



Year 3  
Parent Information Session  
Miss Kinsella  
July 2025





*~A Teacher's Prayer~*

*God grant me wit & wisdom,  
Stand beside me through each day,  
As I teach & guide my students,  
And help them find their way.*

*Please give me strength & patience,  
And help me do what's right,  
To lead them by example,  
Toward a future  
Sure & bright!*

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Faith - We live it, We love it, We learn it.

📍 Bentley Heath, Solihull 🔗 [stgandt.solihull.sch.uk](http://stgandt.solihull.sch.uk) 📅 Joined May 2020

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# Timetable

|                  | 8.40         | 8.55   | 9.30           | 10.35 | 10.50    | 11.45   | 12.00        | 1.00        | 3.30-3.40   |              |       |
|------------------|--------------|--|----------------|-------|----------|---------|--------------|-------------|---|--------------|-------|
|                  | Supervision  |  |                |       |          |         |              |             | Supervision   |              |       |
| <b>MONDAY</b>    |              | Gospel Assembly<br>9.10 – 9.40                         | Maths          |       | <b>B</b> | English |              | Master<br>y | 2 sessions from<br>D&T/Computing<br>A&D/Music<br>If Computing, first slot after<br>lunch. | Story        |       |
| <b>TUESDAY</b>   | 8.45<br>Bank | Assembly<br>Teacher led<br>9.05 – 9.20                 | Maths          |       | <b>R</b> | English | <b>LUNCH</b> | Master<br>y | PE (SL) PE (SL)   | Story        |       |
| <b>WEDNESDAY</b> |              | Key Stage<br>Assembly<br>9.05 – 9.30                   | Maths          |       | <b>E</b> | English |              |             | RE<br>75 mins   | Science      | Story |
| <b>THURSDAY</b>  |              | Assembly<br>Child led<br>9.05 – 9.20                   | Maths          |       | <b>A</b> | English | <b>BREAK</b> | Master<br>y | Humanities<br>(LL 1.00 –<br>2.20)   | PSHE/<br>RHE | Story |
| <b>FRIDAY</b>    |              | Time to Shine or<br>Council<br>Assembly 9.15 –<br>9.35 | Languages (LL) |       | <b>K</b> | Maths   |              |             | RE<br>75 mins   | English      | Story |

# Curriculum Map

*These will be available on our school website and is subject to change.*

|   | Autumn  |  | Spring   |  | Summer  |  |
|---|---|--|--|--|---|--|
|   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
| Catholic Schools' Pupil Profile                   | Curious and active  | Intentional and prophetic                          | Grateful and Generous  | Attentive and Discerning   | Compassionate and Loving  | Faith-filled and Hopeful   |
| Catholic Social Teaching                          | Stewardship of God's Creation   |  |  |  |   |  |
|   | Family and Community  | Dignity of the Human Person                        | Rights and Responsibilities  | Option for the Poor and Vulnerable   | Dignity of Work   | Solidarity and the Common Good                                     |
| Religious Education                               | Unit A: Belonging – we gather as God's family<br>Unit B: Reconciliation | Unit C: Advent                                     | Unit D: Christmas<br>Unit E: We listen to God's word at Mass                             | Unit F: Lent<br>Unit H: Holy Week  | Unit I: Easter<br>Unit K: Pentecost                                     | Unit J: The Eucharist is a thanksgiving to God<br>Unit G: Prayer   |
| Relationships and Health Education (RHE) and PSHE |   | Get Up<br>The sacraments<br>Jesus my friend        | Family friends and others<br><br>When things feel bad<br><br>Sharing and chatting online | Safe in my body<br><br>Drugs, alcohol and tobacco<br><br>First aid heroes<br><br>Rights and responsibilities | A community of love<br><br>What is the church                           | How do I love others<br><br>Working together                       |
| English   | Magic & wonder<br>Leon and the Place Between<br>The First Drawing       | Dreams & curiosity<br>The BFG<br>The Tin Forrester | Hope and healing<br>The Pied Piper of Hamelin<br>Escape from Pompeii                     | Overcoming adversity<br>Cinderella of the Nile<br>Cloud Tea<br>Monkeys                                       | From mystery to discovery<br>The Mysteries of Harris Burdick<br>Flotsam | Confidence and caution<br>Jim, A Cautionary Tale<br>Our Tower      |
| Maths   | Place Value<br><br>Addition and subtraction                             | Multiplication and division                        | Multiplication and division<br><br>Length and perimeter                                  | Fractions<br><br>Mass and capacity   | Fractions<br><br>Money<br><br>Time                                      | Shape<br><br>Statistics  |
| Science   | Skeletons, muscles and nutrition  | Rocks and fossils                                  | Light and shadows – 10 weeks   |  | Plants: Needs for Survival  | Forces and Magnets   |
| Art and Design                                    |   | Drawing: Growing artists - Compositions            |  | Sculpture and 3D: abstract shape and space   |   | Craft: arts and design skills<br>Creating ancient Egyptian scrolls |
| Computing   | Online Safety   | Networks   | scratch  | Creating Media: Video trailers   | Journey inside a computer   |  |
| Design and Technology                             | Digital World: Wearable technology                                      |  | Structures: Construct a castle.  |  | Cooking: Food eating seasonally.  |  |
| Geography   |   | Settlement and Land Use in the United Kingdom      | Europe (Case study: Italy)   | Climate Zones and Biomes   | Are all settlements the same?   |  |
| History   | Stone, Bronze and Iron Age Britain                                      |  |  | Why did the Romans settle in Britain?  |   | Ancient Greeks   |

