

Barnfields Primary School

Year 3



Barnfields Primary School

SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum. This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.

Responsibility Reflection Positivity Resilience Respect

Meet the Teachers



Mr Murday
Year 3 Teacher &
LKS2 Phase Leader



Miss Quimby
Year 3 Teacher

Year 3 Timings of the Day

Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 3 will enter through the main school gate behind the Co-Op.** *Please help us start promptly by ensuring your child arrives at school on time. Learning begins promptly at 8:50am.*

Break time - **10:20am** – **10:35am**

Lunch time – **12:00pm** – **12:55pm**

End of the day – Children will be dismissed from the main school gate at **3:20pm**.

The Importance of Attendance

Regular school attendance is the key to enabling children and young people to **maximise the educational opportunities** available to them and become **emotionally resilient, confident and competent** adults who are able to **realise their full potential and make a positive contribution to their community**. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

96% - 100% WELL DONE - THIS IS EXCELLENT!	YELLOW GROUP 90% - 95.9% LOW ATTENDANCE	RED GROUP Less than 90% PERSISTENT ABSENCE PUPIL
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Provisional Dates

Tuesday 2nd September – Autumn Term 1 begins

Wednesday 22nd and Thursday 23rd October - Parents' Evening

Friday 19th December – Inset Day

Wednesday 11th and Thursday 12th February – Parents' Evening

Information regarding key dates can be found on the school calendar on website which is updated regularly (under Parent News).

School Trips – TBC in September

Contact with School Staff

If you need to contact us, email the school office at office@barnfields.staffs.sch.uk. Your email will be acknowledged and actioned, with a response back within 48 hours.

For urgent messages, please contact the school office, who will inform the necessary staff immediately.

Alternatively, you may speak with us at the end of the school day during pick up.

The Senior Leadership Team open the gates each morning and are available should you require assistance at the start of the day.

For safeguarding purposes, if your child is going home with another child or family, please ensure that a message is communicated to the school in advance.

Home-School Partnership



Stay Connected with the Arbor App!

We are encouraging all parents to download and start using the new Arbor app, which offers a range of useful features, including:

Communications from school (via push notifications)

Reporting absences quickly and easily.

Paying for school trips and other items

We'll continue to expand its use and features from September onwards.

Promoting Excellent Attitudes and Behaviours at Barnfields



READY

Learning Behaviour

READY TO LISTEN,
READY TO LEARN

Listen to others when they talk to us

Stop when the whistle is blown

Line up quietly and sensibly when asked

Wait for an adult instruction




RESPECTFUL

Attitude to Others

RESPECTFUL ATTITUDE,
RESPECTFUL WORDS

Demonstrate our STEPS to good manners

Smile, be positive and have a go!

Look after the equipment on the playground

Treat others as we would want to be treated

Be tolerant to others and their opinions




SAFE

Behaviour

SAFE CHOICES,
SAFE ACTIONS

Use kind hands, feet and words

Act in a calm and considerate manner

Make good choices

Use equipment correctly

Play games that are appropriate for the school playground




STEPS
to good manners:

Smile
Thank-you
Excuse Me
Please
Sorry

The school's core values shine out in pupils' responsible attitudes and thoughtful behaviour',

OFSTED 2024

Rewards and Celebrations

Daily: Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

Weekly: Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

Half-termly: Postcards home from Headteacher, Reward Afternoon, a golden band to wear


Termly: Award Assembly, Reward Day

Parent Code of Conduct

At Barnfields, we strongly believe that a positive and honest relationship between home and school is essential to your child's education.

This year, we have created a Parent Code of Conduct, which clearly outlines what we will strive to provide for you and what we expect in return. Please take a copy to read, agree to, and sign before returning it to the school as soon as possible. Kindly note that this agreement only needs to be signed once during your child's time at Barnfields.

This will be sent out in September by the school office.



South East Stafford Academy Trust
Parent Code of Conduct

At SESAT we value and understand the importance of building a strong and positive relationship with parents. This helps us to create a stimulating learning environment that will form a bridge of positive communication between school and home, therefore providing the children with the best opportunity to reach their full potential.

When working with parents, all staff are expected to follow SESAT policies and procedures, including the vision and values applicable to each given school. In addition to this, all teachers must abide by the Teachers' Standards, as set out by the Department for Education. Part two of this refers to Professional Conduct and included within this, teachers must 'treat people with dignity, building a relationship of mutual respect' and 'show tolerance and respect of others'. For positive relationships to build, we truly believe that this approach must work both ways.

