



Saint Mary's Catholic Primary School



MEET THE TEACHER SEPTEMBER 2025

YEAR 3

Class Teachers

Mr Merrick

Teaching Assistants

Mrs Woodcock

Mr Cavanagh

year

3

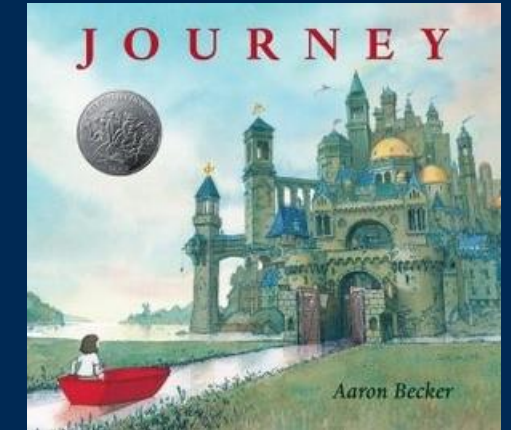
Timetable

Year 3 - Timetable Autumn 1

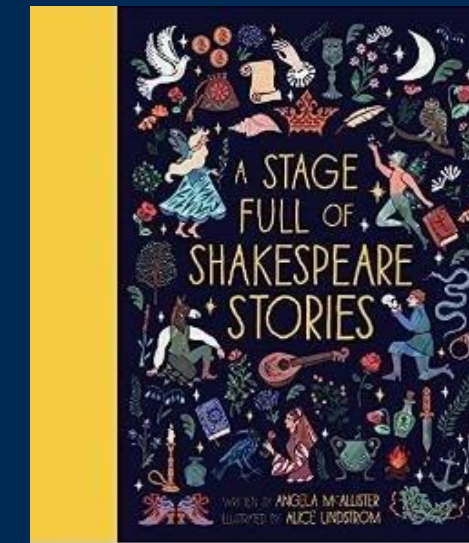
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 to 9:15	Liturgical Prayer/Flashback 4	Hymn Practice/Flashback 4	Spelling/Maths Fluency Grids	Spelling/Flashback 4	Handwriting/Flashback 4
9:15 to 10:15	Maths	Maths	Maths – SW	Maths	Maths
10.15 – PLAYTIME – 10.30					
10.30 to 11:30	English	PE - Cricket	Computing – SW (10:30am-11:15am)	English	English
11:30 to 12:00	Guided Reading/Comprehension	Guided Reading	MFL/Spanish – SW (11:15am-12pm)	Guided Reading	Guided reading
12:00 to 12:50	Lunch				
12:50 to 2:00	Science	English	Music – SW	RE	Science
2:00 to 3:15		RE	PE - SW		Merit Assembly Go for Green Certificates Spellings Homework

English

- *This will be taught through the Pathways to Write Scheme. All units are linked to high-quality texts to ensure engaging and purposeful lessons are delivered.*
- *The units of work are aimed to develop vocabulary, reading and writing skills through the mastery approach.*
- *The scheme includes strategies to develop Greater Depth writers.*



