

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
LKS2 Phase Leader
& Class Teacher



Mr Hardwick
Class Teacher



Miss Kaur
Class Teacher



Mrs Maxwell
Y4 Teaching
Assistant

Mrs Congreave
Y4 Teaching
Assistant

Year 3 Timings of the Day

Gates **open at 8:40 and close promptly at 8:50**. If your child arrives after this, they will need to be taken to the office to register there.

Break time is **10:20 – 10:35**. The children will be able to bring in some money to buy a snack from the kitchen.

Lunch time is **12:15 – 13:15**.

Children will be dismissed from the main gate at **15:20**.

Please help us start promptly by ensuring your child arrives at school on time.

Learning begins promptly at 8:50 AM.

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 and RE, Music and other wider curriculum related activities.

All children will end the afternoon with a class story.

PE days: Friday afternoons (This will be PE with Mrs Whittaker and Dance with Miss Manning)

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

Provisional Dates

Wednesday 14th and Thursday 15th October – Parents' Evening

Wednesday 10th and Thursday 11th February – Parents' Evening

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

**Autumn 1 – Parent Afternoon – History (Black Country)
Trip to Black Country Museum TBC (hoping Autumn Term).**



Curriculum Outlines

Explore Our Curriculum Online

We encourage you to visit our school website to find detailed information about all of our subject areas for your child's year group.

A wealth of curriculum mapping is available to support your understanding of what your child is learning.

Curriculum maps will be refreshed and updated this half term– keep an eye out for the latest version!



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Curriculum Outline
2026-2027

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

Curriculum Drivers: Ambition, Knowledge, Relevant, Retrieval and Inclusive

Curriculum Units

Throughout Year 3, children will continue to follow a broad and engaging foundation curriculum.

Subject	Units
Science	Rocks and soils, parts of plants, forces and magnets, light, movement and feeding.
History	History of the Black Country and Cadburys and Stone Age to Iron Age
Geography	Amazon Rainforest and South America, Counties of the UK and Settlements (where and why people live in certain places)
Art	Painting (Andy Warhol), Drawing (Heather Hansen), Sculpture (Rosie Hurley).
Design and Technology	Structures: shell structures. Food and Nutrition: healthy and varied diet. Textiles: 2D shape to 3D product.
Computing	Connecting computers, stop-frame animation, sequencing sounds, branching databases, desktop publishing and events and actions in programs.
Music	Various genres including R and B, reggae, folk songs, disco and classical. We also look at using and learning to play the glockenspiel.
PE	Dance, Handball, Skittleball, Gymnastics, Athletics, Striking and Fielding Games,
PSHE	Being Me, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships & Changing Me
RE	Sikhi, Christianity and humanism
French	Introduction to French, animals, I can..., fruits, seasons, ice creams.

English Expectations: Reading

In Year 3, children are expected to read a wide range of books, including fiction, non-fiction, poetry, and plays, with increasing fluency and understanding.

They should be able to explain what they've read, make predictions and discuss the meaning of words in context. In addition children begin to make inferences and discuss texts, sharing their thoughts, feelings and opinions.

Building on from their Year 2 learning, children are expected to apply their growing knowledge of root words and suffixes. They also learn to work out the meaning of unfamiliar words and understand how language is used to create effects.

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](#)

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Booklists by Age

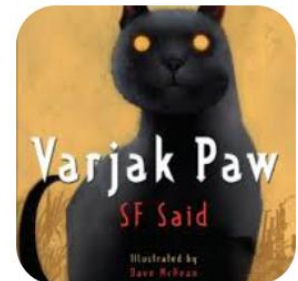
Booklists Sorted by Age or Year Group

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 did that?"*.

Discuss yours and your children's thoughts and opinions about the book to help build deeper comprehension skills.

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

Reading diaries are not used in Key Stage 2.

English Expectations: Writing

- simple and compound sentences,
- uses an increasingly wide range of sentence openings.
- express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of).
- Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.
- Capital letters used accurately for proper nouns.
- Apostrophe use increasingly accurate.
- Usually using inverted commas to punctuate direct speech.

Parental Support: Writing



Year 3

Common Exception Words

Praise effort

Encourage creativity – if they want to write a comic, let them!

