Welcome to Year 3

Cannon Lane
Primary School

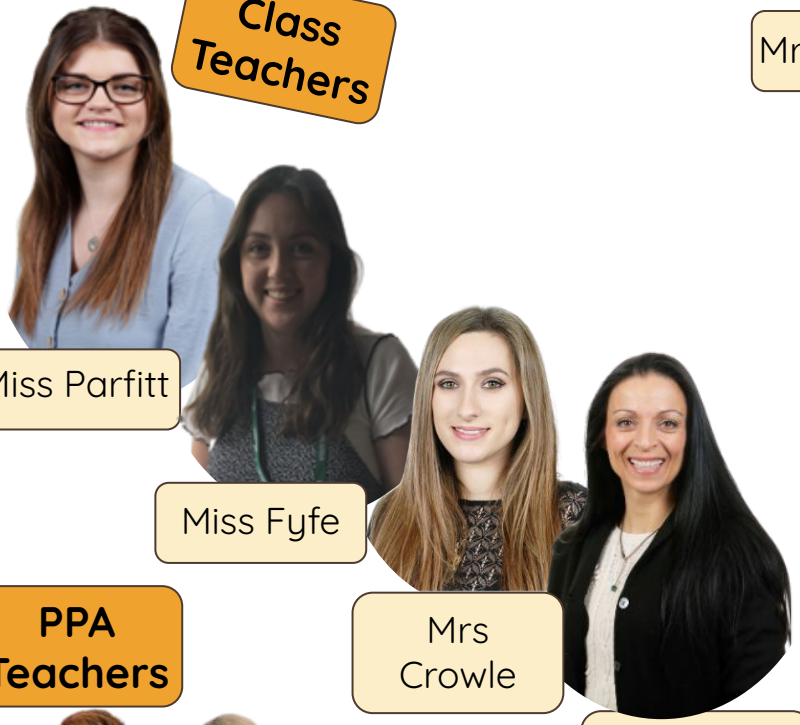


Year 3 team



Mr Berry-Woodward (Mr B) - AHT Phase Leader

Class Teachers



Miss Parfitt

Miss Fyfe

Mrs Crowle

Mrs Tsangaris

PPA Teachers



Support Staff

Mr Guerard

Miss Begum



Mrs Albert

Miss Noblett

Mrs Wallis - Learning Mentor



Mrs Poly TA & ELSA

Mrs Gohil HLTA

School Aims

Happy, Safe, Successful

- Our aim is for all children (and adults) at Cannon Lane Primary School to be happy, safe and successful.
- We have very high expectations of ourselves and the children we teach.
- All staff, pupils and parents play a key role in achieving these aims by treating one another with respect and by sharing and celebrating success.

Our Curriculum Intent: ***STARS***

Our curriculum is designed to enable all children to *SHINE LIKE STARS!*

S – Share: *We look for opportunities to collaborate, to learn from one another and to be confident in sharing our ideas. We also want to feel confident in sharing our feelings, worries or our concerns.*

T – Try: *We always try hard and do our best. It's ok to make mistakes and we know that a growth mindset can help us to achieve outstanding results. We work hard to develop our resilience.*

A - Aspire: *We are highly ambitious and know that we are capable of achieving great things if we have big dreams. We want all of our lessons to be exciting, inspirational and to have a high level of challenge.*

R - Respect: *We understand the importance of showing respect for others, for ourselves and for the environment.*

S - Shine: *We will look for opportunities to shine. We are proud of our school and proud of ourselves. We take pride in the work that we produce and always want to do our very best.*



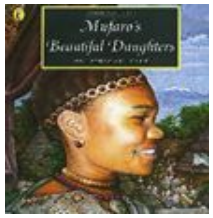
Teaching and Learning in Year 3

5 English lessons a week:

Writing, spellings, grammar and punctuation. Different genres every 2-3 weeks.

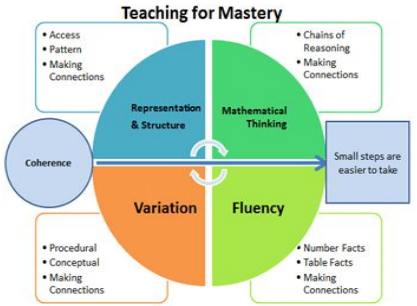






5 maths lessons:

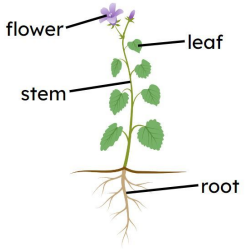
- 4 standard lessons maths lessons
- 1 number facts retrieval lesson, focus on multiplication.
- Maths Mastery Ark Scheme

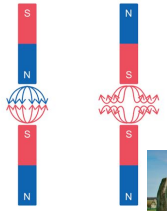


Teaching and Learning in Year 3

- Weekly science lessons:

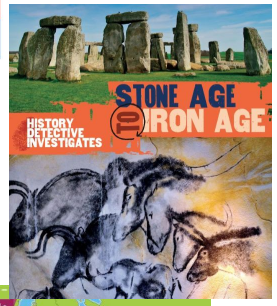
Investigations, fact finding, hypothesising, links to the real world: forces and magnets, nutrition, skeletons and muscles, light and shadows, rocks and fossils, flowering plants.