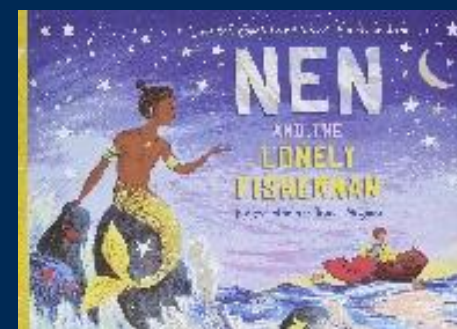
SUMMER 2
- JOURNEY



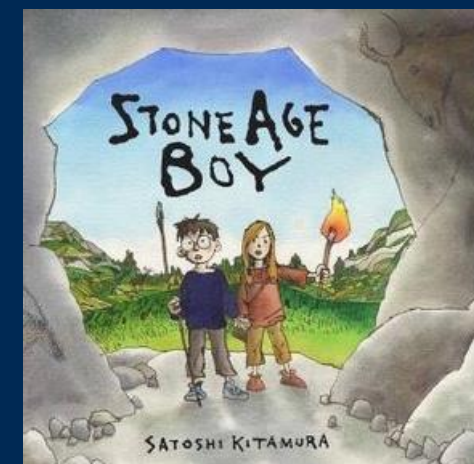
SUMMER 1 -
THE
MERCHANT OF
VENICE



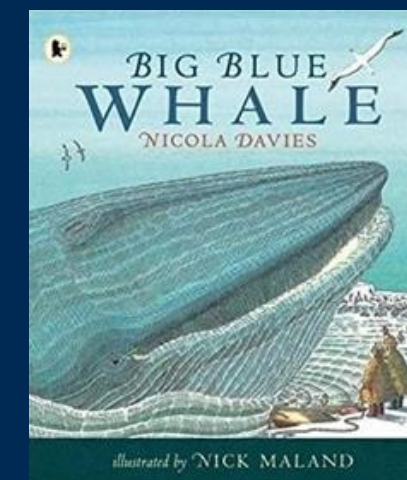
AUTUMN 1
- COMING
TO
ENGLAND



AUTUMN 2
- NEN &
THE LONELY
FISHERMAN



SPRING 1
- STONE
AGE BOY



SPRING 2
- BIG
BLUE
WHALE.



-Every half term we will be covering a different class guided reading book.

-Our first is 'The Sea Book' by Charlotte Milner.

Guided Reading Book

Pathways to Read teaching sequence

Day 1 – Whole class read

- Predict what might happen from details stated and implied
- Clarify the meaning of words in context
- Model fluency at an appropriate speed with accuracy, automaticity and prosody

Day 2 – Whole class read

- Fluency practice read at an appropriate speed with accuracy, automaticity and prosody
- Retrieve record and present information
- Explain mastery focus*

Day 3 – Independent reading

- Summarise reading from previous sessions
- Strategy check to explicitly teach reading strategies
- Independent reading mastery focus*
- Whole class discussion to explore answers to questions