Practice on handwriting

Some individual children may have spellings sent home

Spelling Shed

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

accident	imagine
accidentally	island
actual	learn
address	library
answer	minute
appear	natural
arrive	notice
bicycle	occasion
breathe	occasionally
build	often
centre	ordinary
century	peculiar
circle	popular
consider	possible
decide	probably
describe	promise
disappear	purpose
early	quarter
earth	question
eight	recent
enough	regular
experience	reign
fruit	sentence
guard	special
heard	suppose
heart	therefore
history	weight

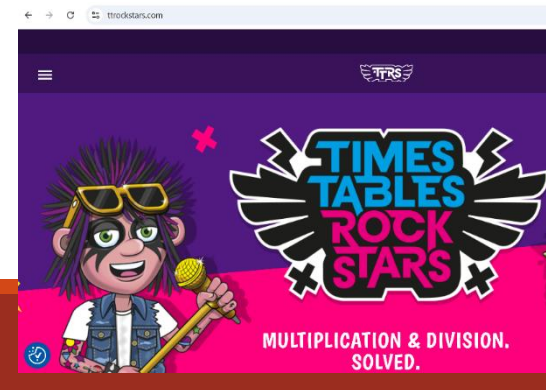
Mathematics Expectations

- Number and Place Value: Read, write, compare and order numbers up to 1,000, understanding the value of each digit in a three-digit number.
- Addition and Subtraction: Use formal written and mental methods to add and subtract numbers, including solving real-life word problems.
- Multiplication and Division: Learn and recall the 3, 4 and 8 times tables, and use multiplication and division facts to solve calculations and problems.
- Fractions: Recognise, find and compare simple fractions, including counting in tenths and understanding fractions as parts of a whole.
- Measurement, Geometry and Statistics: Measure length, mass and volume, tell the time, work with money, identify 2D and 3D shapes, and interpret simple charts and graphs.

Parental Support: Mathematics

Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables – TTRockstars , Timestables.co.uk
- Encourage telling the time
- Number games and puzzles
- Maths homework
- Times tables practice hugely important (end of Year 4 all children take part in MTC)



Spelling

Spelling lessons will take place weekly. Children will be introduced to 10 new words each week which follow specific Year 3 spelling patterns and rules. These words will be sent home each Friday to support children in practising and consolidating their learning. (Homework sheet)

At the beginning of each spelling lesson, children will complete three dictated sentences in their books. These sentences will include spelling words from the previous week to assess retention and encourage children to apply their learning in context.

The remaining lesson time will be used to explicitly teach the new spelling rule and provide opportunities for children to complete a range of spelling activities designed to reinforce understanding and support long-term retention.

RSHE Curriculum



From September 2026, all schools are required to teach the updated statutory RSHE curriculum. We have updated our Jigsaw PSHE programme to ensure it fully meets the new Department for Education guidance while continuing to deliver age-appropriate, inclusive and engaging lessons.

What has changed?

- Online safety has been strengthened, including: AI and deepfakes, online scams and misinformation, healthy online relationships and digital footprints and privacy
- Greater emphasis on respectful relationships, kindness and recognising unhealthy or harmful behaviour.
- Children will develop a stronger understanding of consent, personal boundaries and seeking help from trusted adults.
- Health education now includes more learning about: mental wellbeing, managing emotions, healthy lifestyles, body changes and puberty (age appropriate)
- Lessons continue to promote equality, inclusion, diversity and respect for all.

What stays the same?

- Lessons remain age appropriate and carefully sequenced from Year 1 to Year 6.
- Relationships Education and Health Education are statutory for all primary pupils.
- Parents retain the right to request withdrawal from the non-statutory Sex Education lessons that are beyond the National Curriculum for Science.
- Science lessons about human growth, reproduction and puberty remain part of the National Curriculum and cannot be withdrawn from.

How we teach RSHE

Our lessons are delivered through the Jigsaw PSHE programme and are designed to:

- build confidence and resilience
- help children keep themselves safe
- encourage respectful, healthy relationships
- prepare children for life in modern Britain
- provide a safe environment where pupils can ask questions and discuss important issues appropriately.



Further information, including our curriculum overview and parent resources, will be available on the school website and parents are always welcome to speak to their child's class teacher or the PSHE lead with any questions.

Homework

Weekly, the children will receive two pieces of homework – **one Maths based and one English/Spelling based**

Each of these tasks will take them **10-15 minutes each** – so they will do no more than 30 minutes of homework each week.

They are designed to be consolidation tasks (we will have covered it in lessons). They are there to get children into good habits – not to extend them.

They will bring their homework in once per week on Fridays.

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

Weekly battles on TTRock Stars will also be set up. Certificates are awarded.

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

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

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

Mrs Chesworth-Hull senco_BP@barnfields.staffs.sch.uk



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.