



# St Joseph's Catholic Academy

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“TOGETHER WE GROW IN GOD'S  
LOVE, LEARNING TO BE THE  
BEST WE CAN BE”.

# Welcome to Year 3

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Teachers:

❖ Ms Yu

Teaching Assistants:

❖ Mrs Rojas

❖ Mrs Aileen Lacey

# About me... Ms. Yu

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## Welcome!

I have been teaching for five years in Hong Kong. This is my first-year teaching as a class teacher at St Joseph's.

I am passionate about helping children develop in a well-rounded way. We strive for academic improvement and character development.

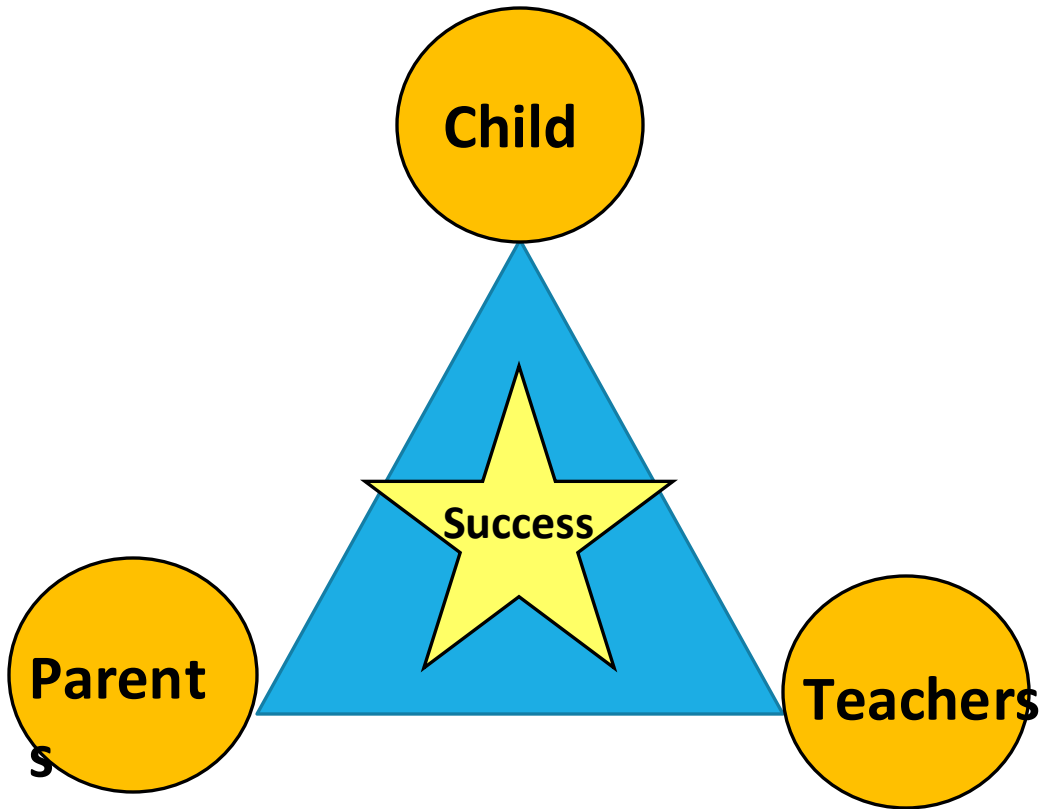
I believe in building positive, supportive relationships with parents.

My aim is to make learning fun, engaging, and meaningful.

Love reading, spending time in nature, playing music, and doing arts and crafts.

# Parent – Teacher partnership

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You have made a positive choice in sending your child to St. Joseph's. Our commitment is to promote excellent learning and behaviour.

For your child to reach their full potential we need to work together.

***Communication, consistency, collaboration.***

This might mean:

- supporting the school in managing your child's behaviour.
- set a good example and promote positive behaviour at home.
- keep us informed of behaviour difficulties your child may be experiencing at home.
- inform the school of any kind of trauma which may affect your child's mental health at school.
- Contact the class teacher if you feel that your child's behaviour, in or out of school, is impacting on your child's emotional well-being.

# Attendance and Punctuality

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- ❖ Good attendance at school is proven to be significantly linked to progress.
- ❖ Gate opens at 8.45 and we finish at 3.15
- ❖ Soft start – activities focused on individual or class targets
- ❖ Registration is between 8:45 and 9:00
- ❖ Illnesses – informing school on the days of absence
- ❖ Attendance policy – leave of absence.