<p>What the School will offer you:</p> <ul style="list-style-type: none"> • A vision and values that enable your children to flourish. • A caring and safe environment. • A professional and welcoming environment. • Clear, prompt and appropriate communication between school and home. • A point of contact appropriate to the concern. • Staff who will empathise with a given situation. • Staff who will listen to your concerns, take them seriously and approach them with integrity. • Opportunities to interact with your child and their education within and outside of school. • Strict confidentiality, including through social media. 	<p>What we expect of you:</p> <ul style="list-style-type: none"> • Ensure that your child attends school every day possible. • Ensure that your child is in school on time and that they are picked up at the right time at the end of day. • That you treat and talk to the staff in the manner in which you would expect to be treated. • Seek to clarify a child's version of events which includes the school's point of view. • Support the school to enable the children to live by the school values and charter. • Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner. • Never use defamatory or offensive language when discussing the staff of the school; online or offline. • Understand that decisions made are for the good of all children.
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Please note that there will be times when we get things wrong; we are, after all, human beings. Additionally, so are the children, who are learning their social norms every day. We will all make mistakes along the way, which we endeavour to learn from and put right wherever possible.

I understand the importance of adhering to the SESAT Parent Code of Conduct at all times and will endeavour to do so throughout my child's time at the school.

Name of my Child/ Children:	Signed (parents):	Date:
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Books, Images and Videos Parental Consent

Working together is central to our teaching and learning approach.

We proudly share images of children engaged in group activities and learning experiences. At the end of the year, we would love to celebrate your child's progress by sending their books home. Please note, permission is required for this.

Other photo and video permissions (such as for social media or the school website) are optional.

We are always careful about what we share, why, and how we share images. We also need permission before taking group photographs.

If you wish to update your child's permission settings, please contact the school office staff.

Year Group Timetable

Typical Mornings

Core subjects: Reading, Writing, Spelling and Mathematics.

Typical Afternoons:

Science (Core Subject), Geography, History, Art, Design & Technology, Computing, PSHE, PE, RE, Music and French

All children will begin the afternoon with reading time

PE days: To be confirmed.

PE: Children must be able to remove earrings by themselves. Plasters are not permitted.

Curriculum Intention

Our curriculum is underpinned by six key drivers: *ambition, values, knowledge, retrieval, relevance and enquiry*. These determine the direction and development in the work that we do.

We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).

Our curriculum encompasses the statutory requirements of the National Curriculum.

We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).

Coherently planned and ambitious lesson sequences ensure progression of knowledge and skills within the year and throughout the years.

We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

Curriculum Outlines



Barnfields Primary School

Year 3

**Curriculum Outline
2025-2026**

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

Reading Texts										
Writing Texts										
Writing	Writing: Sentence Structure/Grammar and Punctuation									

History	History of the Black Country and Cadburys Children will learn about the Black Country's history, how coal mining shaped the area, the lives of people during the Industrial Revolution, the role of women and children, and how Cadbury's became successful while helping workers and the community, including during World War II. Enquiry Question: How did the Industrial Revolution change life for people in the Black Country, and how did Cadbury's try to make life better?		Stone Age to Iron Age Children will learn how life changed from the Palaeolithic to Mesolithic periods, why Neolithic people began farming, different ideas about Stonehenge, the importance of Must Farm, what Julius Caesar's writings reveal about Iron Age Britain, and the biggest turning points in early British history. Enquiry Question: How did life in Britain change from the beginning of the Stone Age to the arrival of the Romans, and what do you think was the most important turning point?	
Geography	Amazon Rainforest Use a range of resources to learn about the Amazon Rainforest, with a focus on biomes.	Ancient Egyptian Settlements Study of the physical features of Ancient Egypt.	Counties of the United Kingdom An in-depth study into the counties within the United Kingdom.	
Art	Drawing Artist Focus: Heather Hansen Use charcoal and pastels to create cave drawings of handprints and animals.	Painting Artist Focus: Andy Warhol Create chocolate branding in the style of Pop Art		Sculpture Artist focus: Rosie Hurley Creating a sculpture of an animal using plasticine, taking inspiration from literature.
Design and Technology	Structures: Shell Structures To design a chocolate packaging container to hold a piece of Christmas chocolate to give as a gift.	Food and Nutrition: Healthy and Varied Diet To make a flat bread and dip fit for a Pharaoh's meal.	Textiles: 2D Shape to 3D Product To design and make a bag for a family member to raise money for WWF.	

Year 3 English Expectations: Reading

Building on what they already know, children will keep using phonics to help read new words. However, as they become more confident readers, they'll also use other reading strategies. Phonics will become more automatic and fluent over time.

Children will:

- Read most common tricky words and longer words with prefixes and suffixes they have learned.
- Use what they know about word parts (like roots, prefixes and suffixes) to read and understand new words (e.g. *dis-*, *mis-*, *-ly*).
- Recognise that some letters can make different sounds and read suitable texts accurately.
- Read aloud books designed to build fluency and confidence, using sounding-out only when needed.

Children will build fluency, stamina and confidence by regularly reading a range of books that match their reading level.

