



Year Three Curriculum Meeting

SEPTEMBER 2025

Year Three Team

- Miss Syeda (Class teacher)
- Miss Holt (LSA – Wednesday, Thursday & Friday am)
- Mrs Farajj (HLTA): Wednesday and Thursday (pm)
- Mrs Protharoe (HLTA): Tuesday and Friday (pm)

- PS Coaching – Jack Mazzone (PE)
- Mrs Farajj (French and Music)

Designated Safeguarding Lead (DSL) and Deputies

Designated Safeguarding Lead:

Mrs A Rainbow



Designated Safeguarding Deputies:

Mrs B Gray



Mrs L Claassen



Safeguarding

Any queries or concerns, regarding safeguarding at St. Cuthbert's, please report it to one of the following:

- Mrs. Rainbow
- Mrs. Gray
- Mrs. Claassen

We are a Catholic Community, living and learning in faith. Through the Gospel values of faith, hope, trust and love we aim to recognise individuality and enable each other to fulfil our potential.



How we live out our mission at St. Cuthbert's...

FAIR VALUES

- FAITH
- APPRECIATE
- ARTICULATE
- INDEPENDENCE
- INITIATIVE
- RESPECT
- RESILIENCE



WWJD?

What would Jesus do?





St. Cuthbert's Vision:

*- with Christ as our role model,
together we can give our children the
roots to grow and the wings to fly...*

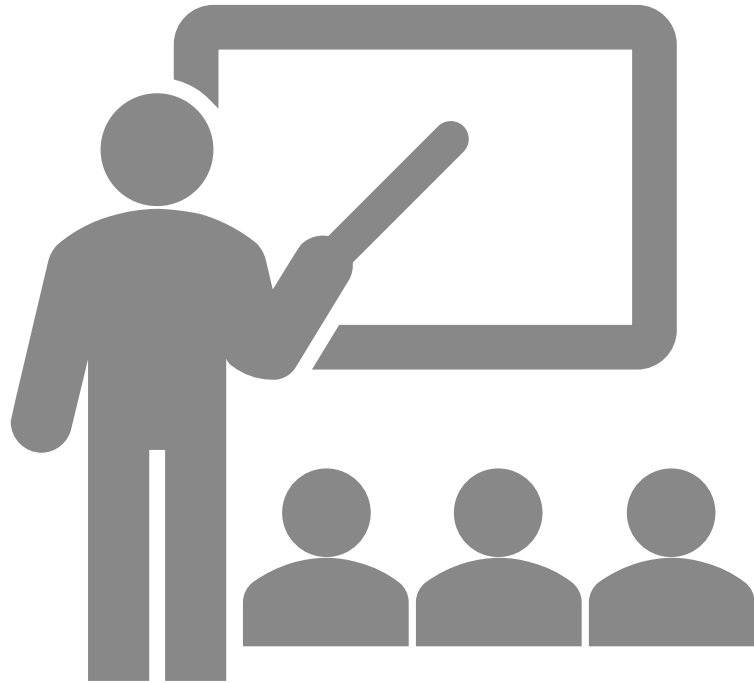
Message from Canon Chris

At the church of "The Assumption of our Lady", we always extend a warm welcome to families and share with you on your journey. We are blessed with our monthly Children's Newsletter, monthly Children's Liturgy of the Word, and the participation of the children from St Cuthbert's School. Canon Chris is always happy to talk with parents about their faith journey or that of their children. We strongly believe in a strong link up between the home, school, and parish.

