



Y3 Curriculum Information 2025-2026

Mrs Morris, Mrs McLeod and Mrs
Donkin



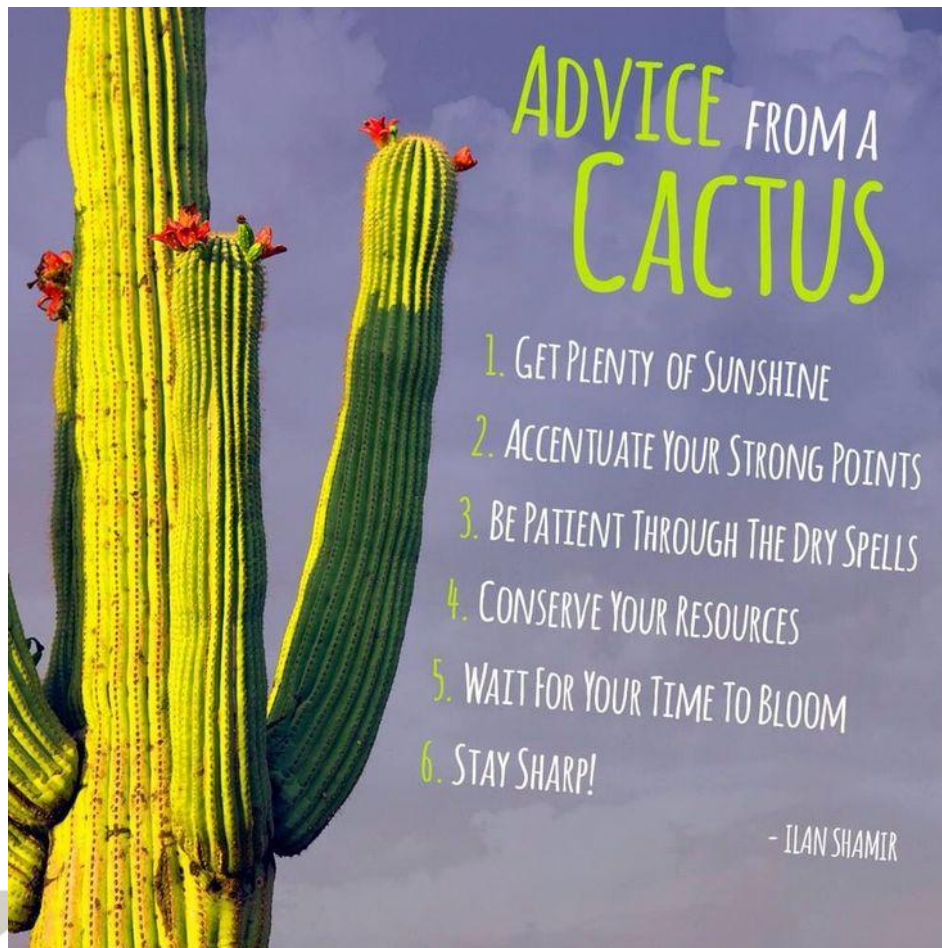
Weekly Teaching Arrangements

- Mrs Morris - teaches every Monday, Wednesday, Thursday and Friday.
- Mrs McLeod - teaches every Tuesday.
- Mrs Donkin supports within Year 3 Monday-Thursday mornings.

Please be assured that we communicate daily with each other to ensure consistency for the children.



The Cactus Crew





Timings of the School Day

- The Key Stage 2 school day begins at 8.30am.
- Children can be collected at 15.00 from the classroom.



Timetable

Week beginning	8.30-9.00	9.15-10.30			10.30-10.45	10.45-12.00		12 noon - 1.00 pm	1.00 - 2.15	2.00 - 2.05	2.05-3.00
Monday	REGISTRATION AND BOARDWORK	COLLECTIVE WORSHIP	MATHS	READING BLAST	PLAYTIME	ENGLISH	STORY	LUNCHTIME	RE	BRAIN BREAK	COMPUTING
Tuesday			MATHS			READING			SCIENCE		PE
Wednesday			SPAG/ ARITHMETIC ROTATION			MATHS/ENGLISH rotation			PE		ART/DT
Thursday			MATHS			MUSIC			RE		ENGLISH
Friday			SPELLING TEST/ MATHS			ENGLISH			GEOG/HISTORY		RHE

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Daily Equipment

- Water Bottle
- Healthy breaktime snack (if needed)
 - Reading Folder
 - Homework Folder
- Private reading book to keep in class for down time (optional)

Small school bags only please as locker space is limited.

Prayer and Worship

Prayer and worship is at the heart of everything we do as a school.

We take part in daily prayers in class and share the daily focus Ten Ten resources and Mark 10 Little Liturgies.

On Mondays, we have Key Stage worship using a new resource in school, Primary Pictures.

Tuesdays, we have a whole school worship lead by Mr Marley. In class, children will take part in and lead class worship.

Class Celebrations of the Word will also take place throughout the school year.





English



We will cover a range of genres this year, including persuasive writing, biographies, poetry and narrative writing.