# Year 3 is important because...

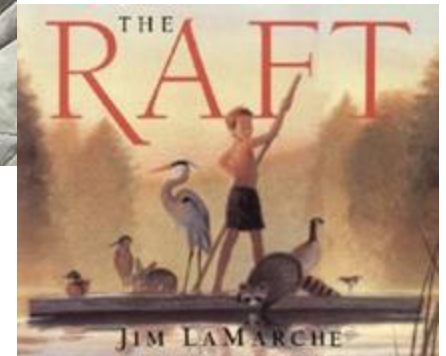
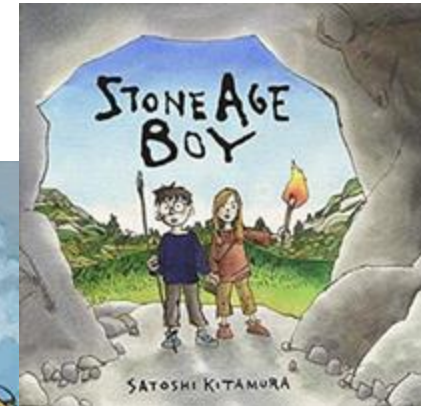
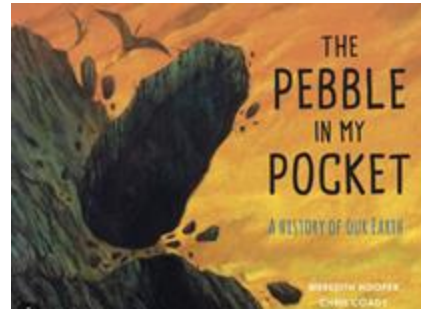
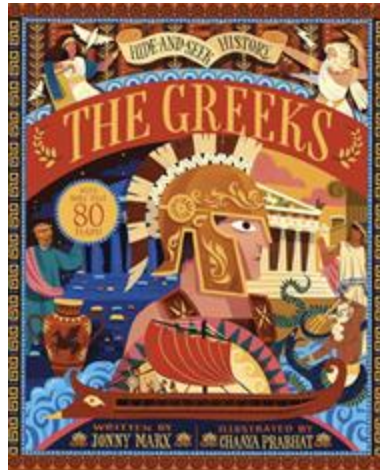
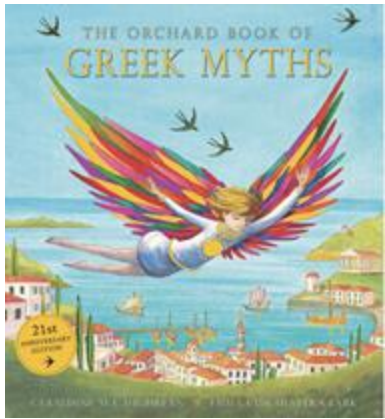
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- ❖ **First year of Key Stage 2** – a big step in your child’s learning journey
- ❖ **Increased independence** – children take more responsibility for their learning
- ❖ **Big progress in reading and writing** – confidence often grows significantly
- ❖ **Spelling development** – building confidence by using their phonics through the **ESSENTIAL**spelling program
- ❖ **Maths focus** – building their thinking skills by exploring different ways to solve problems
- ❖ **Times Table Rockstars** –to support quick recall of multiplication facts
- ❖ **Exciting topics to explore!**



# Year 3 Curriculum topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Greece Lightning	Meet the Greeks	Angry Earth	Mighty Metals	Tribal Tales	Flow



# Topic half term overview

You can find a topic overview on your class webpage as well as other helpful documents/links.

Year 3

Home >> Children >> Class Pages >> Year 3

## Welcome to Year 3

Terms

★	★	★	★
Autumn 1	Autumn 2	Spring 1	Spring 2
★	★	★	★
Summer 1	Summer 2	Home Learning	



## History

- Children will explain how and why the Greek Empire was so successful and how the political system worked; Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements.
- To learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world - **Examine artefacts in order to draw conclusions about what life was like in Ancient Greece.**

## RSE

In Autumn 1, we will look at Religious Understanding. It explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. We will learn about the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.

## Topic Overview



## Year: 3 Term: Autumn 1

### Greece Lightning



**Trips:** TBC

**Wow starters:** We will be looking at how the ancient Greek Olympics were different to modern Olympics. We'll start by exploring a range of Greek myths in different formats.

**Outcome:** We will be writing our own Greek myths and performing them to the rest of the class.



### Science

#### Light and shadow

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

#### Working Scientifically

- Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

**Children will learn about different sources of light, through different investigations, they will play a range of mirror games and find out more about reflective surfaces.**

### Art/DT

Sculpture and 3D: Abstract shape and Space

Spotlight Artist: Anthony Caro

In this unit pupils are taught how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.

**Children will create a 3D sculpture with cardboards.**



### Discrete subjects

**P.E** – Gymnastics

**Computing** – Coding

**Music** – Ancient Greeks

**Spanish** – Introducing yourself and pets

# Classroom routines



Please ensure your child has a full water bottle and snacks for both the morning and afternoon each day.



Monday – swimming (3 weeks)



Monday –PE.