Reading at Home

Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

20 minutes a day =	5 minutes a day =	1 minute a day =
1.8 million words per year	282,000 words per year	8,000 words per year

Role model reading for pleasure at home – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

[New Books](#) ▾ [Booklists by Topic](#) ▾ [Booklists by Age](#) ▾ [Reading for Pleasure](#) ▾ [Seasonal Booklists](#) [Resources](#) ▾ [Blog](#)

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Booklists by Age

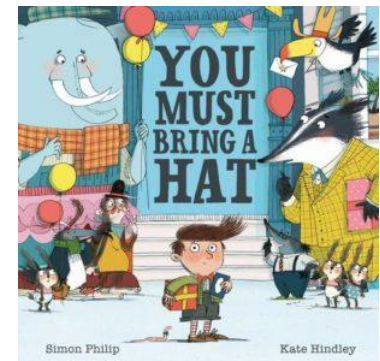
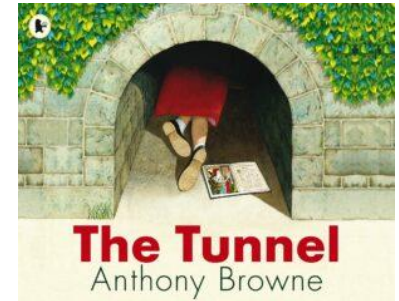
Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the **best picturebooks for EYFS**, first **independent chapter books for KS1** or top recommended **novels for Year 6**, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and **curriculum topic booklists** handpicked for each age group.

Most of our lists are organised by school key stage:

- **Books for EYFS** (ages 2-5)
- **Books for KS1** (ages 5-7)
- **Books for KS2** (ages 7-11)
- **Books for KS3** (ages 11-14)



Parental Support: Reading

Reading regularly with your child at home (15 minutes a day) is the most important way you can impact your child's education. To check children's understanding, discuss what they have read by asking simple questions such as *"What do you think will happen next?"* or *"Why do you think the character do that?"*.

Most importantly, encouraging a love of reading will help build confidence and fluency.

English Expectations: Writing

Building on the skills developed in Key Stage 1, children will begin to write with greater structure, purpose and independence. They will plan their ideas before writing and start to organise their work into clear sections.

Children will:

- Plan their writing by discussing ideas, making notes and using key vocabulary.
- Write for a range of purposes and audiences, including stories, letters, instructions and factual reports.
- Group related ideas into paragraphs to organise their writing clearly.
- Use expanded noun phrases to add description (e.g. the fierce, growling dog).
- Use a wider range of conjunctions (e.g. because, when, although) to link ideas and extend sentences.
- Begin to vary sentence openings and use different sentence types to engage the reader.
- Use correct punctuation, including capital letters, full stops, commas, question marks and exclamation marks.
- Maintain consistency in verb tense throughout a piece of writing.
- Start to review, edit and improve their own writing for clarity and effect.

Handwriting should be joined, legible and consistently sized. Spelling will focus on Year 3 word lists, with continued use of phonics strategies for unfamiliar words.

Parental Support: Writing

Encouraging fun written activities at home (stories, lists, lyrics, etc) is a great way to get your child writing at home. Praise effort and creativity as confidence is just as important as accuracy at this stage.

Statutory Year 3 and 4 Spellings: Please refer to the handout to see the Year 3/4 spelling list.

Alongside this, working on handwriting is also really beneficial.

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Mathematics Expectations

Building on what they learned in Year 2, children will become more confident with numbers up to 1,000. They will improve their understanding of place value and learn quicker ways to add, subtract, multiply and divide.

Children will:

- Count in steps of 4, 8, 50 and 100 and spot number patterns.
- Understand the value of each digit in a 3-digit number (hundreds, tens and ones).
- Compare and order numbers up to 1,000, and round numbers to the nearest 10 or 100.
- Add and subtract numbers in their head and with written methods (up to 3-digit numbers).
- Use number facts and place value to solve problems, including money and measurements.
- Learn and remember the 3, 4, and 8 times tables and use them to divide.
- Solve problems using multiplication and division, including missing number problems.
- Start to understand how multiplication and division are linked.
- Recognise and describe 2D and 3D shapes from different angles.
- Measure and compare length, weight, volume, temperature and time using the right units.
- Tell the time to the nearest minute and solve time-related problems.

Parental Support: Mathematics

Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables
- Basic number bonds
- Number games and puzzles



Homework

Each Friday, the children will receive one piece of homework – **that will consolidate their learning from the week.**

Their homework should take them no longer than 20 minutes to complete.

They will bring their homework in to be marked on **Fridays.**

We also ask that children continue to **read** daily, practice their **spellings** from the **Y3 and 4 statutory lists** and practice their **times tables** on **timestables.co.uk / TTRockstarz**

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

Mr Ball: headteacher@barnfields.staffs.sch.uk

Mrs. Darlington: deputy@barnfields.staffs.sch.uk

Miss Chesworth [senco BP@barnfields.staffs.sch.uk](mailto:senco_BP@barnfields.staffs.sch.uk)



We also publish **Barnfields' Bulletin** every two weeks which contains important information, such as any upcoming events.