

# Meet the Teacher

**18 September 2025**

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**Welcome back!**

**We are very excited to be welcoming your children into Year 3 and are looking forward to a great year ahead.**

# Our School Values





# The Year 3 Team

Mr Strolz

Mrs Caviglia

Mrs Gregory

Miss Blakeney

Mrs Day

# School Day

## Timings

- ▶ Start Time: **8:45**
- ▶ In the morning, gates open at **8:35am** and close at **8:50am**
- ▶ Finish Time: **3:20 KS2** in the playground
- ▶ Please be aware **children on site before 8:30am must be accompanied by a parent/carer.**
- ▶ **Children in KS2 don't receive fruit.** Please feel free to send **fruit** in with your child for morning break.
- ▶ If attending Brambles or a club before school, parents must take the children to the location of the club.
- ▶ If someone different is picking your child up or you are running late, please let the office know via email or the phone and they will pass the message on to us.
- ▶ We are still putting in place the good practice we started during the pandemic. We encourage the children to maintain good personal hygiene e.g. sneezing into their elbow, washing/ sanitising hands regularly.
- ▶ If your child is unwell and not fit to come to school, please let the office know as soon as possible.
- ▶ **Things the children need**
  - ▶ **Uniform & bags – small rucksack/bookbag**
  - ▶ **Outdoor shoes**
  - ▶ **Water bottle (medium size, please)**
  - ▶ **DO NOT NEED – toys, notebooks, pencil cases, etc**

# Absence and Lateness procedures

## Absence:

- ▶ Parents are asked to inform the school of all absence on **each day** of absence by personal contact, letter, email or telephone.
- ▶ Notification of the nature of the illness and the expected length of absence is also expected.
- ▶ For medical or other appointments during the school day notification is required **in advance**, where possible these should be arranged out of school hours. Appointment cards/emails/texts must be shown to the school.
- ▶ The office will make contact with the parent/carer of any child who is not in school for whom we have not received an absence message for by 9.15am.

## Lateness:

- ▶ Children who arrive late (after 8:50 but before 9:10) must report to the office.
- ▶ If they arrive after 9:10 they should be accompanied by an adult to the office where they will be signed in.

# Absence and Lateness

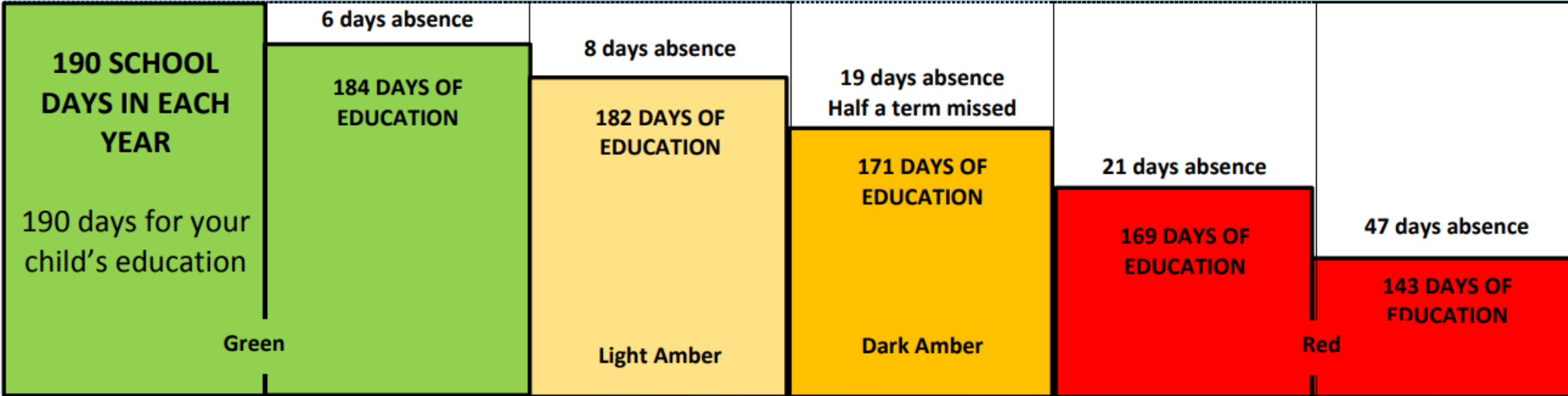
We understand that illness does occur, and events happen where you might run late, however the research is clear about the importance of attending school and being on time.

