

Crowthorne Church of England Primary School



**Beginning of new academic year 2026
Parent information session**



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Meet the Year 3 Team!

Mr Cranstone – Class Teacher
(Monday – Wednesday)

Mrs Hawley – Class Teacher
(Thursdays and Fridays)

Miss Hall – Teaching Assistant

Mrs North – Teaching Assistant



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General Information

- Communication with the school – email the office
- Attendance - Atty
- PE days – Tuesdays and Wednesdays

No jewellery - earrings should be taken out or taped up

Proper trainers are needed for outdoor P.E rather than plimsolls

- Before/after school expectations (8:35 soft start)
- Uniform



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Pencil Cases, Trays, Lockers & Fidgets

- Pencil cases are optional – Please avoid distracting types.
 - Stationary list:
 - Writing pencils
 - Rubber
 - Ruler
 - Sharpener
 - Purple biro
 - Glue stick
 - Coloured pencils.
- Lockers and Trays – Small, please limit things brought in.
- Fidgets are only to be provided by school following SENDCO authorisation. Please do not send any in.



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Curriculum & Learning

- Curriculum Overview
- Termly Curriculum Overviews
- Assessment – Termly assessment on Reading, Maths, SPaG and Times-tables
- Preparing for the Year 4 statutory multiplication check
 - Tables expected to be proficient in by the end of Year 3:
2, 3, 4, 5, 8 & 10.
 - We encourage practising 6 and 7 when this is achieved.
 - All 12 are required by the end of Year 4.



Year 3 Learning Overview

	Science	Computing	History	Geography	Art/DT	Music	RE	PE	French	PSHCE
Autumn	Rocks, Soils and Fossils Light and Shadows	Systems and Networks Creating Media: Stop-frame Animation	The Stone Age through to the Iron Age		Exploring Media: Artist Study, Paul Klee Figure Drawing: Artist Study, Portrait Artists	I've Been to Harlem Learning an Instrument Recorders	Christianity: What difference might it make to believe in God as a Creator?	Dance Fundamental PE Skills Ball Skills	French Phonics I am Learning French Animals	Personal Hygiene, Anger, Fear and Mindfulness, My Body, Your Body, Keeping Healthy, Self-worth, Different Kinds of Friendships
Spring	Forces: Friction and Magnets Movement and Nutrition for the Human Body	Programming Sequence in Music Branching Databases		Local and National: Comparing Localities Global: Europe (France)	Materials: Board Games Cooking and Nutrition: Pizzas	March from the Nutcracker From a Railway Carriage	Sikhism: Identity, Leaders and Sacred Texts	Yoga Gymnastics Ball Skills: Striking and Fielding Football	Musical Instruments Fruits and Vegetables	Power of Words, Social Media Body Confidence, Democracy and Law, Culture and Liberty, Relationships with Others
Summer	Flowering Plants and Plant Growth Flowering Plants Life Cycle	Creating Media: Desktop Publishing Programming Events and Actions	The Romans		Mechanisms: Pneumatics (Moving Monsters) Mosaics	Just Three Notes Samba with Sergio	Christianity: How Might Beliefs and Community Shape a Person's Identity?	Fitness Athletics Cricket	I am Able Ancient Britain	Helping Others to Get Help, Who Can we Trust, Separation and Divorce, Problem Solving and Time Management, Change is Good

Additional opportunities to enhance the curriculum:

Trips: The Devil's Highway (Spring Term), Butser Ancient Farm (Summer Term)

Workshop: Stone Age through to the Iron Age

Focus Weeks/Days – Science Week, Languages Day, World Book Day

Class Assembly – Summer Term



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The importance of supporting your child

Reading

- Children hand in reading records **every Monday**.
- We recommend that the children read **daily** (for **20 minutes**). However, we ask for a parent signature/comment **once a week**. We would like the children to write a minimum of three comments a week. The book(s) they are reading should be transported between home and school along with their reading record book each day – in case the opportunity arises to read some in school.
- Help at home by asking your child to clarify the meaning of unfamiliar words- in lessons, we have been working on looking at the words around the one we don't understand, which enables children to be more independent and encourages them to have a go before asking an adult. Encourage your child to ask questions they want to know the answers to, explain how they reached a particular conclusion (what in the text told them so), and to summarise what they have read in their own words (including predicting what may happen based on the events so far.) Reading assessment is a 'comprehension' style assessment.



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Maths

Times-Tables - As well as practising times-tables in school, your child should also be practising them at home regularly. This can be done on *Mathsframe*, *Hit the Button*, or by writing them out and/or reciting them orally.

A maths homework sheet will be sent out each week, linked to the week's learning. Please support your child in completing this.

There is a statutory Multiplication Check in Year 4 so the more practise they do now, the more prepared they will be for that!



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Events Throughout the Year (TBC)

- Class Assembly – Summer Term
- Class Trips – Spring & Summer Terms
- Workshop Day – Autumn Term
- Focus Weeks/Days – Science Week, World Book Day, etc...
- Tray Days
- Parents Evening – Autumn and Spring
- Church services – Christmas & Easter
- Sporting events – Sports Day and others
- PTA events - check Newsletter
- Harvest Festival



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Additional Information / Considerations

- **Friendships:**

In Year 3 it is very common for friendships to experience challenges as the children mature and develop. We endeavour to do all we can to support them to navigate and manage this, but you may notice an increase in conversations around this theme at home. Please keep us informed of significant occurrences which we can support/monitor and encourage your child to continue practising and nurturing their inclusive mindset and compromising skills.

- **Independence:**

Now the children are in KS2, they are expected to monitor themselves more independently. Please encourage your child to practise proactivity where possible (e.g. packing their own bag, monitoring the whereabouts of their homework and reading book/record, tying a tie/shoelaces).

- **Social Skills - One Voice at a Time:**

We are working with the children on holding onto their thoughts until an appropriate time so that all members of the class have equal opportunities to be heard. If you can support your child by practising this at home, it would be greatly appreciated.



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Thank you for your
support!

