



Welcome to Year 3



Together We SHINE



Vision:

At Northway Infant School and Carrant Brook Junior School, our Two Schools, One Community is committed to providing a safe, nurturing and inclusive environment where every child feels valued, respected and empowered to succeed.

We have high aspirations for all pupils and are dedicated to ensuring that every child develops the knowledge, skills, confidence and character needed to thrive both now and in the future. Through our shared SHINE values, we foster independence, resilience, curiosity and a love of learning, enabling children to become responsible, respectful and successful members of their community. Our schools are thriving learning communities where every child is supported to **SHINE**.

Safe

Happy

Independent

Never give up

Excel

Aims:

- ✧ Provide a safe, welcoming and inclusive environment where every child knows they matter, feels a sense of belonging and is supported to achieve their very best.
- ✧ Promote respect, kindness and understanding, celebrating diversity and ensuring equality of opportunity for all members of our school community.
- ✧ Deliver an ambitious, broad and engaging Community based Curriculum that develops knowledge, skills and a lifelong love of learning.
- ✧ Inspire children to become confident, resilient and independent learners who are prepared for the next stage of their education and beyond.
- ✧ Support pupils' personal development by nurturing positive relationships, emotional wellbeing, responsible citizenship and strong moral values.
- ✧ Foster a culture of high expectations and continuous improvement through collaboration, professional development and reflective practice across the whole school community.
- ✧ Work in partnership with families and the wider community to ensure every child can flourish academically, socially and emotionally.

Communication

Teaching team is always first point of contact for all children & parents
Parent and teacher relationships are valued and important to us!

- *Face to face/ phone calls
- *ARBOR – update child parent details/ medical information
- *Weekly newsletter
- *Website – term dates, newsletter, Caterlink menu's
- *Class Dojo – updates on children's work and achievements in school
- *Parent's Evening

Strong parent-teacher relationships build strong children, and every meaningful conversation matters.

Communication Strategy has been created by children, staff, parent voice and champions – will be emailed out to parents once agreed with Local Academy Board.

Please be aware that emails sent during the day/ messages can take up to 24 - 48 hours before they are responded to/ actioned due to teachers' teaching commitments or staff being off site for a variety of reasons. Staff will always aim to respond as quickly as possible.

Ms Mace will be covering PPA every other Wednesday.