Day 4 – Follow on task with a mastery focus

Day 5 – Reading for pleasure

*Mastery focus

Retrieve and record information from non-fiction

- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding

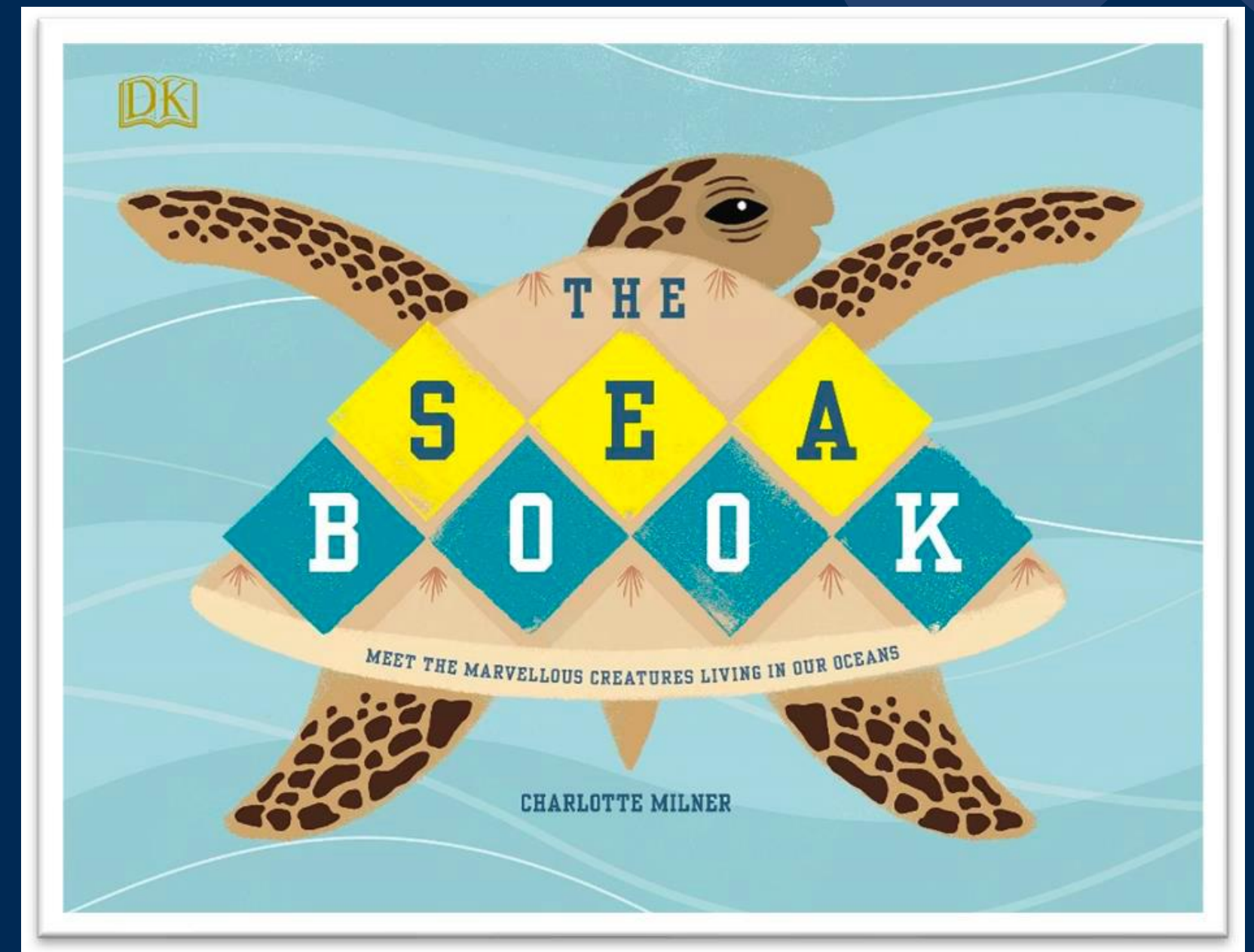
Identify main ideas drawn from more than one paragraph and summarise