The pupils with the **highest attainment at the end of key stage 2 and key stage 4**, have **higher rates of attendance** over the key stage compared to those with the lowest attainment.

175 non-school days a year



175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments



100% → 97% (Expected)	96% → 94% (Monitoring)	93% → 90%	89% → 75% (School Action)
<b>Good - not a drop of learning lost</b> <b>Best chance of success</b> <b>Gives your child a flying start</b>	<b>School to monitor</b> <b>Negative effect on attainment</b> <b>Progress weakened due to gaps</b>	<b>Serious concern – Persistent absence</b> <b>Not fair on your child</b> <b>Court Action</b>	

	8:45	8:55 – 9:25	9:25 - 10:25	10:25	10:40	10:55 – 11:55	11:55	12:55 – 1:20	1:20 – 2:20	2:20 – 3:20	HW
M	R	Guided Reading	Writing	Whole-School Assembly	B	Maths	L	Library	Science	French	Books & Spellings
T	E G	Whole Class Reading	Writing	KS2 Class Assembly	R	Maths	U	Handwriting (Mrs Day)	PE Outdoor (Mrs Day)	RE (Mrs Day)	
W	I S	Whole Class Reading	Writing	KS2 Singing Assembly	E	Maths	N	Spelling Lesson	PE (Indoor)	History/ Geography	
Th	T E	Whole Class Reading	Writing	News Assembly	A	Maths	C	Timetables	Computing	PSHE	
F	R	Whole Class Reading	Writing	Whole-School Assembly (10:20)	K	Maths	H	Poetry	Music or Art/DT		

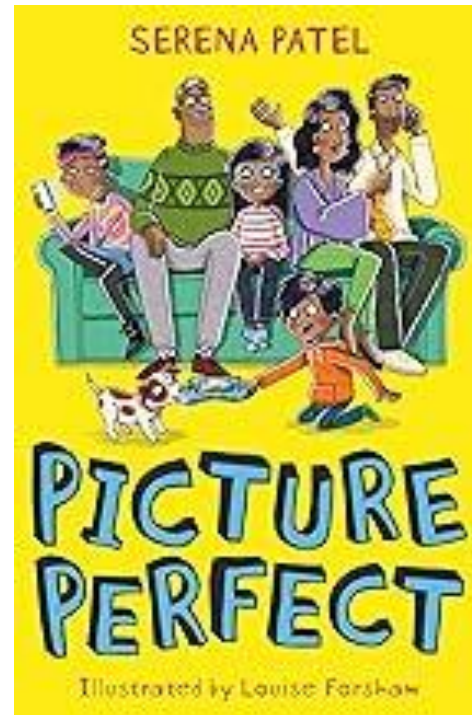
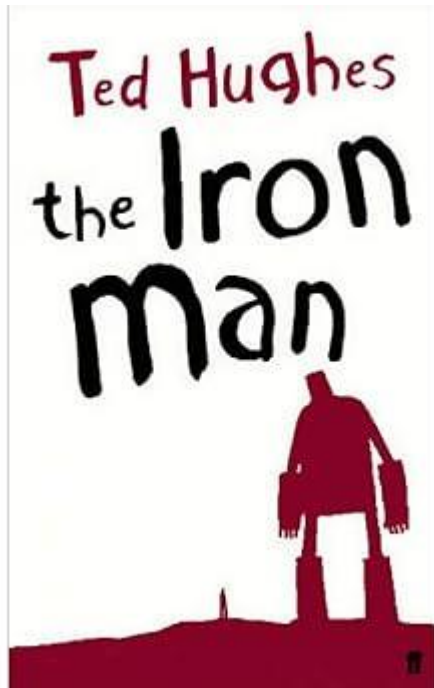
# Curriculum & Enrichment Activities - Reading

We start most mornings reading a book together as a class.

We read for **enjoyment!**

We stop from time to time to **clarify** new vocabulary, make **predictions**, ask **questions** and **summarise**. These are important skills that children in KS2 are developing.

These are some of the books we will read this term:



Reading for  
enjoyment!

# Curriculum - Guided Reading

We do **Guided Reading** in small groups on Mondays.

Children work in small groups with an adult.

They work on a book at their level of comprehension.

Children take turns reading and talk about the book as a group.

