship	Maths		Handwriting	English		Class novel		RE	Computing
Fri	Feel Good Friday	Handwriting/ Transcription	Music		Maths		English		Class worship	PE	Assembly / Class novel

BREAK

LUNCH

Daily Equipment

- Water Bottle
- Healthy breaktime snack (if needed)
- Reading Folder
- Homework Folder
- Private reading book to keep in class for down time (optional)

Small school bags only please as locker space is limited.

Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

Monday - Whole School Picture News Prayer
Tuesday - Whole School Celebration of the Word
Wednesday - Mark 10 Mission
Thursday - Class Worship
Friday - Picture News Creative Prayer

Class Celebration of the Word will also take place throughout the school year.



Ten:Ten Resources

THE MARK 10 MISSION

English

We will cover a range of genres this year, including persuasive writing, biographies, poetry and narrative writing.

Each 'block' of work typically lasts three to four weeks and will focus on:

- Reading comprehension
- Vocabulary
- Spellings, Punctuation and Grammar (SPaG)
- Independent/extended writing
- Handwriting – big push to join letters fluently
- Speaking and listening

Spellings

- This year, children in Years 2-6 will be following the Emile spelling scheme in school which follows a morphological based approach to teaching key spelling rules and concepts.
- The programme covers all statutory elements of the National Curriculum.
- Children will be taught 2 x 15 minute discrete spelling lessons a week which focus on a spelling rule or pattern. They will complete follow up activities in school each day to further embed the rule.
- Children will be given a list of words on their homework each week which follow this rule. A transcription exercise will act as their spelling 'test' each week.
- We are currently in the process of activating log ins for an app that can be used to support learning spelling rules at home through games and interactive elements. Children will receive these log ins soon.

Handwriting

Children will continue with their Letterjoin lessons as we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

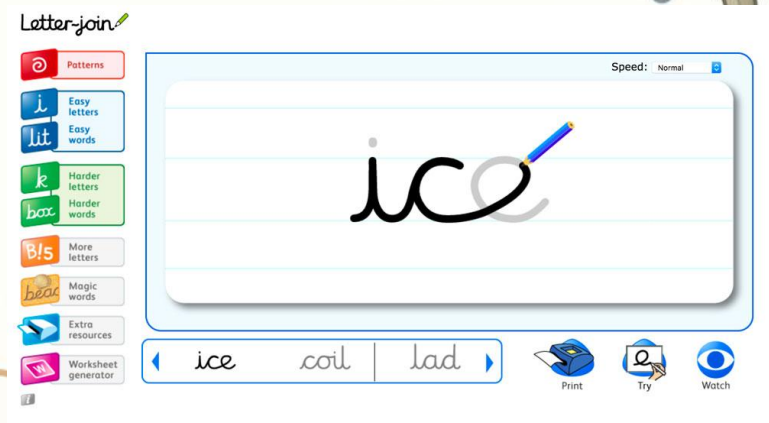
Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting letterjoin.co.uk

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their spelling lists for the week.

Home log in details

Username-kh12529

password-'home' or if using a tablet an L swipe



Our Focus on Oracy

This year, we are placing a strong focus on **oracy** – developing children's ability to communicate effectively through speaking and listening. Strong oracy skills help children express ideas clearly, listen to others, build confidence and explain their thinking. They are essential across the curriculum and support the development of English and writing skills, particularly as children learn to talk through and rehearse ideas before writing.

Some ways in which this will be implemented are;

Progressive stem sentences across all year groups and subjects, helping children to reason, explain their thinking and give fuller, more justified answers.

Opportunities for public speaking across the curriculum.

Talking Tuesday will encourage children, staff and families to discuss engaging questions such as *"What superpower would you have and why?"*

Together, these opportunities will help our children become confident, thoughtful and effective communicators.



Maths

We follow the White Rose Scheme. It is based on **Maths Mastery** principles.