Each 'block' of work typically lasts three to four weeks and will focus on:

- Reading comprehension
- Vocabulary
- Spellings, Punctuation and Grammar (SPaG)
- Independent/extended writing
- Handwriting - big push to join letters fluently
- Speaking and listening



Letter-join
Joined-up handwriting made easy!

Handwriting

Last year, we introduced a new handwriting scheme throughout the school and we have already seen the impact of this.

Children will continue with their Letterjoin lessons as we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting letterjoin.co.uk

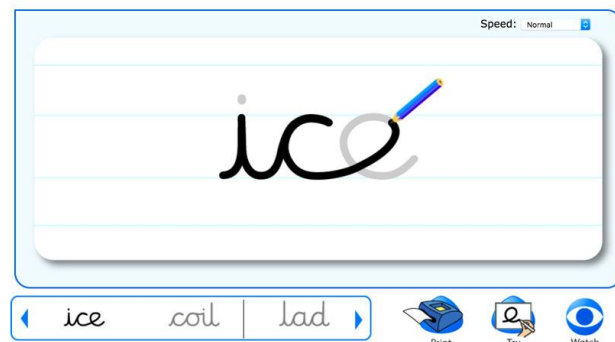
Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their spelling lists for the week.

Home log in details

Username-khl2529

password- 'home' or if using a tablet an L swipe

Letter-join





Maths

We follow the White Rose Scheme. It is based on Maths Mastery principles.

Each week we focus on the following strands:

- * Fluency (the acquisition/proficiency of a skill)
- * Reasoning
- * Problem solving





Science

Main topics:

- Animals including humans
- Rocks and soils
- Plants
- Forces and Magnets
- Light
- Investigation Focus





R.E

We follow the 'Come and See' R.E. curriculum in line with Hexham and Newcastle diocese.

Each term we cover three units of work, and we additionally study two units learning about other faiths - in Year 3 we study Islam and Judaism.

We also have daily prayers, prayer journals and class worship.



Relationship and Health Education

We follow the diocesan recommended programme for RHE , which is called 'Life to the Full'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

This scheme of work covers both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such as staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.



Whole School Core Subjects Overview-RHE sessions

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> -Handmade in Love -I Am Me -Head, Shoulders, Knees and Toes -Ready Teddy? 	<ul style="list-style-type: none"> -Let the Children Come to Me -I am Unique 	<ul style="list-style-type: none"> -<i>Girls and Boys*</i> -Clean and Healthy 	<ul style="list-style-type: none"> -Get Up -The Sacraments -We Don't Have To Be the Same -<i>Respecting our Bodies</i> 	<ul style="list-style-type: none"> -<i>What Is Puberty?*</i> -<i>Changing Bodies*</i> -<i>Boy/Girl Discussion Groups*</i> 	<ul style="list-style-type: none"> -<i>Calming the Storm</i> -Gifts and Talents -<i>Body Image</i> -<i>Funny Feelings*</i> -<i>Girls' Bodies*</i> -<i>Boys' Bodies*</i> 	<ul style="list-style-type: none"> -<i>Spots and Sleep*</i> -<i>Seeing Stuff Online*</i> -<i>Making Babies (Part 1)*</i> -<i>Making Babies (Part 2)</i> -<i>Menstruation*</i>
Spring	<ul style="list-style-type: none"> -I Like, You Like, We All Like -Good Feelings and Bad Feelings -Let's Get Real -Growing Up -Role Model -Who's Who? -You've Got a Friend in Me -Forever Friends 	<ul style="list-style-type: none"> -Feelings, Likes and Dislikes -Feelings Inside and Out -God Loves You -Special People -Treat Others Well -Say Sorry 	<ul style="list-style-type: none"> -Super Susie Gets Angry -<i>The Cycle of Life*</i> -<i>Being Safe*</i> -<i>Good Secrets and Bad Secrets*</i> 	<ul style="list-style-type: none"> -What Am I Feeling? -What Am I Looking At? -I am Thankful -Jesus My Friend 	<ul style="list-style-type: none"> -<i>Life Cycles*</i> -<i>Sharing Online</i> -<i>Chatting Online</i> -<i>Safe In My Body*</i> 	<ul style="list-style-type: none"> -<i>Emotional Changes</i> -Is God Calling You? -<i>Under Pressure</i> -Do You Want a Piece of Cake? 	<ul style="list-style-type: none"> -Sharing Isn't Always Caring -Cyberbullying -<i>Types of Abuse*</i>
Summer	<ul style="list-style-type: none"> -Safe Inside and Out -My Body, My Rules -Feeling Poorly -People Who Help Us -God Is Love -Loving God, Loving Others -Me, You, Us 	<ul style="list-style-type: none"> -Three in One -Who is My Neighbour? 	<ul style="list-style-type: none"> -<i>Physical Contact*</i> -<i>Harmful Substances</i> -Can You Help Me? -The Communities We Live in 	<ul style="list-style-type: none"> -Friends, Families and Others -<i>When Things Feel Bad</i> -A Community of Love -What Is the Church? 	<ul style="list-style-type: none"> -<i>Drugs, Alcohol and Tobacco*</i> -First Aid Heroes -How Do I Love Others? 	<ul style="list-style-type: none"> Self Talk- The Trinity -Catholic Social Teaching 	<ul style="list-style-type: none"> -<i>Impacted Lifestyles*</i> -<i>Making Good Choices</i> -Giving Assistance -Reaching Our Potential

* statutory curriculum lessons

Parents to be informed prior to teaching of lessons as they may contain sensitive material. Viewing lesson content on the Ten:Ten Parent Portal is advisable.