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

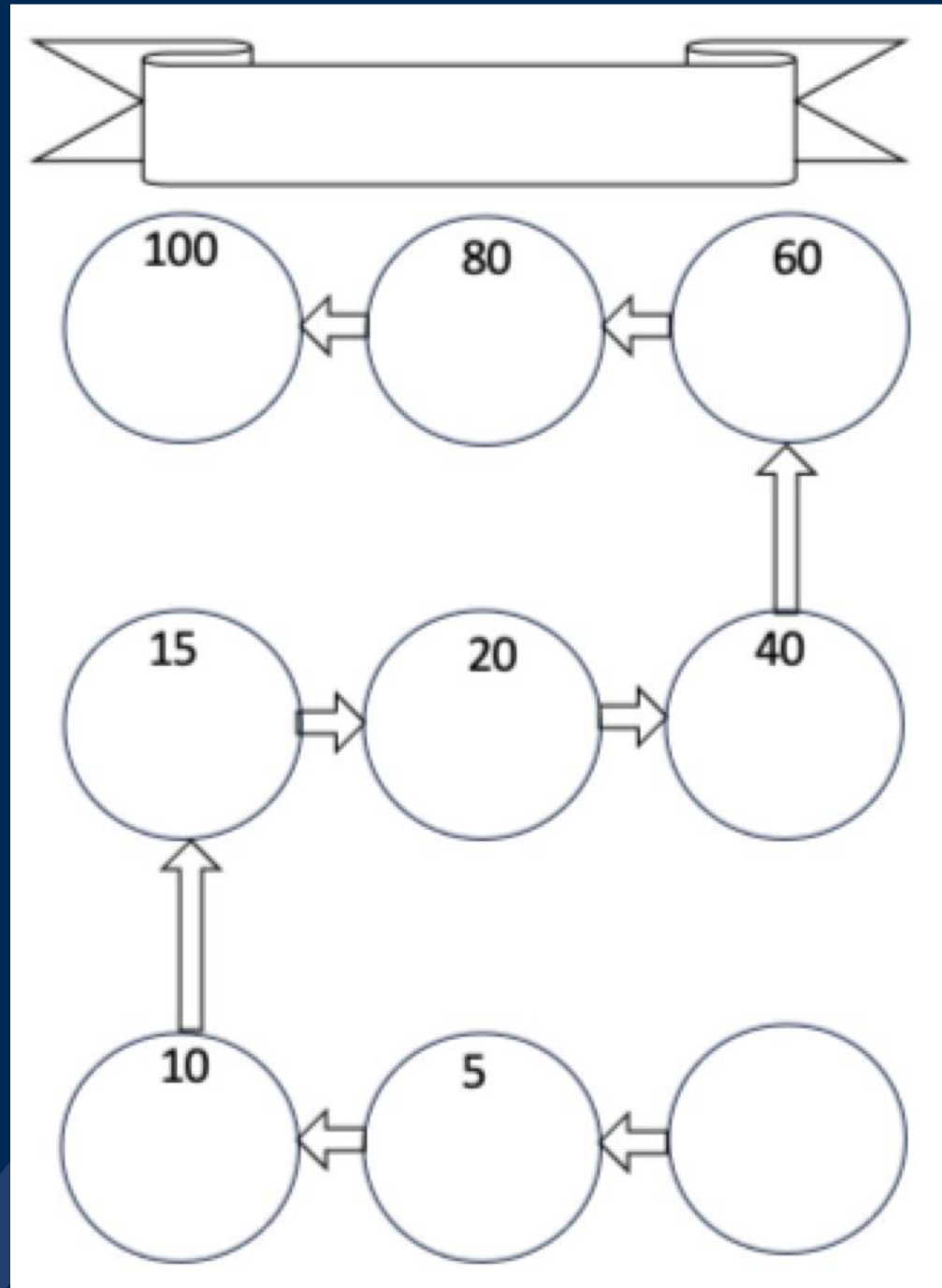
- Identify themes and conventions in a wide range of books

Identify how language, structure and presentation contribute to meaning

Discuss words and phrases that capture the reader's interest and imagination



Our reading reward system!



Reading



Each child will be given a card and they can collect stickers and class dojos based on the number of reads at home that they have completed.

Maths

Year 3

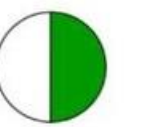
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn Term	Number and Place Value						Addition and Subtraction						
Spring Term	Multiplication and Division						Money		Fractions & Decimals				
Summer Term	Shape - Geometry		Statistics		Measure – Time			Measure – Length, perimeter, mass & capacity			Consolidation		

Ensuring understanding

•Concrete



•Pictorial



•Abstract

6

$\frac{1}{2}$

	Teaching and Learning
3.1.1 Introduction	Have a range of resources on the table with 1, 2 and 3 digit numbers written on cards. Chose a number and make it in a range of ways. What is the value of each digit? How many 100s, 10s, 1s? Record one number in their books using pictorial representations e.g. Part – Whole model, PV Chart, drawings of dienes, PV Counters etc.
3.1.2 Counting in 100s	Count in 10s – what is the pattern? Model counting in 100s – can the children explain the pattern? What’s the same, what’s different about the 10s and 100s count? Why are there 2 zeros? Complete number sequences involving 100s. Forwards and backwards, with different starting points and back to 0. Word problems e.g. you need 800 marbles. They come in packs of 100, how many packs do you need? Spot the mistake with 100s numbers represented in different ways. True or False – when I count in 100s the 100 column is the only column that changes? Do the children spot that once we get to 900 the thousand column will also change?
3.1.3 Value of the digits – partitioning	Make the number 425. What does this look like using a range of different representations? Why might it be difficult to show what 408 or 480 look like using resources? What would we need to be careful about when making these numbers?

Maths.