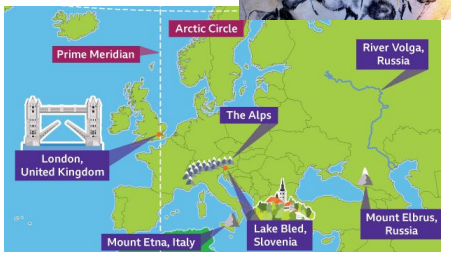


- Weekly history and geography lessons:

Stone Ages, Ancient Egypt, Vikings, Law & Power & War of the Roses.



Map skills, Settlements, Rivers, Western Europe, South West of England & Asia

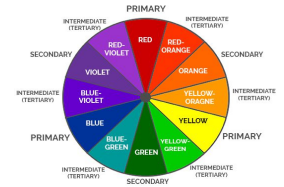


- Religious Education and World Views:

Widening Diversity- Harrow Agreed Syllabus

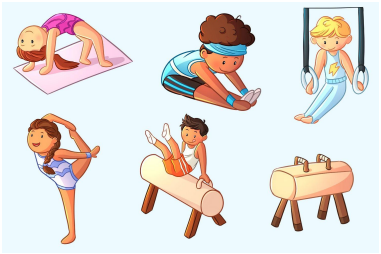
Teaching and Learning in Year 3

- Art: different unit each term - Colour, Tone, Line and Form.
- PE: specialist PE teachers/class teacher.
  - Kit must be in every Monday-Friday.
  - 2 hours per week (1 hour indoor and 1 hour outdoor)





Dance, dodgeball, basketball; gymnastics, rounders, netball, tennis and athletics.



- Computing: how a digital device works and online safety. We follow NECC Teach Computing scheme of work.

Teach Computing

Teaching and Learning in Year 3

- DT:

  -Biscuit making; structures, textiles and pneumatics.

- French:

  -Follow 'Kapow' scheme

- Music:

  -Glockenspiel and Ukulele

  -Music and instruments from around the world







Curriculum Overview

Year 3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Books: • Ruby's Worry • Meesha Makes Friends • Stone Age Boy • Mufaro's Beautiful Daughters • Flat Stanley: The Great Egyptian Grave Robbery • Snow White • Character and setting description • Creative writing • Poetry	• Non-chronological reports • Letter writing • Diary entries • Newspaper reports • Instructional writing • Playscripts	Books: • The Jolly Rodgers and the monster's gold. • I flew around the world. • Poems About • Hey you • Poetry • Story writing • Character and setting description	• Non-chronological reports • Recounts • STEM writing	Books: • Jeremy Strong the Hundred Mile an Hour Dog • The Great Kapok Tree • The birthday duck • George and the mini dragon • Hot like fire • Letter writing • Recounts • Leaflet and brochure writing • Poetry	• Biographies • Adverts (persuasive writing) • Diary entries
Maths	Unit 1: Number sense and exploring calculation strategies Unit 2: Place Value Unit 3: Graphs	Unit 4: Addition and subtraction Unit 5: Length and perimeter	Unit 6: Multiplication and division Unit 7: Calculating with multiplication and division STEM Week - Finance	Unit 7: Calculating with multiplication and division Unit 8: Time Unit 9: Fractions	Unit 10: Angles and Shape	Unit 11: Measures Unit 12: Applying multiplicative thinking Unit 13: Exploring calculation strategies and place value
History	**Stone Age to the Iron Age** 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	**Ancient Egypt** 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	**The Anglo Saxons, Scots and the Vikings** 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings?	6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion	**Law and Power (1154-1272)** 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	**The War of the Roses** 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors
Geography	**Spatial Sense** 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork - the Local Area 4. A contrasting locality(San Francisco (Human Geography) 5. A contrasting locality(San Francisco (Physical Geography)	**Settlements** 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	**Rivers** 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	**UK Geography: The South West** 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	**Western Europe** 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	**Asia- China and India** 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
Science	**Forces and magnets**	**Nutrition, skeletons and muscles**	**Light and shadows**	**Rocks and fossils**	**Flowering plants**	
Computing	**Connecting Computers** Learners will explore digital devices through inputs, processes, and outputs, compare them with non-digital devices, and learn about computer networks and infrastructure.	**Stop-frame Animation** Learners will create stop-frame animations on tablets, develop story-based projects, and enhance them with media such as music and text.	**Sequencing Sounds** Learners explore sequencing in Scratch, using blocks to create programs and applying design stages in a final piano project.	**Branching Databases** Learners will explore branching databases, using yes/no questions to sort objects, create physical and digital databases, and develop an identification tool while considering real-world applications.	**Desktop Publishing** Learners will explor to communicate m desktop publishing and create docur magazine front c and evaluate pie real-world uses.	
PE Indoors	**Dance: Cats**	**OAA: Problem Solving**	**Gymastics: Symmetry & Asymmetry**	**Dodgeball**	**Dance: Weathe**	
PE Outdoors	**Transitional Skills**	**Netball**	**Basketball**	**Football**	**Tennis**	
RE	Does God exist? **A/E Christianity**	What do Christians do when they pray? **A/E Christianity**	Should holy books be treated differently to other books? **C/E Islam**	What are our most religious artefacts and symbols? How do they show what we believe? **B/D Judaism**	How do faith ceremonies	