Friday – Home reading book returned and changed.



Wednesday - forest school – Wellies can be kept in school. Please wear school top and navy joggers/leggings to school.

# Phonics & Spelling

## CONTENTS

Spelling suggested progression Year 3




















### Autumn term – revision

(in order to fit this into the Autumn Term, you may have to adjust the number of weeks spent on each aspect. Although this is all revision, it is vital for ongoing spelling success.)

Order	Spelling Sequence	Page
1	Review vowel digraphs: ai, ay, a-e, a (/eɪ/)	6-8
2	Review vowel digraphs: ee, ea, e-e (/i:/)	9-11
3	Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)	12-14
4	Review vowel digraphs: ow, oa, o-e, o (/əʊ/)	15-17
5	Review vowel digraphs: oo, ou, u-e (/u:/)	18-20
6	Review vowel digraphs: oi, oy (/ɔɪ/) & ow, ou (/aʊ/)	21-23
7	Review common exception words from KS1	24-26
8	Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey	27-28
9	Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e	29-31
10	Review adding vowel suffixes -ed, -ing, when doubling the final consonant	32-35
11	Review vowel suffixes -er and -est	36-38
12	Review -le at the end of words	39-40
13	Review -el or -il at the end of words	41-42
14	Review -al at the end of words	43-46
15	Explore homophones and near homophones	47-50

## Spelling suggested progression Year 3 Spring and Summer Term


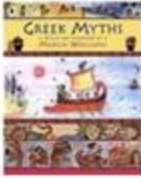

Order	Spelling Sequence	Page
16	Review apostrophes for contraction	51-52
17	Review apostrophe for possession	53-54
18	Review suffix -ly (with a consonant before it)	55-57
19	Explore suffix -ally	58-59
20	Review consonant suffixes -ment and -ness	59-62
21	Review consonant suffixes -ful and -less	63-65
22	Explore the suffixes -tion and -ation	66-68
23	Explore the -sion suffix	69-70
24	Explore prefixes un-, dis-, mis-, in-	71-73
25	Explore prefixes re-, super-	74-75
26	Focus on the short vowel sound /ʌ/ spelt ou	76-77
27	Explore the vowel suffix -ous	78-80
28	Review high frequency words	81-84
29	Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey	85-86
30	Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words	87-89
31	Explore words with the phoneme s spelt sc	90-91
32	Explore words containing silent letters written kn, gn, wr, wh	92-94
33	Focus on silent letters: words from the Y3/4 statutory word list	95-98

qu	ch	sh	th	ng	ai	ee	igh	oa	oo
									
ar	or	ur	ow	oi	ear	air	ure	er	
									



# English

- ❖ Writing is taught with a book based approach to make it exciting and engaging.
- ❖ This half term we will be focusing on extended stories, Character descriptions and explanation texts these will be linked with our Ancient Greece topic.
- ❖ Reading is taught through shared and guided reading and individual reading.
- ❖ Your child will read at least once a week with an adult.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1						
	Greek God <b>character description</b> , in the form of 'wanted' posters, 'job adverts' etc.		<b>Greek Myths (Traditional stories)</b> – Write a new Greek myth following a simple story structure from the myths that have been studied.		<b>Explanation</b> – create a use a flowchart to write an explanation of a process, ensuring relevant details are included. 'How to look after a Greek God.'	
	S1, S2, T1		S1, S2, S3, T1, T3		S1, S2, S3, T1, W3	
Autumn 2			A selection of non-fiction books			
	<b>Non-chronological report - assemble</b> information on a Greek Gods, sorting and categorising information (use both IT and written text when researching.)		<b>Poetry – limericks</b> about Greek Gods.		<b>Writing and performing a Play</b> – write and perform a short play based on a Greek Myth.	
	S1, S2, S3, T1, W2, T2				S1, S2, S3, T1, W2, W3, T2	

# Maths

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- ❖ We teach Maths using a maths mastery approach.
- ❖ We will use concrete, pictorial and abstract methods to help the children develop a deep understanding of mathematical concepts.
- ❖ Maths will be taught using a combination of whole class adult input, adult led group activities and problem solving. We will continue to develop maths skills by using concrete resources, pictorial and abstract.
- ❖ This half term we will focus on: addition and subtraction, place value.

# RE

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- ❖ We teach RE for 10% of our timetable.
- ❖ We carry out a daily act of worship in class or during our whole school assemblies.
- ❖ We also include a morning, lunch and end of day prayer in our daily routine.
- ❖ Termly liturgies will be taking place this year. The children will be inviting parent to join these.
- ❖ This half term our topics are, Homes and Promises.

