

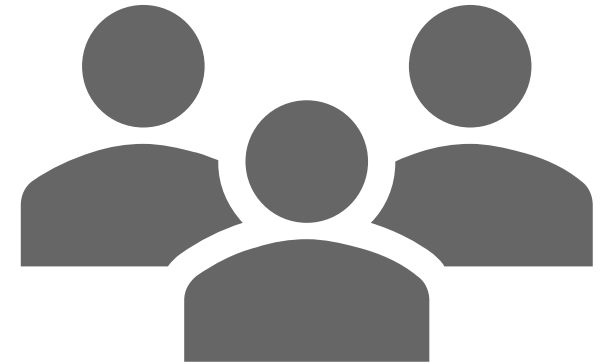


Year Three Curriculum Meeting

SEPTEMBER 2026

Year Three Team

- Miss Syeda (Class teacher)
- Mrs Farajj (HLTA)
- Mrs Prothoroe (HLTA)
- PS Coaching – Jack Mazzone (PE)
- Mrs Farajj (French and Music)





St Cuthbert's Catholic Primary School

Designated Safeguarding Lead (DSL) and Deputies

Designated Safeguarding Lead

Mrs A Rainbow



Designated Safeguarding Deputies:

Mrs B Gray



Safeguarding

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

- Mrs. Rainbow
- Mrs. Gray

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:

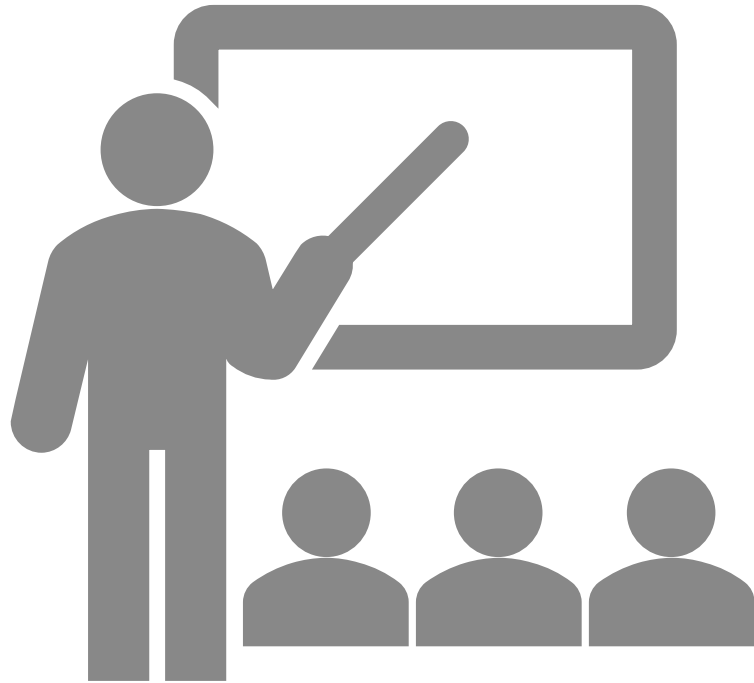
*- with Christ as our role model,
together we can give our children the
roots to grow and the wings to fly...*

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 Worships x 3 per week
- In class Collective Worships 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



Curriculum

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

RE – To know you more clearly – New curriculum in class. No greater depth.

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 2026)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:40					
8.40-8.50	Register; EMW	Register; EMW	Register; EMW	Register; EMW	Register; EMW
9– 9.30	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading/ English
9.30-9.45	Spelling	Spelling	Spelling	Spelling	English/ Spelling
9.45 – 10.30	English	English	English	English	RE <i>Creation to Covenant</i>
Break 10.30 – 10.45					
10.45-11.00	Fluency	Fluency	Journaling/Arithmetic Questions	Fluency	Fluency
11:00-12.00	Maths	Maths	Maths	Maths	Maths
Lunch 12.00 - 1.00					
1.00-1.15	Celebration of the Word	Buddy Worship or Ten: Ten class prayers	Ten: Ten class prayers	1-1.30pm Hymn Practice	Celebration Assembly
1:15-2.15	RE <i>Creation to Covenant</i>	Computing <i>Computing Systems & Networks – Connecting Computers</i>	RE <i>Creation to Covenant</i>	RSE & Citizenship <i>Religious Understanding Personal Relationships</i>	French (HLTA)
2.15-3.05	Geography <i>Climate & Weather: Why is climate important?</i>	Science <i>Light & Shadow Parts of Plant</i>	PE (CT) <i>Fundamentals</i>	Art <i>Prehistoric Art</i>	PE <i>Rugby</i>
3.10-3.20:	Story-time	Story-time	Story-time	Story-time	Story-time

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<u>Creation to Covenant</u> Genesis 1:1-24 That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. That in the first account of the Creation one day is “made holy” That the Church teaches that “Creation is the common work of the Holy Trinity”. The first account of the Creation.	<u>Prophecy & Promise</u> Why Christians go to Mass on Sunday How Catholics celebrate Mass Messiah would be born of a virgin and would be called Immanuel Isaiah 7:14 The Annunciation to Joseph Matt 1:18-25 Revisit Luke 1:26-3	<u>From Galilee to Jerusalem</u> Miracles, either:- Cure of the centurion's servant or o Cure of a paralytic Parables -Parable of the Sower-Parable of the Sower explained Either Parable of the yeast or Parable of the treasure and of the pearl The visit of the Magi Matt 2:1-12	<u>Desert to Garden</u> The miracle of the loaves The last supper (The institution of the Eucharist) Extracts from a Eucharistic Prayer	<u>To the Ends of the Earth</u> Road to Emmaus Luke 24:13-35 The mission to the world Matt 28:16-20 The group of apostles (Mary) Acts 1:12-14 Early Church Acts 2:42-47 Paul's Letter to Corinthians 1 Cor 11:23-27	<u>Dialogue & Encounter</u> Eucharist linked with the Passover. Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life. Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music
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	Drawing: Developing Drawing Skills	Food - eating seasonably	Craft and design - Ancient Scrolls	Digital world - electronic poster
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: OAA	Get Set For PE: Ball Skills Get Set For PE: Rugby	Get Set For PE: Athletics Get Set For PE: Swimming	Get Set For PE: Rounder's Get Set For PE: Swimming
RSE & 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	J'Apprends le Francais Locate France on a map Asking for and saying name and how they are Counting to ten & colours	Les Animaux & Le saisons To remember and recall 10 common animals in French with the correct article Learn the 4 season	Les transport, les couleurs & les nombres 10 colours Count to 20 7 modes of transport	Je peux Recognising 10 common verbs / activities / hobbies, using them in a short sentence	Les fruits & Les Legumes Fruits and vegetables we like and not like To be able to buy fruit and vegetables at a market stall	Les glaces Up to 10 ice-cream flavours Say whether we would like a cone or pot and possibly how many scoops

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 specific day that we require the books to be in (no formal hand in day). Just read at your own pace and hopefully the more your child reads, the quicker their reading age will increase.

Home Learning: some changes this year

“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

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

Seesaw has starting charging, so the school
are looking into an alternative.

This process shouldn't be rushed as we want
to get the correct platform.

Home learning for the time being will be
paper copies. With details listed on the
newsletter under the class weekly updates.

Set on a Wednesday - Handed in on a
Monday

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 Wednesday and Friday. Ensure your 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.

Workshops & Trips



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

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 pupils

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