



Welcome to Year 3

(again)

Thursday 22nd January 2026



Safeguarding and Prevent Leads



Emma Fenn
Designated
Safeguarding
Lead



Amanda Bowran
Deputy DSL



Tracey Couch
Deputy DSL
Prevent Lead



Louise McLellan
Deputy DSL



Jenny North
Deputy DSL
SENCo
Mental Health Lead



Daisy Ambler
Designated Teacher for Children Looked After



Georgia McNamara
Online Safety Lead

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).

Fir Class



Miss Kimberley
Turner



Mrs Setchell
Teaching
Assistant

FIR general information

We have a new sports coach, Mr Harrison Kelly who takes Fir class on a Tuesday morning and for Spring Term, the are currently starting with dodgeball and they will also have PE on a Friday with Miss Turner where we have started Handball.

Moving to after Communication and Tactical skills and Boccia after the February half term

Then into the summer term where the children will get to explore rounders, tennis, athletics and tag rugby!

We have had a fair few children without PE kits so a gentle reminder for those to be in every week, especially a Tuesday and a Friday as these are our designated PE days, thank you.

As well as a Thursday afternoon will be our library day where the children get some time to read and explore the library and take out and return books if they so wish!

French and Music



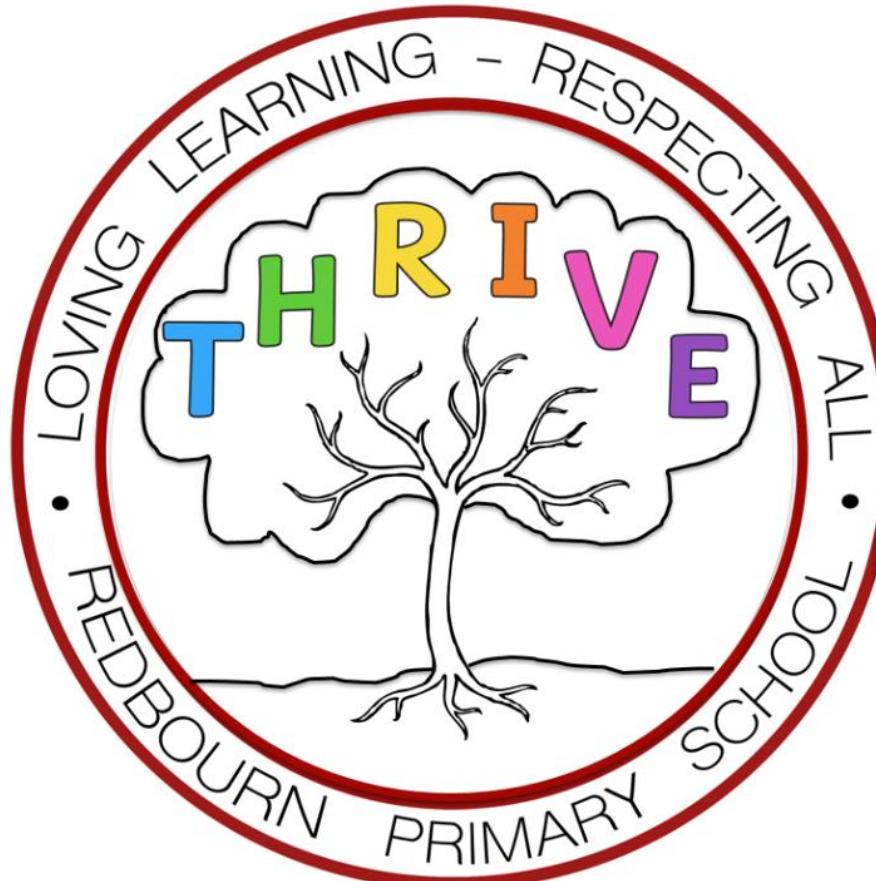
Specialist Teaching



Every class teacher is entitled to at least ten percent 'release time' for planning, preparation and assessment (PPA) and so, as a result, no class is taught by just one teacher for the entire week. Teacher, **Miss Toms** will continue to work two days a week (Tuesday and Wednesday) delivering the Music and French curriculum to Key Stage 2.