Be Ready, Be Respectful, Be Kind

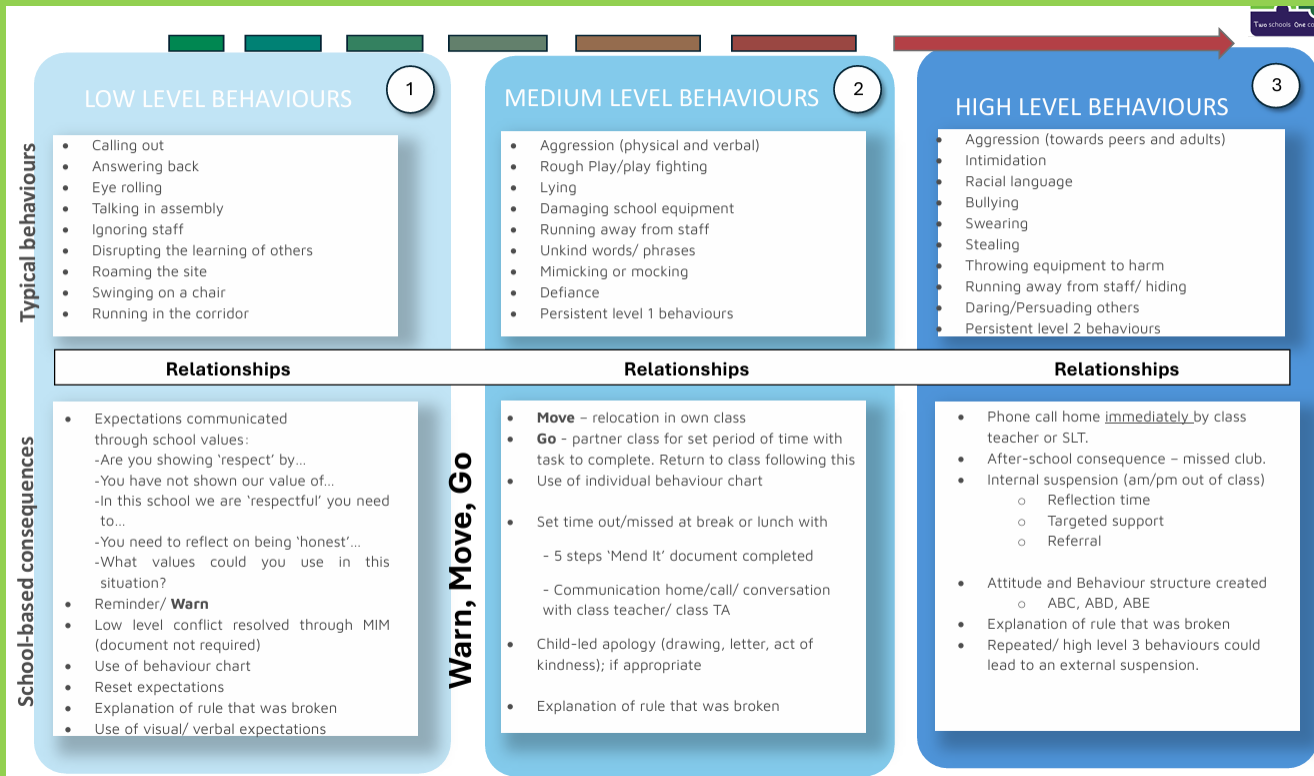
All links found on website

- GLA Behaviour Policy
- Behaviour Flow Chart
- Mend It Meeting

If school is dealing with a behaviour incident between children – please understand information regarding the other child/ren involved will not always be shared with you.

We will be following our trust/ school/ flowchart actions and have thorough recording process. Sometimes there are factors/ needs/ circumstances that are unique to situations that respectfully cannot and will not be shared.

It is always our aim to ensure that your child, is supported regarding each unique situation and will endeavour to keep parents as up to date as possible.



Pastoral & SEND

Your class team is always your first port of call for anything you wish to discuss/ raise in regards to pastoral, academic support and SEND.

SEND My Plan Reviews

Class teacher/TA/ Parent meetings take place 3x a year – Class teachers will organise these directly with parents.

Mrs Jackson will attend reviews, if requested or change in circumstances or external agencies are involved.

Mrs Jackson will lead all EHCP reviews, alongside the class team.

Pastoral support

Support staff class team will always support on a daily basis.

A referral can be made by the class teacher for further pastoral support, if class-based strategies or bespoke family support is required. This will come from a review between teacher and parents.

Medical

Class teacher/ Mrs Jackson will organise medical meetings with parents and class teacher as/when required.

Attendance

Working together to give every child the best possible start

- Every day counts. Children achieve more, build stronger friendships, and feel happier when they attend school regularly.
- Good attendance starts with strong home routines including bedtimes, mornings, and punctual arrival.
- If your child is unwell or cannot attend, please contact the school as early as possible on the first day of absence.
- We are committed to working in partnership with families to understand and remove barriers to attendance. [\[Link\]](#)
- If attendance becomes a concern, we will offer support early and work with you to find solutions.
- Medical appointments should be arranged outside school hours wherever possible.
- Holidays during term time are only authorised in exceptional circumstances.
- Children who attend regularly are more likely to feel a sense of belonging, succeed academically, and develop positive wellbeing.
- If you need help, please talk to us. Attendance is everyone's responsibility, and we are here to support you.