|                    |   |   |   |   |   |  |
|--------------------|---|---|---|---|---|--|
| Languages - French | <p>Where is France?<br/>What major cities are there in France?<br/>What is Paris like?</p> <p>Numbers and Alphabet<br/>Numbers to 30<br/>The alphabet<br/>Correct pronunciation</p> <p>All About Me<br/>Basic greetings.<br/>Introducing yourself and asking questions such as 'ca va'.</p> | <p>My Home<br/>Rooms in the home<br/>Basic adjectives to describe the home and the rooms<br/>Describing where they live</p> <p>Colours<br/>Basic colours and colours of the rainbow<br/>Correct pronunciation of each colour<br/>Links are any colours the same or different in English?</p> <p>Animals<br/>Family pets<br/>Likes and dislikes<br/>Introducing your pet</p> | <p>Food<br/>Simple foods<br/>Foods found on a simple café menu<br/>Create their own menu<br/>Visits to the butchers and bakers</p> <p>Calendar<br/>Days of the week<br/>Months of the year<br/>Correct pronunciation</p> <p>Clothing<br/>Basic items of clothing<br/>School uniform<br/>Introduce body parts, main limbs.</p> | <p>Shopping<br/>Currency<br/>Asking how much something is</p> <p>Holidays and Celebrations<br/>Singing Happy Birthday<br/>Talking about their own birthday<br/>Learning words to do with festivals and events such as Christmas.<br/>Learning vocabulary about holidays</p> | <p>My Town<br/>Words to describe their town<br/>Words to describe shops and features of their town<br/>Transport in their town including transport vocabulary<br/>Asking where you live</p> <p>The Weather<br/>What's the weather today/this week?<br/>What's the weather over the year?<br/>Using maps to talk about weather in different places</p> | <p>Sports<br/>Simple phrases to describe what sports they play: I play football.</p> <p>School<br/>Introduction to school days in France: lessons<br/>Likes and dislikes of lessons<br/>Different jobs<br/>The classroom</p> |
| Music              | Ballads   | Developing singing techniques   |   | Pentatonic melodies   | Traditional instruments and improvisation.  |  |
| Physical Education | <p>PE<br/>Fundamentals</p> <p>Games<br/>Handball</p>  | <p>PE<br/>Gymnastics</p> <p>Games<br/>Ball Skills</p>   | <p>PE<br/>Swimming</p> <p>Games<br/>Hockey</p>  | <p>PE<br/>Dance</p> <p>Games<br/>Tennis</p>   | <p>PE<br/>OAA</p> <p>Games<br/>Football</p>   | <p>PE<br/>Athletics - Sports day</p> <p>Games<br/>Cricket</p>  |

# Religious Education

|  |   |        |  |  |  |  |
|--|---|--------|--|--|--|--|
| RE –<br>Learning<br>and<br>Growing<br>as the<br>People<br>of God | Belonging –<br>We Gather as<br>God’s Family<br><br>Reconciliation | Advent | Christmas<br><br>We Listen To<br>God’s Word At<br>Mass | Lent<br><br>Holy<br>Week<br><br>Sacrament:<br>Reconciliation | Easter<br><br>Pentecost<br><br>Sacrament:<br>First Holy<br>Communion | The<br>Eucharist Is<br>A Thanks-<br>giving to<br>God<br><br>Prayer |
|--|---|--------|--|--|--|--|

## Sacraments

Reconciliation and First Holy Communion. Working in close partnership with Father John. Date to be confirmed – likely late June.