This book goes **home** on a Monday for them to continue **reading over the week**.

The adult leading the group will set some **short homework** each week, which will be stuck into their homework book.

# Home Reading

## ► Some helpful questions you can select from :

### Before reading the book:

- Can you point to the title? Or what is this? (Pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

### During the reading of the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/nice...?



Reading for enjoyment!

### At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?

# Curriculum & Enrichment Activities - Writing

Year 3 pupils are expected to **plan, draft** and **evaluate** their own writing.

**Planning:** Discussing and playing with a model text to understand structure, vocabulary, and grammar.

**Drafting and Writing:** Composing sentences orally, building varied vocabulary, using a range of sentence structures, creating settings, characters, and plot in narratives, and employing simple organisational devices like headings or subheadings in non-fiction.

**Editing and Evaluating:** Assessing their own writing to make improvements, correct grammar, improve vocabulary, proofread for spelling and punctuation errors and rereading to ensure clarity of meaning.

In their **spelling, punctuation, and grammar:**

They are taught common patterns (like prefixes and suffixes), homophones and commonly misspelt words.

They are taught to use apostrophes for singular and plural possession, to employ a wider range of conjunctions (when, if, because, although), fronted adverbials, adverbs, and prepositions

They use grammatical terminology (noun, verb, adverb, etc.)

# Curriculum & Enrichment Activities - Maths

## Year 3 Maths:

Pupils recognise **place value** in three-digit numbers. They count in multiples of 4, 8, 50, and 100 from 0 and identify numbers 10 or 100 more or less.

They use mental strategies to **add and subtract numbers**, including adding/subtracting ones, tens, or hundreds to/from three-digit numbers. They also use written methods (e.g. column method) to add and subtract.

Pupils build mastery of **times tables**, learning 3, 4 and 8 times tables and related division facts. They begin to multiply 2-digit numbers by 1-digit numbers using mental strategies and written methods.

Pupils identify, write, and compare **fractions** with small denominators, including equivalent fractions.

They **measure** and calculate length, mass, volume/capacity, and money. They find perimeters of simple shapes. They tell time to the nearest minute using analogue and digital clocks.

In geometry, they draw and recognise 2D and 3D **shapes**, describe properties, and model them using materials. They will identify right angles and understand half- and quarter-turns.

They represent and read **data** using bar charts, pictograms, and tables.

# Woodlea Curriculum – Year Group Overview – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Rocks, Fossils and Soil	Light and Shadow	Forces and Magnets	Plants	Human Body	<b>Curiosity Challenge</b>
<b>History</b>	Stone Age			Romans		
<b>Geography</b>		Mountains & Volcanoes	European Neighbours - Italy			
<b>Art &amp; Design</b>	Stone Age Cave Paintings	Artist: George Seurat		Roman Mosaics		
<b>Design &amp; Technology</b>			2-D to 3-D product		Pneumatics	
<b>Ready for Life</b>	Finance	Zones of Regulation	First Aid	Cooking	Outdoor	
<b>RE</b>	What's the Bible's 'big story' – and why is it like treasure for Christians?	How can artists help us to understand what Christians believe and do?	What do Sikh people value?	How did Jesus change lives – and how is it 'good news'?	How do non-religious people celebrate new life?	How do people use creative ways to express their beliefs?
<b>PSHE</b>	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>P.E</b>	Personal	Social	Cognitive	Creative (Gym)	Physical	Health and Fitness (Dance)
<b>Sport</b>	Netball	Hockey	Volleyball	Tennis	Long Jump	Throwing
<b>Computing</b>	Computing Systems – Connecting Computers	Creating media – animation	Desktop publishing	Data and info – Branching databases	Programming – sequences in music	Events and actions.
<b>French</b>	Greetings	In the class	Body	Animals	Family	About me
<b>Music</b>	Writing music down	Playing in a band	Compose using imagination Glock/Recorder	More musical styles Glock/Recorder	Enjoying improvisation	Opening night

# PE & Outdoors clothing

- ▶ PE is on Tuesdays (outdoor) and Wednesdays (indoor).
- ▶ Children (and teachers) wear their PE kit to school.
- ▶ Earrings – please remove or cover with plasters/tape **before school**
  
- ▶ Please ensure
  - ▶ outdoor shoes can be put on independently (i.e., laces)
  - ▶ all clothing is labelled.