Miss Larbey
Recorder



T - Team

H - Healthy

R - Responsible

I - Innovative

V - Valued

E - Empathetic



What do children need in school?

- ❖ A named PE kit – indoor and outdoor. These will be sent home every Friday for washing and should come in every Monday.

All children are expected to participate in PE lessons. A written note/email must be given to the class teacher if they are unable to take part for some reason

- ❖ All hair past shoulder length must be tied up daily
- ❖ Earrings removed or taped up on PE days
- ❖ Water bottle (not squash or flavoured water).
- ❖ Reading book & record even if not read
- ❖ Clothing appropriate to the weather
- ❖ KS2- a healthy snack for break time. Fruit or vegetables only

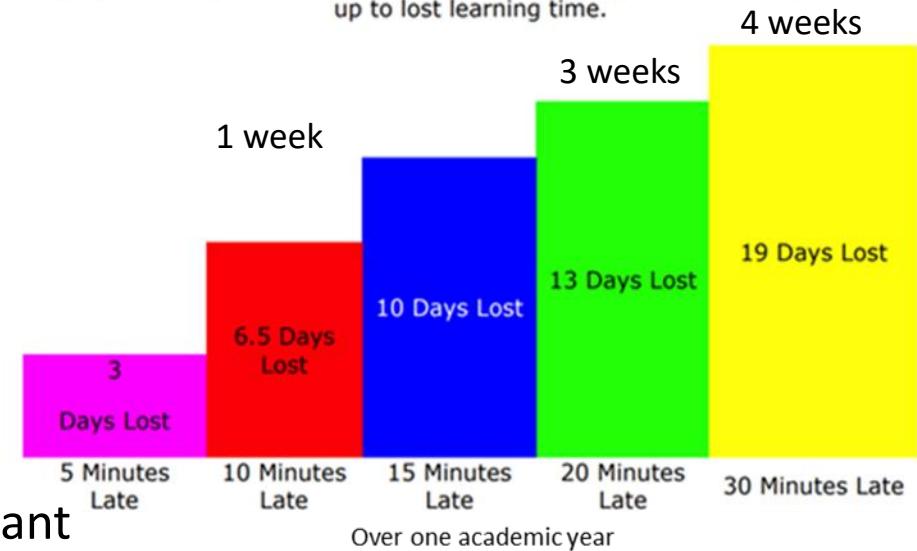
Key Reminders

- It is essential your children arrive at school on time.
- Doors close at 8:55am.
- Wearing the correct uniform is non-negotiable.
- If you are unsure, please check with your child's class teacher.
- We have the highest expectations of behaviour. We celebrate brilliant role models and fantastic behaviour choices through individual praise, house points, tidy table trophy and star of the week certificates.

We like to have clear channels of communication with parents. You can expect a phone call from your child's class teacher if your child has made a poor behaviour choice. Members of the Senior Leadership Team will be involved if poor choices persist to support all.

Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



Attendance

- Every session missed is a missed learning opportunity and a missed chance to interact with friends and feel part of the class.
- Lessons are planned in a sequence. Each lesson builds on the knowledge and skills of the session before. Being there for every session means no holes/gaps in knowledge.
- It is more comfortable and stress-free if you're not feeling like you're playing catch-up. Children feel part of friendship groups and at home with group work when not wondering what they missed. Children learn well when they're not scrabbling to fill gaps in their knowledge while new learning is going on.
- We know illnesses and appointments happen.
 - For appointments: Fill in an absence request form. Please let us know with as much notice as possible, with a copy/photo of appointment letters.
 - For illness: call or email the office before 9:15 on day of illness with details of the reason for absence.
- Please stay in touch for any issues affecting attendance, be those physical/mental health/transport etc. We would like to work with and support any barriers to attending school. If unauthorised sessions are growing, we'll ask you in for a meeting to discuss support.
- The rules for when we consider a Fixed Penalty Notice (FPN) changed at the end of August. After 10 sessions (5 days) of **unauthorised** absence, an FPN can be issued. These sessions are counted over a 10 week rolling period.