Each week we focus on the following strands:

* Fluency (the acquisition/proficiency of a skill)
* Reasoning
* Problem solving



Science

Main topics:

- Animals including humans
- Rocks and soils
- Plants
- Forces and Magnets
- Light
- Investigation Focus



R.E

This year, we are beginning to introduce <u>The Way:</u> The RE Curriculum, developed by the Diocese of Hexham and Newcastle in response to the new Religious Education Directory,

The curriculum places Scripture at the heart of learning and helps children deepen their knowledge of the Catholic faith, develop a relationship with God, and understand how faith can guide their daily lives.



R.E

Through engaging lessons, prayer, reflection and discussion, children will explore key teachings of the Church and grow in their understanding of what it means to live as followers of Jesus. We look forward to working with parents as we embark on this exciting journey of faith together.



Relationships and Health Education/Personal Social Health Education

We continue to follow the diocesan recommended programme for RHE , which is called 'Life to the Full Plus'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

This scheme of work covers the both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.

This year, there has been an update to the RHE/PSHE statutory guidance, therefore some new lessons and units of work have been added to the pathway for each year group. To ensure clear progression, some lessons may have changed year groups within phases too. These have been highlighted on a updated curriculum overview which is available on our website.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Handmade with Love -I Am Me -Head, Shoulders, Knees and Toes -Ready Teddy	-Let The Children Come to Me -God Loves You -Special People -Treat Others Well -And Say Sorry	-Let the Children Come to Me -I Am Unique -Girls and Boys -Clean and Health	-Get Up -The Sacraments -Jesus, My Friend -Family, Friends and Others… -*When Things Feel Bad* -Balancing Need	-Get Up -We Don't Have to Be the Same -Respecting Our Bodies -*What Is Puberty?** -*Changing Bodies** -*Male/Female Discussion groups**	-Calming the Storm -God Is Calling You -*Under Pressure* -Do You Want A Piece Of Cake? -Self Talk	-Calming the Storm -Gifts and Talents -Spots and Sleep -*Body Image* -*Peculiar Feelings* -Emotional Changes -Seeing Stuff Online (
-I Like, You Like, We All Like -All the Feelings -Let's Get Real -Growing Up -New People and Places -Role Model -Who's Who -You've Got A Friend In Me -Forever Friends -What Is the Internet? -Playing Online	-*Good Secrets and Bad Secrets** -*Physical Contact** -*Harmful Substances* -Can You Help Me? (Part 1 and 2)	-Feelings, Likes and Dislikes -Feelings Inside and Out -Super Susie Gets Angry -*The Cycle of Life** -Beginnings and Endings -Change Is All Around	-*Sharing Online* -*Chatting Online* -*Safe In My Body* -Recognising Risk -Drugs, Alcohol and Tobacco* -First Aid Heroes -Rights and Responsibility	-What Am I Feeling? -What Am I Looking At? -I Am Thankful -Life Cycles* -A Time For Everything -Big Changes, Little Changes	-Sharing Isn't Always Caring -Cyberbullying -Types of Abuse* -*Impacted Lifestyles ** -*Making Good Choices* -Giving Assistance	-Menstruation -Making Babies Part 1 * -Making Babies Part 2 -Hope Beyond Death -Coping With Change
-Safe Inside and Out -My Body, My Rules -Feeling Poorly -People Who Help Us -God Is Love -Loving God, Loving Others -Me, You, Us -When I Grow Up -Money Doesn't Grow on Trees	-Three in One -Who Is My Neighbour? -The Communities We Live In -Who Will I Be?	-Real Life Online -Rules to Help Us -Three in One -Who is My Neighbour? -The Communities We Live in -Needs and Wants	-A Community of Love -What is the Church? -How Do I Love Others? -Working Together	-A Community of Love -What is the Church? -How Do I Love Others? -Money Matters	-The Holy Trinity -Catholic Social Teaching -Reaching Out -The World of Work -Girls' Bodies* -Boys' Bodies*	-Confidence vs Control -Build Others Up -The Holy Trinity -Catholic Social Teaching -Reaching Out -Money and Me

PSHE curriculum specific content Year group change Parents to be informed *statutory requirement *Parents may wish to view materials online*