Attendance Message

95% attendance = 10 days of learning missed each year

90% attendance = 19 days of learning missed each year

90% attendance is classed as Persistent Absence

Expect good attendance.
Monitor attendance carefully.
Listen and understand concerns.
Support families to overcome barriers.
Work together so every child can thrive



Curriculum

 Northway Infant & Carrant Brook Junior Schools #togetherweSHINE Year 3 Annual Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Curriculum Focus						
English Key Texts (Writing)	Bothered by Bugs (Transition Text) Harley Hitch and the Fossil Mystery (explanation; portal story)	The Villains Academy (narrative; diary)	The <u>Mischy</u> ans (non- <u>school</u> poetry)	Stitch Head (DTM; persuasion)	Iron Man (character description)	Charlie and the Chocolate Factory (setting description)
Phonics/Reading	Pearson – Hot Spots & Other Extreme Places To Live King <u>Kafu</u> & The Moon While I Am Sleeping		Pearson – Bright Sparks		Pearson – Fairy Tales Escape From Black Mountain	
Maths	Number and Place Value Properties of Shape	Multiplication and Division: Multiplication Tables Addition and Subtraction: Mental methods	Fractions Addition and Subtraction: Written Methods	Multiplication and Division Measurement: Money	Fractions: Calculating Measurement: Time	Measurement: Length, Mass and Capacity Geometry: Properties of Angles Statistics
Science	Animals including Humans		Rocks	Light	Plants	Forces and Magnets
PSHE/RSHE	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online

English (Reading and Writing) As Writers , we will begin by exploring Bothered by Bugs by Emily Gravett, a rhyming narrative based on a moral. During this unit, we will revisit some Year 2 spelling and handwriting patterns. We will then study Harley Hitch and the Fossil Mystery, a portal story. In this unit, we will be using exclamation and question marks, inverted commas and the past progressive tense.	 Northway Infant & Carrant Brook Junior Schools #togetherweSHINE	Maths As Mathematicians , we will be exploring Number and Place Value. We will represent numbers up to 3 digits and recognise the value of each digit. We will read and write 3-digit numbers in words and numerals, considering a zero as a place holder. We will count up, and back, in steps of 10, 50 and 100.
As Readers , we will be diving into: Hot Spots & Other Extreme Places to Live, King Kafu & the Moon and While I am Sleeping.	Ash Class Year 3 Autumn 1 PE Days: Tuesday (Outdoor-Netball) Friday (Indoor – Fitness)	Art and Music As Artists , we will be using our sketch books to explore new ideas and practise techniques. We will explore the work of Roy Lichtenstein and show an understanding of composition: foreground, middle-ground and background. We will use mixed media in artwork to demonstrate changes in texture and pattern.
Geography As Geographers , we will be locating countries and cities of the UK. We will understand the human and physical geography of UK regions. We will question how Northway compares to another UK region by exploring local land use.	Community Connections How does Northway compare to another UK region?	As Musicians , we will base our learning around the song Sparkle In The Sun. We will sing, play instruments in two or three parts, and compose two pieces of our own. The first is inspired by glistening artwork, and the second by the given title Glittering Night.
RE We will explore how Christians may find valuable messages about how to live their lives from the Old Testament.		Science and Computing As Scientists , we will learn that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. As Computing Experts , we will develop our understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will be comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.
PE As Netballers , we will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of netball relevant activities. We will participate in team games, developing simple tactics for attacking and defending. In our fitness sessions, we will develop flexibility, strength, technique, control and balance. We will compare our performances with previous ones and demonstrate improvement to achieve our personal best.	PSHE We will learn how to work respectfully with others, value different opinions, make safe choices and know when to seek help if we feel unsafe or uncomfortable. We will know how to build and keep positive relationships by showing kindness, respect, care and support, even when challenges arise. We will understand and manage feelings, recognise that people may respond differently to situations, and think of different ways to help us cope with challenges.	

Key Curriculum documents on Year 3 Class Page on the CBJs website

PE days Tuesday and Friday – please still label clothing with names!

Curriculum – Knowledge Organisers

Knowledge Organiser – Year 3 – Autumn Term 1

Geography

- The UK is an island country that consists of Great Britain, Northern Ireland and many smaller islands.
- Much of England is made up of rolling hills and low-lying areas, while more mountainous terrain can be found in Wales, Scotland and the North of England
- Scotland is home to the UK's tallest mountains, many of which were formed by glaciers during the Ice Age.
- The UK is a densely populated place. More than 80% of the population lives in England. The largest and capital city, London, is home to around 9 million people.