Expectation that the children will also do preparatory work at home for these sacraments.

# English:

## Autumn 1: Magic & Wonder

### Texts

Place Between  
The First Drawing

## Autumn 2: Dreams & Curiosity

### Texts

The BFG  
The Tin Forrest

## Spring 1: Hope & Healing

### Texts

The Pied Piper of Hamelin  
Escape from Pompeii

## Spring 2: Overcoming Adversity

### Texts

Cinderella of the Nile  
The White Fox

## Summer 1: From Mystery to Discovery

### Texts

The Mysteries of Harris Burdick  
Flotsam

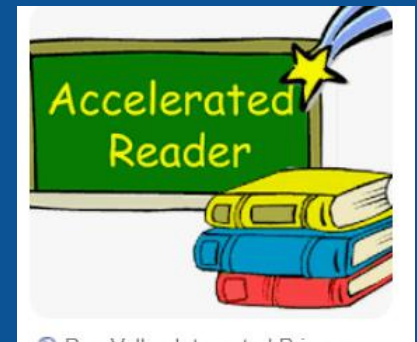
## Summer 2: Confidence and Caution

### Texts

Jim, A Cautionary Tale  
Our Tower

# Reading

- Please ensure your child reads for **at least 20 minutes** per day and regularly discusses the content of their reading with you, including exploring unfamiliar vocabulary.
- Your child is expected to manage their own reading books.





# Maths

| Autumn term | <p>Number</p> <hr/> <p><b>Place value</b></p> <p><a href="#">VIEW</a></p> | <p>Number</p> <hr/> <p><b>Addition and subtraction</b></p> <p><a href="#">VIEW</a></p> | <p>Number</p> <hr/> <p><b>Multiplication and division A</b></p> <p><a href="#">VIEW</a></p> |   |  |                      |
|-------------|---|--|---|---|--|----------------------|
| Spring term | <p>Number</p> <hr/> <p><b>Multiplication and division B</b></p>           | <p>Measurement</p> <hr/> <p><b>Length and perimeter</b></p>                            | <p>Number</p> <hr/> <p><b>Fractions A</b></p>   | <p>Measurement</p> <hr/> <p><b>Mass and capacity</b></p>              |  |                      |
| Summer term | <p>Number</p> <hr/> <p><b>Fractions B</b></p> <p><a href="#">VIEW</a></p> | <p>Measurement</p> <hr/> <p><b>Money</b></p> <p><a href="#">VIEW</a></p>               | <p>Measurement</p> <hr/> <p><b>Time</b></p> <p><a href="#">VIEW</a></p>                     | <p>Geometry</p> <hr/> <p><b>Shape</b></p> <p><a href="#">VIEW</a></p> | <p><b>Statistics</b></p> <p><a href="#">VIEW</a></p> | <p>Consolidation</p> |

# Equipment

- Home School Diaries – please keep in a folder
- Reading book
- We encourage children to have their own small pencil case with their own sharpener, handwriting pen, spare pen, pencil crayons, highlighters, glue stick and short ruler.
- Any 'extras' should be inside a small, wipeable pencil case.
- Art/D&T shirt/apron as required by teacher
- P.E./Games Kit

# THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: **4,662** words

1-2 times per week: **63,570** words

3-5 times per week: **169,520** words

Daily: **296,660** words

Five books a day: **1,483,300** words

speechblubs.com



There is no app to  
replace your lap

READ TO YOUR CHILDREN

Exposure to this  
vocabulary makes  
all the difference to  
your children's  
writing!