Share Try Aspire Respect Shine

Home Learning

- Children will be given a half-termly home learning matrix, shared on Google Classroom. Children can choose one or more of the activities.
- They can present it anyway they prefer. For example, a model, a poster, a piece of writing, a presentation. If it is a presentation it needs to be no longer than 2 minutes. There will be verbal feedback from the teacher.
- Key vocabulary: uploaded each half term to be practised - there are no spelling tests.
- High frequency words will also be shared.
- Times Table Rock Stars. There will be challenges and awards for most engagement.

Home Learning - Reading

Our **Autumn 1 Reading Challenge** is **Reading Bingo**!

Each child will receive a Bingo card, with both a **hard copy** and a **digital copy available on Google Classroom** for reference.

Children should:

- Read a range of books and write the **title of each book** they have read in the Bingo boxes.
- Choose **new books that they have not read before** and that they **did not read over the summer**.
- Aim to complete **one full row of four.**

At the end of the half term, Bingo cards should be **completed and signed by an adult** and returned to school.

Certificates will be awarded at the beginning of the following half term.

Each half term, we will have a **new and different reading challenge**!

Reading Books

Each week, your child will:

- Bring home a **library book of their choice**.
- Be allocated a **guided reading book on E-Collins**.
- Reading records can be written in by the children but they need to be signed weekly by parents.

Please ensure that **library books and reading records are brought into school every day** so that we can make the most of our daily reading opportunities.

Expectations

Children are expected to be organised by:

- Bringing in their PE kit (please remove jewellery before lessons)
- Delivering letters home
- Completing home learning and submitting it on time
- Bringing in musical instruments on the right days
- Please be mindful of limited classroom space and do not send your child to school with a backpack.

Children need to come to school ready to learn and looking smart in the correct school uniform.








Behaviour

- At CLPS, we expect the highest standards of behaviour from the children.
- According to our Rights Respecting Award, every classroom will develop and display a Class Charter which will refer to and embed the rights and responsibilities of the child
- We believe in using positive reinforcement and acknowledging this through the use of class dojos, rights respecting awards and values awards in Celebration Assemblies.
- Behaviour that falls significantly below expectations will be dealt with according to our behaviour policy and may result in a phone call home from the class teacher or senior leadership to resolve the matter together.

Working in Partnership

- Year 3 teachers would like to work in partnership with parents and carers to ensure that we all have a productive year.

  - Assemblies: 9.00am start
    - 3P - 15/10/2026
    - 3F - 28/01/2027
    - 3CT - 29/04/2027

- A December to remember - Christmas Sing-a-long 15/12/2026

Attendance

- Attendance continues to be a government priority and for CLPS
- It is important that children are in school on time and present every day.
- School target of 97% attendance
- Attendance initiatives will continue to encourage excellent attendance
- Please see the website for more details and for recent updates from the Attendance Team
- At the end of the school day, children will only be released to authorised adults. If there is a change to who is collecting, please ensure that you have notified the school office in good time.

Enrichment Opportunities

In addition to their learning, the children will participate in lots of engaging extra-curricular activities to deepen their understanding. To keep our curriculum relevant, we regularly review our educational visits, but here our examples of past trips:

- Gunnersbury Park - Stone Age Workshop
- Roman's Workshop (in school)
- Kew Gardens
- Pinner Synagogue

Communication

- Curriculum Newsletters sent termly
- Phase Newsletters sent half termly
- Google Classroom is used for notices and announcements, not as a communication tool
- If you would like to discuss an issue, please contact the school office to make an appointment with the class teacher in the first instance. Should you need to discuss anything further, you may make a further appointment with the Assistant Head Teacher leading the phase.

Thank you!

- Thank you for taking the time to attend our Meet the Teacher

- Any questions?