Science

- A balanced diet includes a variety of different foods that give your body what it needs to stay healthy.
- Carbohydrates give us energy. Wholegrain options contain more fibre and nutrients, which support a healthy balanced diet.
- Protein helps the body to grow, repair itself and build strong muscles.
- Minerals help us to grow and stay healthy and vitamins help with growth and development.
- Fats provide energy and help the body absorb some vitamins. Unsaturated fats are usually a healthier choice than saturated fats.
- Food labels use a 'traffic light' system to give clear information about what's in our food. They can also show suggested portion sizes.

Art

- Roy Lichtenstein was an American artist who used comic strip cartoons.
- He's famous for his bright paintings of everyday objects.
- He was a very influential artist in the mid-20th century, known for his influence on pop art.
- Lichtenstein developed his artworks with vivid primary colours, thick outlines, and, his most distinctive technique, Ben-Day dots.

Computing

- Input, process and output underpins all digital devices
- A device can have one input that leads to several outputs (e.g. starting a video, leads to outputs from the screen and the speaker).
- Many inputs can lead to one output (e.g. using a mouse and a keyboard to produce a document).
- A network switch manages the way in which data moves around a network.

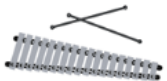
RE

- The Christian Bible is made up of many books.
- Christians share some of the books at the beginning of the Bible with Jews.
- There are two testaments within the Bible: the Old Testament and the New Testament.
- Many Christians use stories within the Old Testament to help develop their understanding of God, Jesus and Jesus' message.

Music

Chorus 1

You are the only one
That brings me so much fun.
I can see you sparkle in the sun.
You are the only one
That makes me wanna sing.
All the joy and laughter that you bring.



Glockenspiel (metal bars)

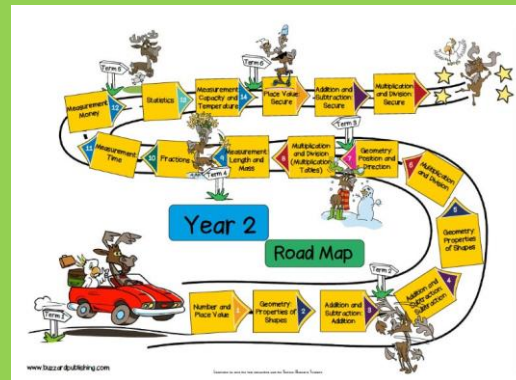


Two schools One community

Hard Copy coming home this week

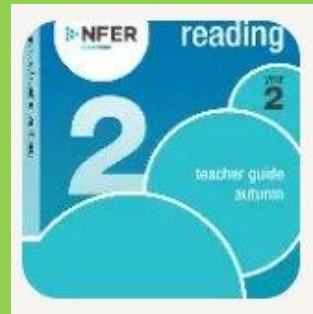
Assessment

Each term we complete assessments called ‘Remember Its’ in maths to assess how each child has mastered and can apply the skills taught through the maths units. This is something our children across both schools are familiar with.