# Uniform

| Summer (Autumn 1, Summer 1 and 2)                               | Winter (Autumn 2, Spring 1 and 2)                               |
|---|---|
| Trousers – grey (not charcoal), straight-legged trousers/shorts | Trousers – grey (not charcoal), straight-legged trousers/shorts |
| Dress – blue checked  | Skirt/Pinafore – grey (not charcoal)                            |
| Socks – grey or white<br>Tights - grey                          | Socks – grey<br>Tights - grey                                   |
| Polo shirt – pale blue  | Shirt/Blouse – blue shirt                                       |
|   | School tie  |
| Cardigan / V neck jumper – royal blue                           | Cardigan / V neck jumper – royal blue                           |
| Shoes – black, practical, unbranded. Not trainers.              | Shoes – black, practical, unbranded. Not trainers.              |

# P.E./Games Kit

- School hoodie (PE/Games and trips only)
- Gold school t-shirt
- Dark blue/Navy shorts (unbranded)
- White socks
- Tracksuit bottoms (navy or black, unbranded). Optional for cold weather.
- Trainers (Outdoor), Pumps (Indoor) – pumps can be left in school.

PE kits should be worn on the day they will be having their PE/Games lessons.

# Snacks

**We are a nut-free school.**

- KS2 only - Children in KS2 are invited to bring a healthy snack for morning break if they wish. Please ensure that your child has a water bottle in school every day: no crisps, no chocolate, no sweets.
- Water only for drinking – in a bottle with a sealable top that they know how to use. We have been asked **not** to supply children with cups if they forget their water bottles. The communal fountains are out of commission until further notice but there are still fresh-water filters available for children to use.



# Homework

- Children should read every night.
- Spellings will be given every Friday with an associated test the following Friday.
- Retrieval homework based on previous learning will be given fortnightly on Fridays to support learning being embedded. This will be knowledge and skills based.
- If the children need extra support with their handwriting, books will be sent home.

# Online Safety

Part of  
Computing  
Curriculum

Sessions  
for  
parents/  
carers



## Know how to deal with bullies

Sadly there are people online who enjoy picking on other users. If you ever feel like you're being bullied online – by anyone, not just someone from school – talk to a trusted adult about it. Together, you can discuss possible steps, such as blocking or reporting the person who's targeting you.

## Manage online relationships wisely

Most people in a relationship chat to their partner online. Just be mindful that once you send a pic or message (even if it's private), you no longer control who else might see it. Messaging someone you've never actually met – and who might not be who they say – is definitely best avoided.

## React well to inappropriate content

When you're researching something online, there's always a chance of finding content that makes you feel uncomfortable or upset. If this happens, you can report it as inappropriate and (hopefully) get it taken down. Tell a trusted adult what happened: they'll help you decide what to do next.

## Report offensive in-game chat

If you game online with your mates, you'll know things can get competitive and heated on the in-game chat. Playing against people you don't know (especially if they're older) raises the risk of offensive comments and even threats. Our advice? Find out how to block or mute those bad losers.

## Learn to spot fake news

If you're looking into a topic for homework or a project, be careful not to get taken in by fake news: content that's deliberately created to mislead people. Check the story with credible sources, like the BBC or Sky News. Trust your instincts, too – if it seems too unbelievable to be true, it's probably fake.

## Keep it 'real' with online friends

Everyone enjoys adding friends and followers on social media. It's important, though, that the people you interact with online really are your friends. If they're just random people you've connected with to increase your contacts, you don't know if they could be trolls or bullies (or worse).



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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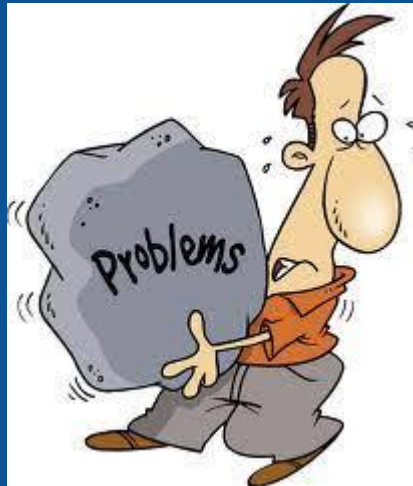


National  
Online  
Safety®

#WakeUpWednesday

**If you have any problems or concerns please contact Miss Kinsella.**

**I will get back to you as soon as possible.**



# Time for Questions