# How can you help your child? Home learning.

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- ❖ **Listen to your child read every day** for at least 15 minutes
- ❖ **Read and share books together** to develop a love for reading and discussion
- ❖ **Challenge them with daily maths questions** – make it fun and practical (e.g., while cooking or shopping)
- ❖ **Talk about their learning** – ask what they enjoyed or found tricky each day

<p><b>Reading</b></p> <p>Read 15 minutes every day with your adult.</p> <p>Listen to stories read by others.</p>	<p><b>Maths</b></p> <p>2Dos on purple mash – set every Friday. And/or Practice number bonds to ten Timetables Challenge them with daily maths questions – make it fun and practical (e.g., while cooking or shopping)</p>	<p><b>Spelling – Challenges</b> Practice the ai, ay, a-e, eigh words from Y3/4 statutory word list.</p>
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<p><b>English – Create a dairy entry with senses</b></p> <p>Create a dairy entry about your favourite book character. Remember you need to use adjectives, commas and the conjunctions ‘and / but / because’</p> <p>Show not tell example: I am tired → My legs ached, my arms burned The maze was dark and cold → Cold air curled around my ankles as I crept forward.</p>	<p><u>Year 3</u> Autumn 1 – Greek Myths</p>	<p><b>History – Create a Short Story</b> Write a short story (5–10 sentences) about a day in the life of a child in Ancient Greece. Include details like: What kind of clothes they wear? What they eat? What they learn at school? What games they play? What their home is like  Parents can help by asking questions and writing down ideas.</p> <p>Or</p> <p><b>Draw a Picture</b> Draw a picture of an Ancient Greek home, market, or school. Label the parts of your picture with words like: “temple,” “bread,” “clothing,” “games,” etc.  Parents can help with spelling and finding examples online or in books.</p>
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<p><b>RE – Retell the first creation story</b></p> <p>Re-read the first creation story (Genius 1:1-2:4) or Retell it in your own way. You could: -Act it out with toys -Draw it as a story map or comic strip -Verbally retell it and record yourself -Write the story or a prayer inspired by the story.</p>	<p><b>Art – Make a sculpture inspired by Ancient Greek tools or objects</b> With the help of a parent or carer, use materials you have at home to create a small 3D sculpture. It can be something from the Ancient Greek period — such as a tool, an animal, a person, a building, or even something from your imagination!</p>	<p><b>Science – Making Shadows</b> You will need: a flashlight (or torch), a small toy or object, and a wall or blank surface. In a dark room, shine the flashlight on the toy and make it stand between the light and the wall. Watch the shadow the toy makes on the wall. Move the toy closer to and farther from the wall. What happens to the shadow? Draw a picture of your shadow and write one sentence about what you noticed.</p>
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# Why is it so important to read with your child?

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❖ **Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.**

*-organisation for Economic Co-Operation and Development*

❖ **Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.**

*- [DfE (2016) DfE strategy 2015-20: World-class education and care p.24]*

❖ **Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

*-OECD (2010) PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4]*

❖ **Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose**

*-[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities, 41 (2), pp. 113-20]*

❖ **Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.**

❖ **Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns**

*[Billington, J, (2015)Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads University of Liverpool]*

# School website

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Our class page will be updated throughout the year with pictures, letters and information.



# Communication

- ❖ If appropriate some messages can be given on the gate at drop off or collection time.
- ❖ Please feel free to email the office and I will call you or email back as soon as possible.
- ❖ Instagram – the office will update our school Instagram with messages, reminders and any useful information.
- ❖ Newsletters/news bulletin –biweekly newsletters will keep you up to date with upcoming events and will also give you a snapshot of what has been happening in school.
- ❖ Weekly Blogs – see next page

# Weekly Blog



## Stay Connected with Seesaw

Keep up to date with your child's learning through **Seesaw**

A **weekly blog** will be posted every Friday, sharing:

- What your child has been learning that week
- Ideas for things you can discuss or practise at home

Make sure you've **linked to your child's new class** using the updated login

- Logins have already been sent home – let me know if you need another copy

Children will receive their own **student logins** later this half term so they can upload work from home

A screenshot of a Seesaw post. At the top, it shows a group of "Everyone" and the user "Clara Yu" with a purple profile icon. The post text reads: "Dear Parents and Carers, What a wonderful start to the new school year we've had! Even in just these first two days, the children have shown so much effort in trying their best to settle into the new routines, adapt to new rules, and engage in their learning. It has been lovely to see the kindness they are showing towards their classmates, helping to create a supportive and friendly classroom atmosphere. We are already celebrating successes, as some children have earned their very first Strive Tickets of the year – a fantastic achievement! 🌟 In Maths, we have been learning how to use doubles to help us add three numbers, and the children have really impressed me with their perseverance. We've also spent some time go-". Below the text, it says "Seen by: Anna Irving, Donna Saunders, Hannah Tiffen" and "5 Sep 2025 16:27". At the bottom, there are icons for "Like", "Comment", and a share icon, along with a purple circular icon in the bottom right corner.



Any  
questions?

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