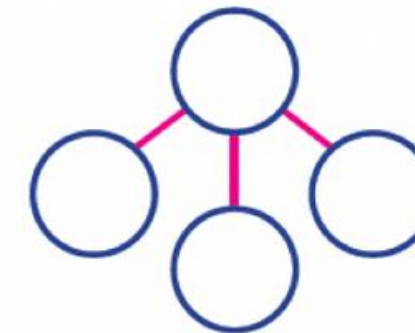
VARIED FLUENCY

- ▶ Roll a 0-9 dice 3 times to generate a 3-digit number. If you roll a zero, roll again.



- Build this number out of place value counters.
- Use counters on a place value grid to represent your number.
- Use a part-whole model to represent your number.

Hundreds	Tens	Ones



- ▶ Repeat for four more 3-digit numbers.

- ▶ Explore these 3-digit numbers and complete the stem sentences to explain how many hundreds, tens and ones each number has.



256 = _____ hundreds _____ tens _____ ones

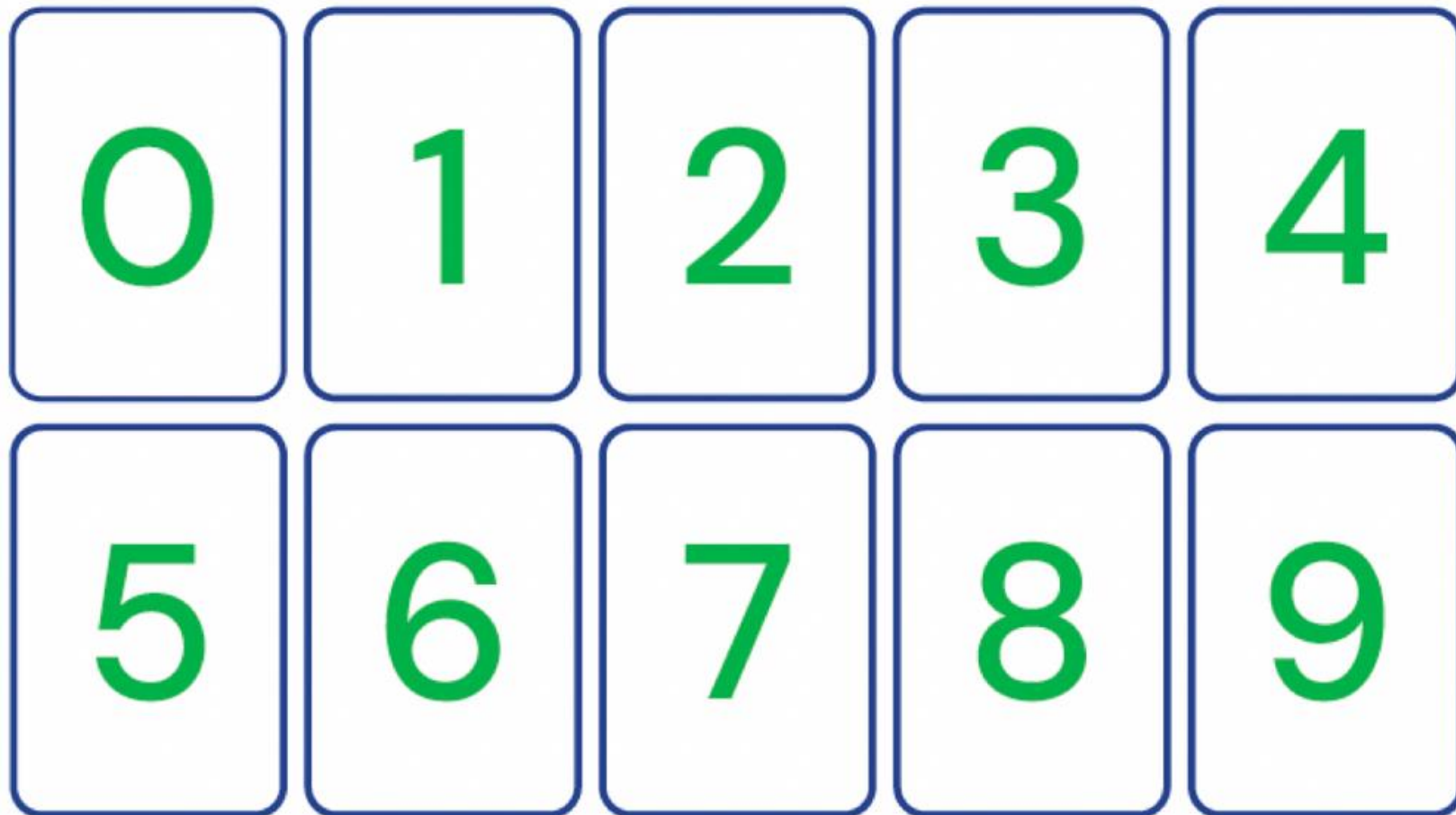
165 = _____ hundreds _____ tens _____ ones