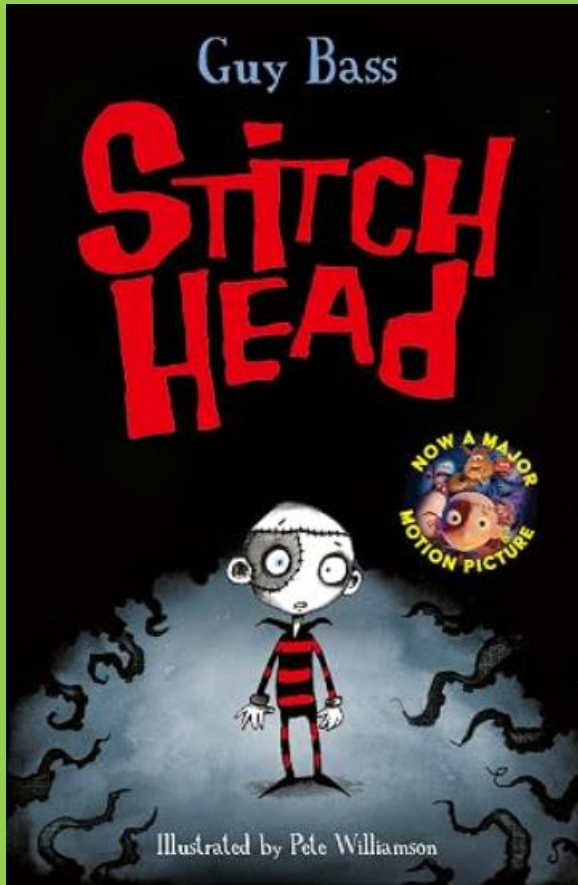


The form is titled 'CanDoMaths Remember It!' and 'Year 2 Term 1'. It is for a 'Mathematics' assessment. It includes fields for 'First name', 'Last name', and 'Total marks'. At the bottom, it says 'www.hazzardpublishing.com' and 'This packet is licensed for schools use by The Publishing Institute.'.

In reading, we use the NFER reading tests to assess independent comprehension skills.



Trips/ Events/ Experiences



- October 15th 2026
- Parental volunteers welcome
- Small parent donation required.

Thursday 15 October



Guy Bass
£7.50 per pupil. Years 4, 5 and 6
Descend into the dungeons of Castle Grotteskew and meet *Stitch Head* — the long-forgotten creation of eccentric Professor Erasmus. When a travelling ringmaster promises him fame, could it be time to leave the castle at last? Join **Guy Bass** for a high-energy session of animated readings, pictures, humour and writing tips, revealing the childhood inspirations behind his *Stitch Head* stories.

SESSION TIMES	BOOKING CODE
10 – 11am	LS14

£7.99

Other trips and experiences will be arranged – last year included a trip to Worcester on the train and a visit to Slimbridge Wetland Centre.



Thursday

Pupils will be able to change their reading books throughout the week

+1 additional 'special' book which could be a picture book, fact book, magazine to encourage own interests

Reading prizes every 50 reads

Spelling books coming home this Friday.

Weekly homework

No need to do word meanings at bottom of page unless wanted

Homework

Times Table Rockstars

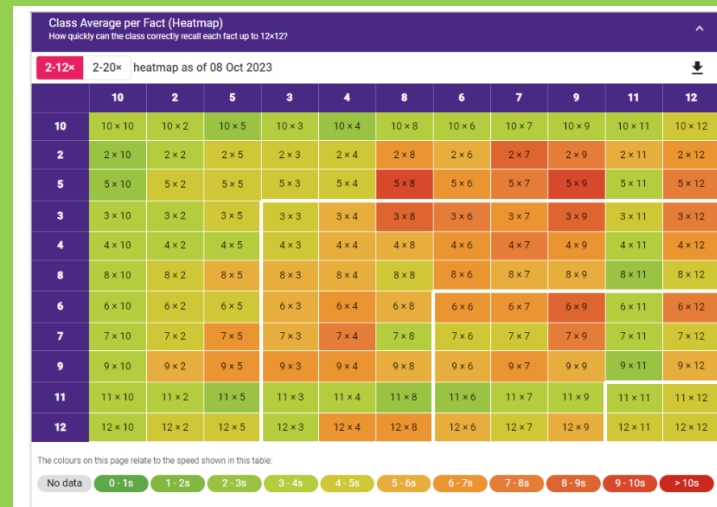
In replace of Doodle Maths

Check your child's heat map -all about fluency, measured through speed. It shows you (and them!) how quickly they're correctly responding to each fact.

No formal expectations (please settle into a routine that suits your family)

Log in details sent home

Lots of parent support on the website



e



Poetry Competition- 'A B Poem'

Hard copy of poem sent home this week.

All pupils learn their poem at home to perform in classroom.

Decide if they would like to represent their house in whole school poetry competition (one representative per person per house) on Wednesday 30th September 2026.

Think carefully about intonation, volume and actions to enhance performance.