Year 3		
Autumn	Spring	Summer
-Get Up (Mod 1 Unit 1 Story Sessions) -The Sacraments (Mod 1 Unit 1.2) -Jesus, My Friend (Mod 2 Unit 1 Story Sessions) -Family, Friends and Others... (Mod 2 Unit 2.1) -When Things Feel Bad (Mod 2 Unit 2.2) -Balancing Need (Mod 2 Unit 2.3)	-*Sharing Online* - *(Mod 2 Unit 3.1)* -*Chatting Online* *(Mod 2 Unit 3.2)* -*Safe In My Body* *(Mod 2 Unit 4.1)* -Recognising Risk (Mod 2 Unit 4.2) -*Drugs, Alcohol and Tobacco** *(Mod 2 Unit 4.3)* -First Aid Heroes (Mod 2 Unit 4.4) -Rights and Responsibility (Mod 2 Unit 4.5)	-A Community of Love (Mod 3 Unit 1.1) -What is the Church? (Mod 3 Unit 1.2) -How Do I Love Others? (Mod 3 Unit 2.1) -Working Together (Mod 3 Unit 2.2)

Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.

Foundation subjects

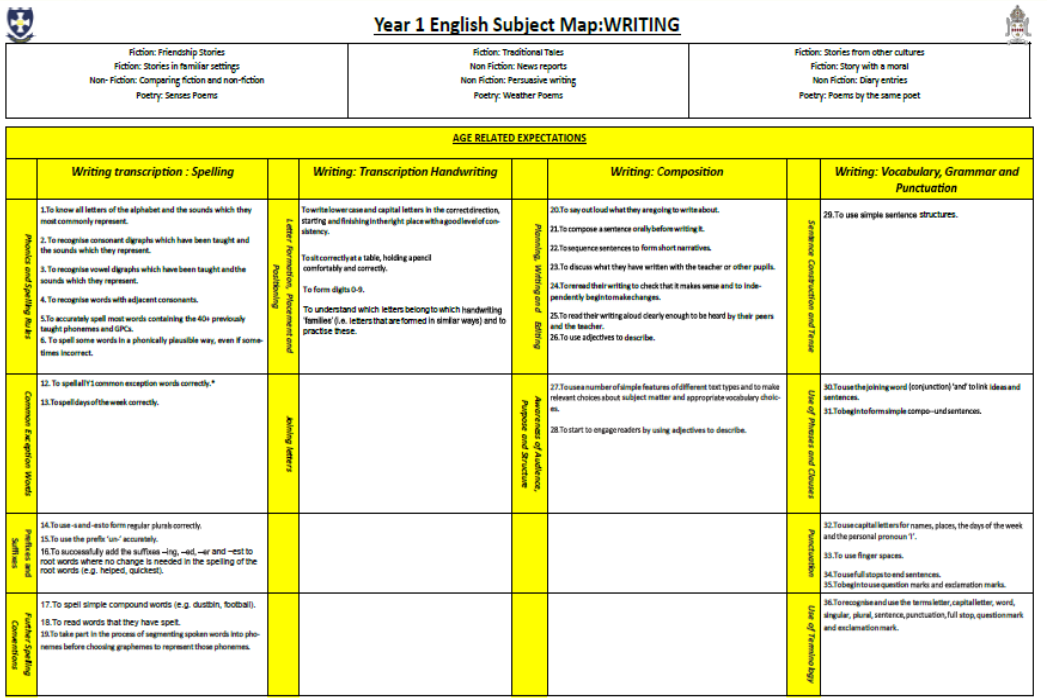
- **Computing** – taught weekly but also integrated into the curriculum.
- **French** – Madame Hewson will deliver a weekly lesson.
- **P.E** – Gymnastics, Tennis, Rugby, Dance, Athletics – **Please note:**
  P.E. sessions may change day each half term – *Currently, the children come to school in PE kit on Wednesday and Friday*
- **Geography** -Taught half termly. Where I Live, The Water Cycle, Changing jobs
- **History** – Taught half termly. Egyptians, The Bronze Age, The Stone Age
- **Music** –Children given opportunity to learn Ukulele this year and work with diocesan chorister Mrs Covill.
- **Art** – Taught half termly. Drawing skills, Painting and Mixed Media, Sculpture
- **DT** – Taught half termly. Cooking and Nutrition, Textiles, Electrical systems

Challenge

- No 'ability groupings'
- All children are given equal opportunity to access the **disciplinary knowledge** from each lesson.
- Children are assessed in each lesson.
- Challenge and support resources are always available for all children.
- Resilience and self drive are key values in our class room.