Parents may wish to access the lesson via the Ten:Ten Parent Portal prior to it being taught to view lesson content.



Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.



Foundation subjects

- Computing - taught weekly but also integrated into the curriculum.
- French - Madame Hewson will deliver a weekly lesson.
- P.E. - Gymnastics, Tennis, Rugby, Dance, Athletics - Please note:
P.E. sessions may change day each half term- Currently, the children come to school in PE kit on Tuesday and Wednesday
- Geography - Taught half termly. Where I Live, The Water Cycle, Changing jobs
- History - Taught half termly. Egyptians, The Bronze Age, The Stone Age
- Music - Children given opportunity to learn Ukulele this year.
- Art - Taught half termly. Drawing skills, Painting and Mixed Media, Sculpture
- DT - Taught half termly. Cooking and Nutrition, Textiles, Electrical systems



Challenge

- No 'ability groupings'
- All children are given equal opportunity to access the disciplinary knowledge from each lesson.
- Children are assessed in each lesson.
- Challenge and support resources are always available for all children.
- Resilience and self drive are key values in our class room.

Assessment and Feedback

Assessment criteria taken from the National Curriculum and age related objectives are on the website.



Year 1 English Subject Map: WRITING



Fiction: Friendship Stories Fiction: Stories in familiar settings Non-Fiction: Comparing fiction and non-fiction Poetry: Senses Poems		Fiction: Traditional Tales Non-Fiction: News reports Non-Fiction: Persuasive writing Poetry: Weather Poems		Fiction: Stories from other cultures Fiction: Story with a moral Non-Fiction: Diary entries Poetry: Poems by the same poet		
AGE RELATED EXPECTATIONS						
Product and Capacity Skills	Writing transcription : Spelling	Letter formation, placement and positioning	Writing: Transcription Handwriting	Phonics, Writing and Editing	Writing: Composition	Writing: Vocabulary, Grammar and Punctuation
	1. To know all letters of the alphabet and the sounds which they most commonly represent. 2. To recognise consonant digraphs which have been taught and the sounds which they represent. 3. To recognise vowel digraphs which have been taught and the sounds which they represent. 4. To recognise words with adjacent consonants. 5. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 6. To spell some words in a phonically plausible way, even if sometimes incorrect.		To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		20. To say out loud what they are going to write about. 21. To compose a sentence orally before writing it. 22. To sequence sentences to form short narratives. 23. To discuss what they have written with the teacher or other pupils. 24. To reread their writing to check that it makes sense and to independently begin to make changes. 25. To read their writing aloud clearly enough to be heard by their peers and the teacher. 26. To use adjectives to describe.	29. To use simple sentence structures.
Connective language skills	12. To spell all 13 common exception words correctly.* 13. To spell days of the week correctly.	Letter joining		27. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 28. To start to engage readers by using adjectives to describe.		30. To use the joining word (conjunction) 'and' to link ideas and sentences. 31. To begin to form simple compound sentences.
Spelling	14. To use -and- and -so- to form regular plurals correctly. 15. To use the prefix 'un-' accurately. 16. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).					32. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. 33. To use finger spaces. 34. To use full stops to end sentences. 35. To begin to use question marks and exclamation marks.
Spelling and Punctuation	17. To spell simple compound words (e.g. dustbin, football). 18. To read words that they have spelt. 19. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent these phonemes.					36. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Assessment and feedback



Children are assessed on a daily basis (formative assessment)

Formal assessment at the end of each term.

Children will be assessed to be either 'Working towards, Working at or Working above' Age Related Expectations for Year 3.

Parents are informed of attainment and progress with two parent consultations (October and April) and two reports (December and July.)



Homework

- Spellings - 10 words given each Monday - test on a Friday
- Focus tables to practise
- Times Table Rockstar/Letterjoin (10 minute challenge)
- Reading Books (sent home on a Thursday, to be returned the following Monday)

• English and Maths homework will be set on a Monday to be returned the following Monday.

• Homework will be alternated between one online activity and one paper activity. Eg one week English will be online and maths as a paper copy, the following week-the opposite.

Homework has been sent out this week.





Additional curriculum information

The following information can be found on the school website, under 'School Information'

- Age related expectations (ARE) for subjects
- Click on 'curriculum' for Topic maps for each term -all subjects:


Core - English, Maths, R.E.

Foundation - all other subjects

- The BLOG section on the website will give you a snapshot of photos and work which the children have done each week in school - just scroll down to Year 3.
- Check out X (previously TWITTER) for weekly tweets!



The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

At St Oswald's, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.



Contact information

Please feel free to contact us at any time via the class email:

year3@stoswaldsnewcastle.co.uk

Or by telephoning or visiting the school office to arrange and appointment.



Questions?