Learning in Year 3

Science

- Rocks
- Fossils
- Soils
- Lights
- Plants
- Magnets
- Biodiversity

History

- Stone Age
- Bronze Age
- Iron Age

Geography

- Megacities
- Local Area

RE

- Hinduism
- Christianity

Computing

- E-safety
- Creating media
- Data and information

Art

- Drawing
- Sculpture and 3D
- Painting and mixed media

DT

- Textiles – cross stitch and applique
- Mechanical systems – pneumatic toys



Trips and Workshops in Year 3

- Celtic Harmony: Wednesday 11th March 2026 – linked to History

Sharing Assemblies in Year 3



- Class Sharing Assembly in the Spring Term
- Year 3 Recorder Performance in the Summer Term



Fidget tools

Myself and Mrs North have spent some time re-defining 'fidget tools' what they are used for, what they may look like and when they are appropriate for school.

We understand how useful these tools can be and that why the ones we have in school and that are SENco recommended is so the children who may need a bit of extra support with concentration – it is available to them.

If your child is expressing that they may need a fidget tool please do talk to myself or Mrs North and we can organise this.

On the other hand, I must remind you that children are not to bring in their own fidget tools from home, or any form of toy for that matter – Fir has become a little bit of an epicentre for different toys being brought in and played with at their desks. So, a gentle reminder these shouldn't be in school and they are honestly not always the most helpful things to help your children with concentration.





Movement breaks

- I am a very strong believer in exercise and mental health going hand-in-hand and I will always reiterate this to the children.
- As you know we do the daily mile, but with the English weather it cannot always be our best option
- To combat this, avoid them all getting the wiggles and losing focus. I do daily movement breaks where we will follow a yoga like video, a dance video or a brain break.





English

We are following the Literacy Tree planning platform.

Literacy Tree uses high quality children's literature to develop sequences of learning in writing (Reception to Y6) and reading (Y2-Y6). A book-based approach ensures that reading for enjoyment and writing for enjoyment develop alongside one another whilst immersing children in a fictional world.

Through each sequence, children will have many opportunities to read as a class, with a group or partner or individually. The children will draw on their reading experiences to write in a range of different ways.



English

Writing Focus:

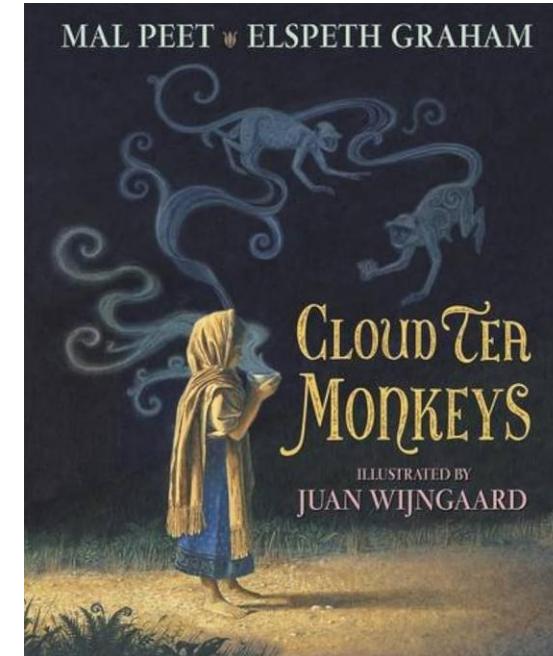
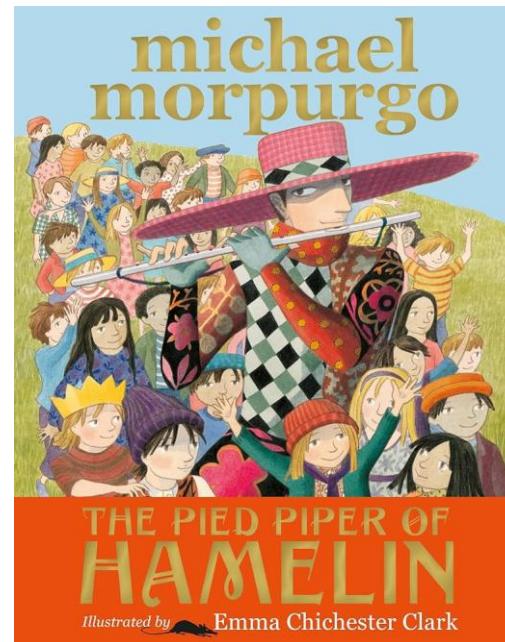
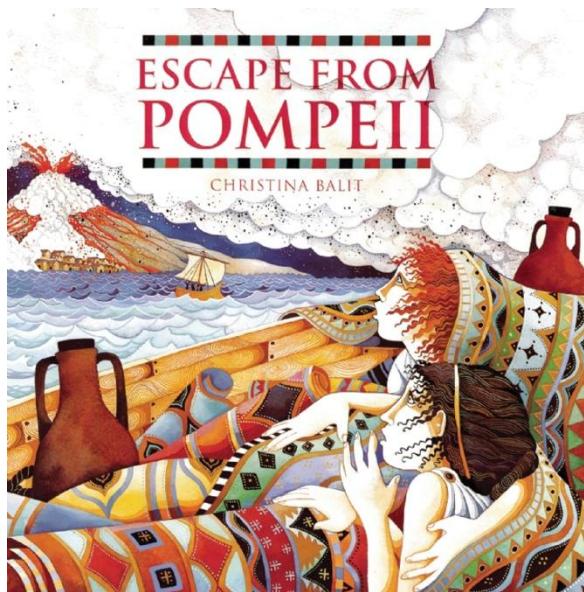
Sentence structure using simple, compound and complex sentences
Adding description to our writing
Ensuring punctuation is in the correct place.

Reading Focus:

Fluent readers with expression
Retrieval and Inference skills

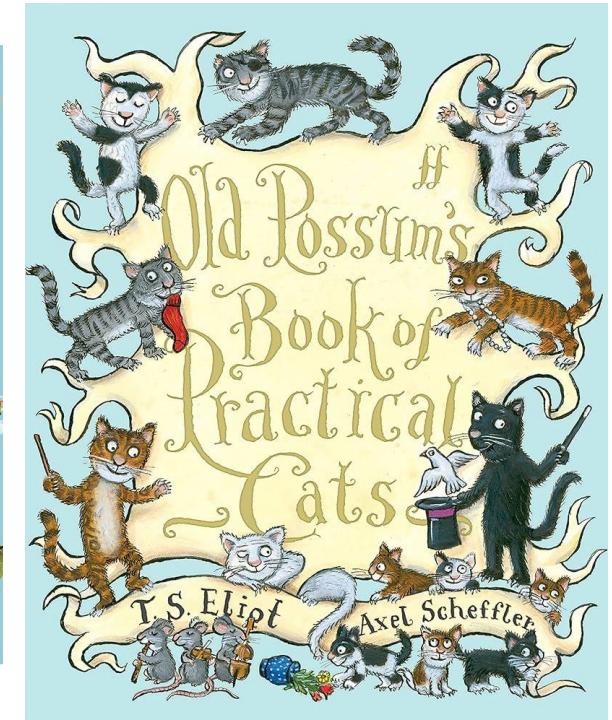
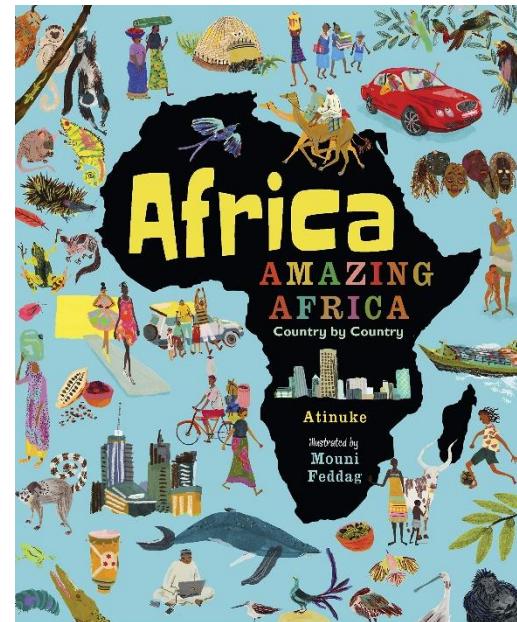
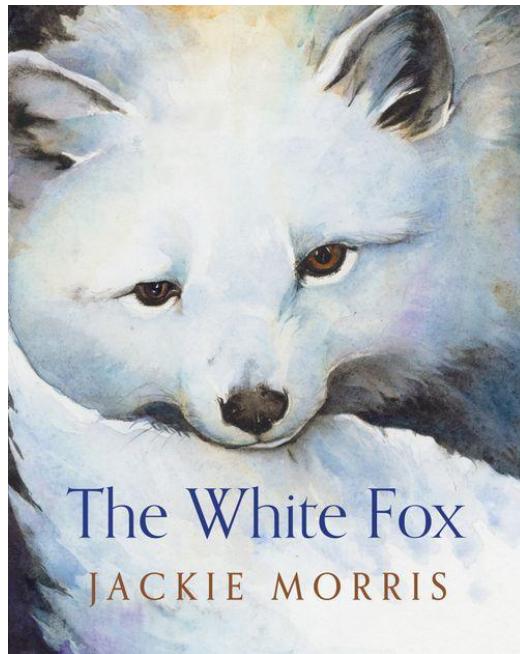
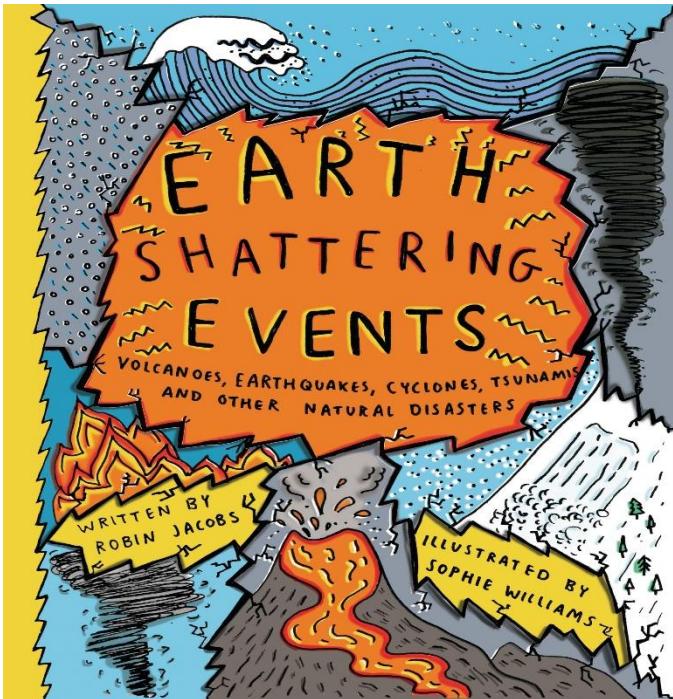
English

Our books for spring term:



Guided reading

Our books for spring and summer term:



Reading Books



- Children following Monster Phonics will bring home one Monster Phonics book per week. They will have read this book in school and their teacher will know they are able to read it fluently.
- In addition, children will bring home 1 book from our school Book Band system. The children move through the bands as their comprehension skills, confidence and fluency develops.
- Each book band level incorporates a variety of reading schemes and includes fiction, non-fiction and poetry.
- Once a child has completed Monster Phonics, they will bring 1 Book Band book home only, which they can change once finished.
- Reading at home is essential for their progress

Re-assessing the children

- As a new teacher I have spent the time with your children so far getting to know them and what their strengths and areas of improvement may be.
- For this to as accurate as possible I always spent the time re-assessing them all on their reading levels, timetables rockstar levels as well as behaviour etc.
- Lots of children stayed a similar levels and lots also move either up or down some levels. None of this is a reflection on 'going back' or 'falling behind' but an opportunity to re-visit prior knowledge and solidify them on what they already know.
- As well as for my sake to get to see the best of their ability and working on their confidence as having a new teacher halfway through the year can be very daunting.
- Any further questions on this please do drop me an email or catch me at the door and I am more than happy to answer them!

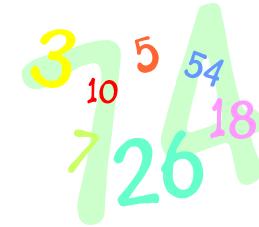


How can you support reading at home?

It is crucial that the children have the opportunity to practise their skills by reading frequently at home with you.

Daily practice makes a huge difference to helping the children progress. Try and allow your child time to work out an unknown word or correct a mistake before jumping in to help.

Maths



Y3 Maths Focus:

1. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
2. Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
3. Compare and order numbers up to 1,000
4. Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
5. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables as well as their 10, 5 and 2 they would have learnt from Year 2.



Relationship and health education

From the spring term, we will be learning about how we have

Safe relationships – topics include:

- Being aware of how we should be treated
- How we should treat others
- Setting boundaries
- Understanding rules
- Keeping safe in the local environment

Keeping safe (online) – topics include:

- Using passwords
- Using trusted sites
- Inappropriate communication on language
- What to do when we see things we don't like online

Money and work:

- Talk about stereotypes in works and how we squash these

Families and friendship – topics include:

- To understand and recognise different types of families
- How a family is to provide support and love
- Caring for one another within a family

Growing and changing – topics include:

- Thinking about how our emotions might change as we grow older
- how we can effectively communicate these feelings



Relationships and Health Education is statutory for KS1 and KS2 and will be taught throughout the year in every year group.

If you would like to find out more or discuss any concerns, please email the office admin@redbournprimary.co.uk. Please also visit the school's website, www.redbournprimary.co.uk, for more details about our PSHE and Relationships Education curriculum.



Home Learning

We continue to encourage a partnership between home and school, alongside the Home School Agreement you signed when your child started school.

Listening to parent feedback and being mindful of effective use of learning time in school, this year Home Learning will consist of:

- Hearing your child read- ideally 10 minutes daily. Please sign the Reading Record and ensure these are in school daily.
- Shared/independent reading of other books
- At least weekly access on Reading Eggs
- X 3 per week Times Tables Rock Stars/NumBots
- Weekly spellings - linked to spelling sessions and Common Exception Words. These do not need to be returned to school.
- Task from White Rose Maths Practice Journal- this will be set on a Friday, to be returned by Wednesday.
- No more than 60 minutes should be spent on Home Learning, plus daily reading
- All logins can be found in your child's Reading Record.



Contacting teachers

We promote an open-door policy and there will be opportunities throughout the year for us to meet, such as at parent consultations and events.

As well as this, teachers will usually be available briefly at the end of the school day should you wish to speak to any of us.

For a more personal and private conversation, please do not hesitate to contact the school office to arrange a mutual time for us to meet/speak via telephone or by email.

All emails should be sent via the school office: admin@redbournprimary.co.uk

If you send an email, it will be acknowledged within 2 working days and responded to within a week.



Thank you for coming!

Any questions?