# PHSE & RSE



We use **SCARF** - Safety, Caring, Achievement, Resilience, Friendship

6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

- ▶ The whole curriculum, including the resources are available on our website: [Woodlea Primary School PSH&E and RSE Curriculum](#)
- ▶ Before the summer units (RSE units) we send out specific information and invite parents into discuss the curriculum and ask questions
- ▶ There will also be workshops for parent in the summer term.

# Home Learning



Reading for enjoyment!

Each Monday children will go home with:

- ▶ **Reading homework (4 x 20 mins / week)**
  - ▶ Guided reading book (this is a book they are reading with a group of other children in the class)
  - ▶ Some short, written homework relating to their guided reading book.
  - ▶ A chosen book (that they have chosen from the library to read this week). If they are already reading a book at home that they are enjoying, they may choose not to take a book home.
- ▶ **Spellings**
- ▶ **Timetables**

Homework diaries and books should come back on a **Monday** morning.

# Curriculum & Enrichment Activities - Trips and special days

## ▶ **Butser Ancient Farm – 9 October**

Stone Age – Iron Age history and art

## ▶ **Science Museum – 21 January**

Science Museum

## ▶ **Roman Day – 30 April**

In school immersive history day



# Communication

If you have a concern / worry / question we are here to listen.

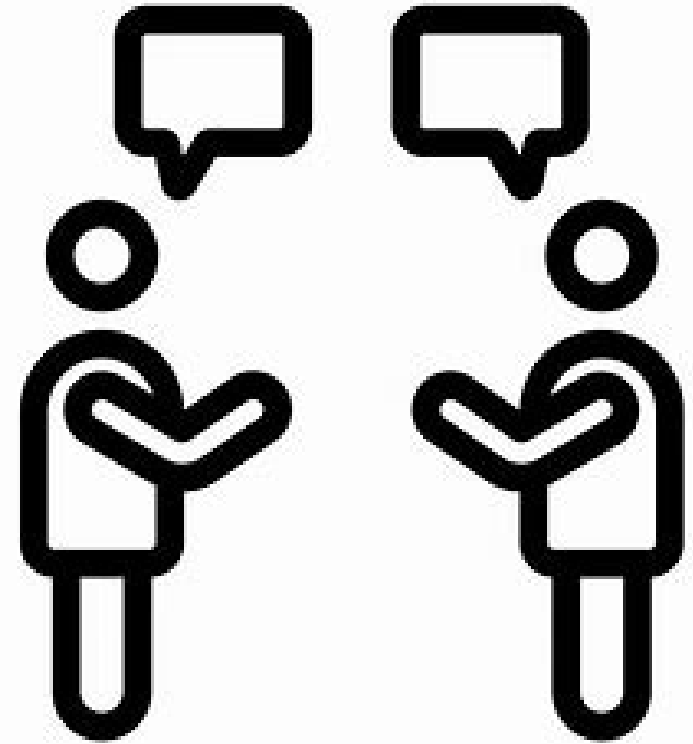
As you know you can just email the school office to arrange a time to chat in person with the member of staff or arrange a meeting via teams: [info@woodleatlt.co.uk](mailto:info@woodleatlt.co.uk)

This helps us to:

- ▶ give you/ your child the time and focus you need.
- ▶ do any investigation which might be needed.

First port of call is always the class teacher unless it is feedback or a wider school concern and then a member of the senior leadership team should be referenced.

Please do give us time to respond as we are all teaching during the day.



# Fidget Tools

Fidget Tools can be useful for some children who might have additional needs to support their attention and engagement in class.

An agreement will need to be entered between child, parents and teacher to set out clear expectations of the use of fidgets in class.

This agreement will cover

- How to use a fidget in class and when
- What will happen if it is not used appropriately
- Expectations of completing work and engagement in lessons
- Fidgets will be provided by school and kept at school to ensure they are used appropriately
- A discussion about the type of sensory tool being used

This agreement needs to be understood and signed by the child, parent and teacher to ensure fidget tools **do not become the barrier** to learning, but support.

In Year 3...

*We look after each other.*

*We look after our things.*

*We try our best and  
(sometimes) make mistakes.*



Working Together to be Ready for Life

Caring

Curious

Resilient

Respectful

Reflective

Aspirational

W

Be

Be

Be

Be

Be

Be