Christ at the centre

- Daily school prayers – morning offering, lunch time prayer, prayer at the end of the day
- Whole school Collective Worship x 3 per week
- In class Collective Worship x 2 per week
- Class liturgy – R.E. Lessons – statutory – KS2 (10% = 2.5 hours per week)
- Attending Mass
- Behaviour Policy – Jesus as our role model, saying sorry and being forgiven

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<u>Creation to Covenant</u> Genesis 1:1-24 Creation Story – Nature of God Image & likeness of God Laudato 'Si & Stewardship					
		<u>Prophecy & Promise</u>	<u>From Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue & Encounter</u>
Maths	Number: place value; addition and subtraction; multiplication and division A		Number: multiplication and division B. Measurement: length and perimeter. Number: fractions A. Measurement: mass and capacity		Number: fractions B; Measurement: money, time. Geometry: shape. Statistics	
English	Performance Poetry Instructions Letter Writing - Formal	Explanation Texts Narrative – Adventure Story	Persuasive Writing Recounts/ Diary	Advert Poetry	Newspaper Report Portal Story	Suspense
Science	Light and Shadow Parts of Plants – Seed Dispersal	Magnets and Forces	Movement and Feeding Parts of Plants - Pollination	Movement and Feeding	Rocks and Soils	Fossils What Plants Need
History & Geography	Climate and weather - why is climate important?	The Stone Age - what was new about the New Stone Age?	Our world - where on Earth are we?	The Bronze age and the Iron Age - which was more impressive?	Coasts - do we like to be beside the seaside?	Local history - why should we preserve our locality?
Art & DT	Painting and mixed media - prehistoric painting	Structures - constructing a castle	Painting and mixed media - think like an artist	Food - eating seasonably	Craft and design - Ancient Scrolls	Digital world - electronic charm
Computing	Computing systems and networks - connecting computers	Creating media - stop frame animation	Programming A - sequencing sounds	Data and information - branching databases	Creating media - desktop publishing	Programming B - events and actions in programs
Music	Stone Age: Developing Notation Skills	Castles: Physical connection to beat pulse; dynamics	In the Garden: Exploring Notation, Dynamics, Rhythm & Pulse	Greek Myths: Exploring Notation, Dynamics, Rhythm & Pulse	Volcanoes: Notation, Dynamics, Rhythm & Pulse, Mood & Tonality, Minor/Major	Mayans: Notation, Dynamics, Rhythm & Pulse, Mood & Tonality, Minor/Major
PE	Get Set For PE: Fitness Get Set For PE: Fundamentals	Get Set For PE: Gym Get Set For PE: Football	Get Set For PE: Dance Get Set For PE: Rugby	Get Set For PE: Ball Skills Get Set For PE: OAA	Get Set For PE: Athletics Get Set For PE: Swimming	Get Set For PE: Rounder's Get Set For PE: Swimming
RSHE & Citizenship	Religious Understanding Personal Relationships	Aiming High	Religious Understanding Emotional Wellbeing	Diverse Britain- LKS2 content	Religious Understanding – A community of Love How do I love others?	One World
Languages	Locate France on a map Asking for and saying name and how they are Counting to ten 10 colours	To remember and recall 10 common animals in French Learn the 4 seasons	10 colours Count to 20 7 modes of transport	Recognising 10 common verbs / activities / hobbies, using them in a short sentence	Fruits and vegetables we like and not like To be able to buy fruit and vegetables at a market stall	Up to 10 ice-cream flavours Say whether we would like a cone or pot and possibly how many scoops



Curriculum

- SCHEMES *adapted* to suit the children at St. Cuthbert's; ensuring skills and knowledge progression over time.

RE – To know you more clearly

Kapow – Art and DT

Rising Stars – History and Geography

Power Maths – Maths

Oxford owl – Spelling

Talk 4 Writing – English

Science Bug – Science

Master Readers – Guided Reading

Ten:Ten – RSE and worship

Get Set 4 PE – PE

Language Angels – French

Get Set 4 Music – Music

- Read the school newsletter each week for a brief overview of what has been happening in Year Three that week.