892 = _____ hundreds _____ tens _____ ones

626 = _____ hundreds _____ tens _____ ones

219 = _____ hundreds _____ tens _____ ones

C. Supplementary Activities



- ▶ Explain your strategy when the aim was to create the largest possible number?
- ▶ Explain your strategy when the aim was to create the smallest possible number?
- ▶ You are playing a game where the aim is to create the largest possible number. The first card you select is a '6' – in which column would you place the '6'? Explain your reasoning.

Maths.

REASONING AND PROBLEM SOLVING

- Times tables are very important and will be a big focus in preparation for Year 4 times tables test.

Maths.

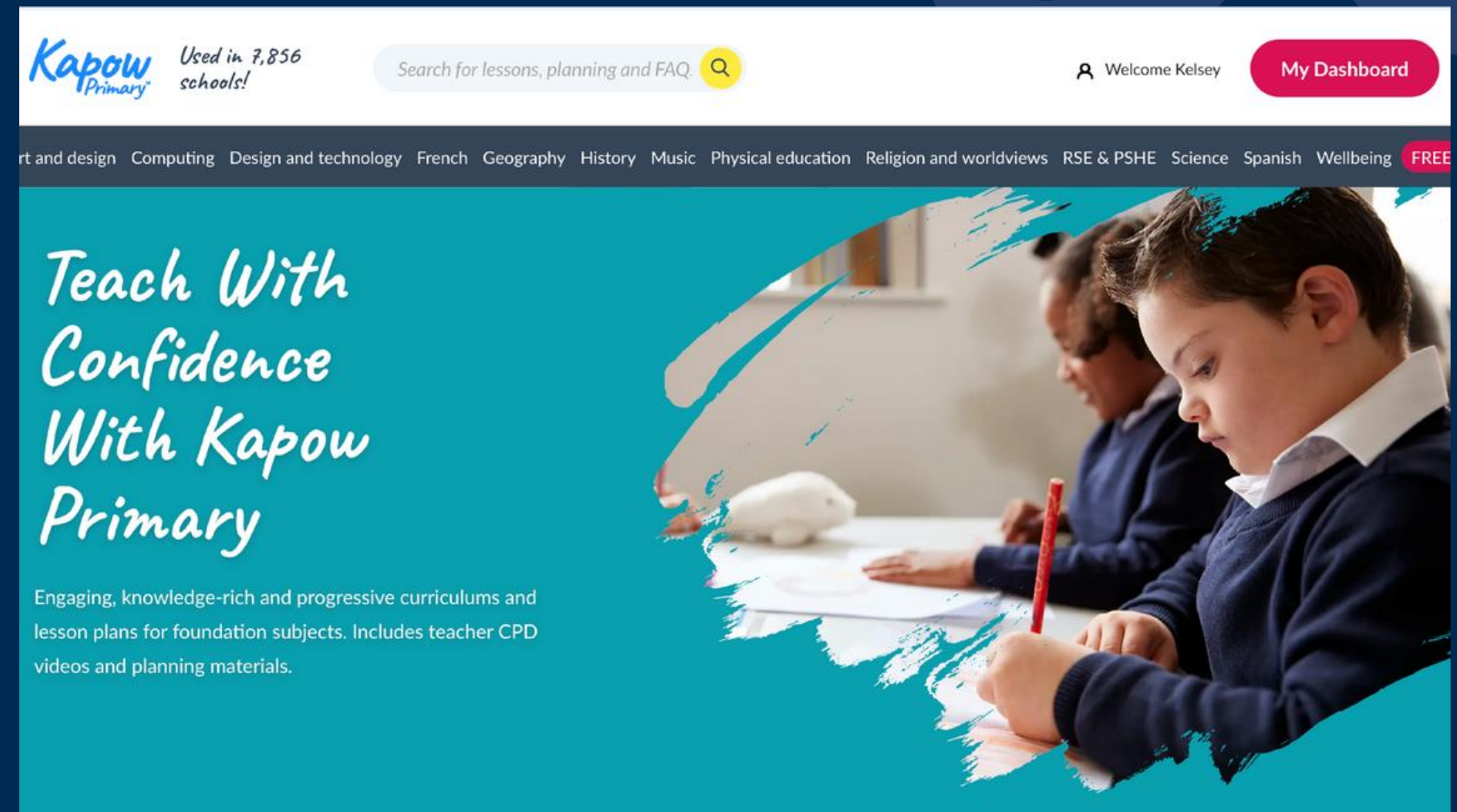


- By the end of Year Three, the children need to be competent with their 2s, 5s, 10s, 4s, 8s, 3s and 6s. We will be having regular tests on these in school, starting with 2s this week.
- Another aspect of maths, that the children really need to focus on is time. We won't be covering this until later in the year, but the more the children can practice time at home the more they will be prepared for this particular unit

Foundation Subjects

- You will find termly information on Science, History, Geography, Art and D&T on our webpage.

Kapow Primary™



The screenshot shows the Kapow Primary website homepage. At the top left is the Kapow Primary logo with the text "Used in 7,856 schools!". To the right is a search bar with the placeholder text "Search for lessons, planning and FAQ" and a magnifying glass icon. Further right is a user profile icon with the text "Welcome Kelsey" and a "My Dashboard" button. Below the navigation bar is a horizontal menu with links for "Art and design", "Computing", "Design and technology", "French", "Geography", "History", "Music", "Physical education", "Religion and worldviews", "RSE & PSHE", "Science", "Spanish", "Wellbeing", and "FREE". The main content