Assessment and Feedback

Assessment criteria taken from the National Curriculum and age related objectives are on the website.



Year 1 English Subject Map:WRITING

Fiction: Friendship Stories Fiction: Stories in familiar settings Non- Fiction: Comparing fiction and non-fiction Poetry: Senses Poems	Fiction: Traditional Tales Non Fiction: News reports Non Fiction: Persuasive writing Poetry: Weather Poems	Fiction: Stories from other cultures Fiction: Story with a moral Non Fiction: Diary entries Poetry: Poems by the same poet

AGE RELATED EXPECTATIONS

	Writing transcription : Spelling		*Writing: Transcription Handwriting*		*Writing: Composition*		*Writing: Vocabulary, Grammar and Punctuation*
Phonics and Spelling Re Rs	1.To know all letters of the alphabet and the sounds which they most commonly represent. 2. To recognise consonant digraphs which have been taught and the sounds which they represent. 3. To recognise vowel digraphs which have been taught and the sounds which they represent. 4. To recognise words with adjacent consonants. 5.To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 6. To spell some words in a phonically plausible way, even if sometimes incorrect.	Letter formation, Placement and Positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Planning, Writing and Editing	20.To say out loud what they are going to write about. 21.To compose a sentence orally before writing it. 22.To sequence sentences to form short narratives. 23.To discuss what they have written with the teacher or other pupils. 24.To re-read their writing to check that it makes sense and to independently begin to make changes. 25.To read their writing aloud clearly enough to be heard by their peers and the teacher. 26.To use adjectives to describe.	Sentence Construction and Tense	29.To use simple sentence structures.
Common Exception Words	12. To spell all Y1 common exception words correctly.* 13.To spell days of the week correctly.	Joining letters		Awareness of Audience, Purpose and Structure	27.To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 28.To start to engage readers by using adjectives to describe.	Use of Phrases and Clauses	30.To use the joining word (conjunction) 'and' to link ideas and sentences. 31.To begin to form simple compo-und sentences.
Prefixes and Suffixes	14.To use -s and -es to form regular plurals correctly. 15.To use the prefix 'un-' accurately. 16.To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).					Punctuation	32.To use capital letters for names, places, the days of the week and the personal pronoun 'I'. 33.To use finger spaces. 34.To use full stops to end sentences. 35.To begin to use question marks and exclamation marks.
Further Spelling Conventions	17.To spell simple compound words (e.g. dustbin, football). 18.To read words that they have spell. 19.To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.					Use of Terminology	36.To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Assessment and feedback



Children are assessed on a daily basis (formative assessment)

Formal assessment at the end of each term.

Children will be assessed to be either 'Working towards, Working at, Securely Working at or Working above' Age Related Expectations for Year 3.

Parents are informed of attainment and progress with two parent consultations (October and April) and two reports (December and July.)

Homework

- Spellings list to reinforce taught rule (Can be practised via Emile app)
- Focus tables to practise
- Times Table Rockstar/Letterjoin (10 minute challenge)
- Reading Books (sent home on a Thursday, to be returned the following Monday)

- English and Maths homework will be set on a Monday to be returned the following Monday.
- Homework will be alternated between one online activity and one paper activity. Eg one week English will be online and maths as a paper copy, the following week-the opposite.

Homework has been sent out this week.



Additional curriculum information

The following information can be found on the school website, under 'School Information'

- Age related expectations (ARE) for subjects
- Click on '**curriculum**' for Topic maps for each term –all subjects:

  Core – English, Maths, R.E.

  Foundation – all other subjects
- The BLOG section on the website will give you a snapshot of photos and work which the children have done each week in school – just scroll down to Year 3.
- Check out our facebook and Instagram pages for updates

The ZONES of Regulation



At St Oswald's, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.
Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

Contact information

Please feel free to contact us at any time via the class email:

year3@stoswaldsnewcastle.co.uk

Or by telephoning or visiting the school office to arrange and appointment.

Questions?