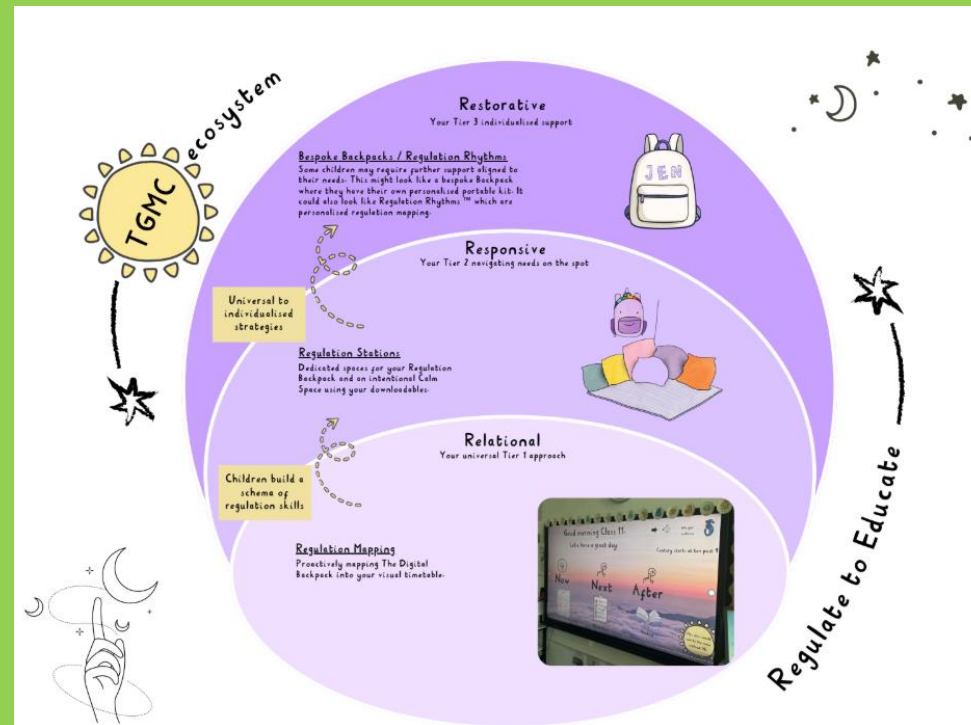


The Good Morning Club - Regulation Rucksack



The Regulation Rucksack is a needs based, child centred framework that transforms how regulation is supported and taught in schools.

Goes beyond talking and naming feelings, identifying how a child feels as some frameworks can do – The Regulation Rucksack empowers children with the language, skills and neural wiring they need thrive on long after they've left the classroom.



The Good Morning Club - Regulation Rucksack



Let's get to know your Backpacks

Press the backpacks to access



Name: Energiser Backpack

Purpose:

To provide intentional movement

Why? Movement = Strengthens and creates neural connections

When best to use: As a proactive approach if children are going into a static activity (ie assembly) or as a responsive approach if children are showing they need movement (lack of focus/ fidgeting)



Name: Connect Backpack

Purpose:

To build relational safety and social skills

Why? Humans are social creatures, if we do not create opportunities for connection we will seek it in other ways.

When best to use: As a proactive approach if children are going into or finishing an independent activity (ie a long write) or as a responsive approach if children are showing they need connection (chatting/ calling out)



Name: Focus Backpack

Purpose:

To build executive functioning skills

Why? Focus is a core cognitive skill that underpins academic success, behavioural regulation, and mental wellbeing.

When best to use:

After break as this is a typically a time that requires more demand when children have reduced capacity.



Name: Celebrate Backpack

Purpose:

To proactively build self esteem

Why? We know this is one of the biggest blocks to learning and an accelerator of concerning behaviour

When best to use: Routinely at the end of the day and if you have time before lunch time.



Name: Calm Backpack

Purpose:

To calm the nervous system

Why? Reduces stress, improves emotional safety and activates the pre-frontal cortex.

When best to use: At the beginning of the day and after lunch as these are typically overstimulating check-points that benefit from decompression.



Name: Help Backpack

Purpose:

A systematic approach for peak dysregulation

Why? One of the most challenging aspects of behaviour is peak dysregulation - this requires a research backed consistent approach.

When best to use: Responsively for Peak Dysregulation

Reminder/ Any questions?

- Pupils are not provided with a snack at junior school, by children are welcome to eat a healthy snack from home on the playground during their break.
- Please remove stud earrings for PE or alternatively have them covered over with tape.
- Where possible, please walk your child around to the classroom door in the morning.
- Please check all jumpers and cardigans are clearly named!