area features a teal background with a photograph of two young boys in school uniforms sitting at a desk, focused on their work. The text "Teach With Confidence With Kapow Primary" is written in a white, handwritten-style font. Below this, a short paragraph reads: "Engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects. Includes teacher CPD videos and planning materials."

What can you do to help?

- Read regularly with your child- school books, books at home, library books, online books, magazines, newspapers, ANY THING!
- Question your child about what they have read and encourage them to use their developing phonics knowledge to decode unfamiliar words.
- MyMaths/Atom learning- Use the login details to access the MyMaths & Atom Learning activities. The use of these websites will be reviewed this year as we continually assess and monitor the best resources we can make available. We shall be sticking logins into the children's reading records.
- Letter-Join: Cursive handwriting practise, resources to support this on the website.



Expectations

- Please ensure that all clothing and belongings are clearly named.

- No trainers are allowed, except on PE days (children should come into school in their PE kits on a Tuesday). No jewellery.

- Please ensure your child has a labelled water bottle in school daily.

BEHAVIOUR AND EXPECTATIONS

Behaviour

- We follow our Golden Promises and these are shared in assembly and in class so that everyone understands how we behave at Saint Mary's.
- If any issues arise that we need to discuss with you then you will be contacted. The behaviour policy is on the website.

Expectations

- All clothing and belongings to be clearly named eg lunchbox, snack boxes, water bottles, caps.
- Children to come into school in the correct uniform eg only trainers on PE days. Jewellery should not be worn. Hair to be tied up if longer than shoulder length.