Year 3 Timetable (Autumn 2025)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:40	<i>Staff Briefing</i>				
8.40-8.50	Register; EMW	Register; EMW	Register; EMW	Register; EMW	Register; EMW
9– 9.30	Phonics / Guided Reading	9-10 PE <i>Fundamentals</i>	Phonics/Guided Reading	Phonics / Guided Reading	Phonics / Guided Reading - Handwriting
9.30-9.45	Spelling		Spelling	Spelling	Spelling
9.45 – 10.30	English	10-11 Music French (LF)	English	English	RE <i>Creation to Covenant</i>
Break 10.30 – 10.45					
10.45- 11.00	Number sense	10.45-11 Music French (LF)	Journaling/Arithmetic Questions	Number sense	Number Sense
11:00- 12.00	Maths	Maths	Maths	Maths	Maths
Lunch 12.00 - 1.00					
1.00-1.15	Gospel Worship	Buddy Worship or Ten: Ten class prayers	Hymn Practice	Ten: Ten class prayers	Celebration Assembly
1:15-2.15	RE <i>Creation to Covenant</i>	1.15-1.45 Guided Reading English	RE <i>Creation to Covenant</i>	Science <i>Light & Shadow</i> <i>Parts of Plant</i>	English
2.15- 3.05	Computing <i>Computing Systems & Networks – Connecting Computers</i>	Geography <i>Climate & Weather: Why is climate important?</i>	PE (CT) <i>Fitness</i>	RSE & Citizenship <i>Religious Understanding</i> <i>Personal Relationships</i>	Art <i>Painting & Mixed Media – Prehistoric Painting</i>
3.10- 3.20:	Story-time	Story-time	Story-time	Story-time	Story-time

Accelerated Reader

Step 1: Assess the child's current reading age using an online fluency and reading quiz. The quiz will provide a score, such as 3.4, 4.5, 7.1, or 11.2, which indicates their reading level.

Step 2: Choose a book from the library that matches the child's reading age score.

Step 3: The child reads the book at home at their own pace.

Step 4: After completing the book, the child takes a comprehension quiz at school. This quiz evaluates both reading fluency and understanding of the text. Based on their performance, the child will receive a score that reflects their comprehension, fluency, and the depth of their answers.

Step 5: The child selects another book at the appropriate reading level (the number provided from Step 1).

There is no set day for returning books; the goal is for the child to read at their own pace. Ideally, with continued reading, the child's reading age will increase over time.

Home Learning

“When a child completes their home learning, it can give them an advantage similar to having an additional 6 months in one academic year.” – Adam Boxer

Set on Seesaw : set on a Wednesday - handed in on a Monday

Home Learning given:

- Reading - weekly
- TTRS - weekly
- Maths and English (SPaG) – alternate weeks
- Foundation subject or RE (family prayer leaf in line with the liturgical calendar) – weekly

~~Nessy and Doodle~~ **PLEASE MAKE SURE THEY USE THESE IF THEY HAVE**

How you can help...

Regular reading at home – signing the Reading Records

Completing Home Learning

Children to arrive at school on time with the correct school uniform (all labelled) and equipment:

- Water bottle (named) – sports cap please.*
- Appropriate footwear (astro or trainers for the field at break and lunch times). School shoes in the classroom*
- PE is on a Tuesday and Wednesday. Ensure you child has warm PE clothes to wear in the winter.*
- No earrings/jewellery.*
- Watches may be worn. A simple fitness tracker that cannot be connected to the internet may be worn.*

Can you support the school in any way? – school trips, reading volunteer (that may not be with the class your child is in) keeping an eye on the Amazon wish list that is coming out soon, supporting through our social media...

Can you support the PTA in anyway? Being involved in your child's school can benefit your child too.

Trips



This year's Year 3 class trip will be to the Eton College Museums.

In previous years, trips have included Butser Ancient Farm and Runnymede – Magna Carta.

As we previously hosted the Runnymede – Magna Carta trip ourselves, we saw an opportunity to explore a new trip that better supports our current curriculum.

We are still in discussion with the Eton College Museums to finalise details. Having visited myself, I can assure you it's an incredible experience, hosted by:

- The Eton College Museum staff
- The Eton College boys

We believe this will be a valuable and memorable experience for the children.