BEHAVIOUR AND EXPECTATIONS



Upcoming dates:

- 4/11/25 – Parents' Meeting (Sacramental Preparation Programme)
- 16/11/25 – First Holy Communion Enrolment Mass
- Week beginning 23/2/26 – First Holy Communion classes begin
- 24/3/26 – First Forgiveness
- 16/5/26 – First Holy Communion
- 20/5/26 - May Procession

First Holy Communion



-During the Spring term, as part of our history unit about the Romans we will be visiting Chester and having a tour of Chester and Chester Museum, led by a Roman Centurion. This trip was fantastic last year and it really helped to bring our learning alive.



TRIPS

TAKING CHILDREN ON HOLIDAY DURING TERM TIME

A guide for parents and carers



Frequently asked questions

Am I entitled to take my child out of school for a family holiday?

- **No.** Parents have a legal duty to ensure that their children attend school or the alternative provision on a regular basis
- The Education Act 1996 makes it a criminal offence for a parent to *“fail to secure their child’s regular attendance at the school”*
- The amendments to the 2006 Regulations remove any reference to *family holidays, extended leave and the statutory threshold of ten school days.*
- The amendments make clear that **Head Teachers may not grant any leave of absence (holiday) during term time unless there are exceptional circumstances**
- The amendments give **parents no entitlement** to take their child out of school for a holiday in term time
- The Head Teacher and Governing Body will determine what the exceptional circumstances are

If we decide to take a holiday during term time what should we do?

- The parent/carer with whom the child resides must apply in writing to the school
- The letter/application must explain the exceptional circumstance surrounding the request for the leave of absence

What will the school do then?

- The Head Teacher will determine whether the exceptional circumstance ruling applies, if not the application will be declined
 - Only the Headteacher (or the Deputy) has the power to approve leave of absence applications. When making the decision the protocols and criteria laid down in the school’s attendance policy must be followed.
 - Each academic year, schools inform parents/carers via a letter, newsletter or some other communication; that they may receive a Fixed Penalty Notice if their child has unauthorised absences in term time
- You will receive a written response from the Headteacher (or the Deputy) letting you know if your application has been approved
- If the holiday goes ahead after the application has been declined the absence will be recorded as unauthorised

ABSENCE AND ATTENDANCE



Taking Holidays during Term Time

Please remember that taking your child out of school without the school's authorisation may result in the school requesting the Local Authority to issue a fixed penalty notice to each parent/carer for each child. The penalties are shown below.

Please be aware that only a few days of absence can impact significantly on a child's attendance percentage and consequently the child's education and learning.

Penalties for unauthorised absence		
Timeline	One child	Two children
Paid within 21 days	£80 per parent	£80 per child = £160 per parent
After 21 days and before 28 days	£160 per parent	£160 per child = £320 per parent
After 28 days	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your children's regular attendance

*IF YOUR CHILD
IS ABSENT
PLEASE CALL
SCHOOL IN THE
MORNING AND
LEAVE A
MESSAGE*

*CHILDREN ARE NOT
TO RETURN TO
SCHOOL UNTIL 48
HOURS AFTER LAST
BOUT OF SICKNESS
AND DIARRHOEA.*

IMPORTANT INFORMATION

- If your child has any allergies or requires medication during the school day, please ensure we are kept fully informed of these.
- In relation to any medicines, please ensure the relevant forms are completed and signed from the office and all medication provided is within date.
- Nits- please ensure you check your children's hair regularly, inform us if these are discovered and treat these immediately.
- In relation to break time snacks, please ensure these are healthy and are of a suitable size.
- We do not allow nuts or products that contain nuts in school. This is to ensure all of our children are kept safe at all times.
- Please leave toys at home!
- Volunteer helpers?

- If you need to contact us we have an open-door policy.

- You can contact us by email on admin@saintmaryscongleton.co.uk

- We are also available for phone calls to and these can be arranged through the school office and will have regular parents evenings when progress and any concerns can be discussed.



CONTACT



Thank you!

DO YOU HAVE ANY QUESTIONS FOR ME BEFORE WE GO?

