

Welcome!

Solent Junior School
Year 3 Curriculum Expectation meeting





The Solent Schools

Working seamlessly together to ensure every pupil's journey through the primary years is as successful and enjoyable as it possibly can be.

- Shared staff meetings for both teaching and support staff
- Shared inset including joint training and provision
- Staff working across the two schools such as Executive Headteacher and Network Manager
- Joint School Improvement Priorities
- Tracking for every pupil from Year R to Year 6 – ensuring all pupils make consistently excellent progress throughout

Junior School Jargon Buster!



Key Stage Two (KS2) – Years 3,4,5 &6.

Lower School – Years 3 & 4.

Upper School – Years 5 & 6.

SATs – Statutory Assessment Tests – assessments of pupils in Reading, Writing and Maths, currently taken by pupils in the Summer term of year 2 and 6.

MTC Year 4 Multiplication Testing – A new test introduced for pupils in Year 4.

ELSA – Emotional Literacy Support Assistant.

MFL (Modern Foreign Languages) – Refers to the teaching of languages (French at SJS)

Standards/Assessment



- Effective handover from the infant school
- Formative & Summative
- Primary Curriculum
- Children are increasingly involved in the assessment process
- October, February & Optional July Parent Appointments
- Drop in and work share once a term
- Progress Reports – 3 times a year

Who's Who and What do they do?



The Pastoral Team



Mrs Witt
ELSA
Lead LSA



Mrs Herron
Lead LSA
Inclusion



Mrs McQuilken
Sendco
(Deputy Designated
Safeguarding Lead)

Designated Safeguarding Lead



Mrs Peterkin-Aldred

Deputy Designated
Safeguarding Leads

Mrs Wilby



Miss Smith





Increasing Responsibility!

Value of the month for September

School Council -We have a very active School Council. They have already been voted in and celebrated during assembly. They have a different foci each half term.

Eco-Warriors - A team of pupils from each year group, who champion our environment helping us to remember the contribution we make from our small-scale school environment to world-wide issues.

JRSOs– A team of pupils who support the school community in promoting walk to school, parking issues and safety around the local area.

Senior Pupil – A team of Year 6 pupils who have demonstrated excellent behaviour and attitude towards learning throughout their time at Solent. They provide great role models to our younger pupils and have a variety of responsibilities in and around school.

Play Pals & Teach Peace Students - Pupils identified as someone to turn to if playtimes aren't quite going as expected!

House Captains - There are 4 houses; Purbrook, Widley, Nelson and Southwick. Pupils have all been assigned to a house and are rewarded house points for demonstrating a whole range of attributes.

Head Pupils -Each Year a Head Pupils are voted in to be excellent ambassadors of our school.

Uniform



	Solent Infant School	Solent Junior School	
	Same uniform all year round	Summer Uniform (September to October half term and from Easter until Summer)	Winter Uniform (October half term to Easter)
Skirt,Trousers or Shorts	Grey	Grey	Grey
Dresses	Blue and White Gingham Dress (optional) or Grey Pinafore	Blue and White Gingham Dress (optional)	Grey Pinafore
Shirt	White Polo Shirt (school logo or plain white) or White Collared Cotton Shirt	White Polo Shirt (school logo or plain white)	White Collared Cotton Shirt
School Tie (Only available from the school office)	Optional	Optional	Compulsory
Cardigan or Jumper	Royal Blue - School Logo preferred	Royal Blue - School Logo preferred	
Socks	White, Grey or Black	White, Grey or Black	
Tights	Opaque Black or Grey	Opaque Black or Grey	
Shoes	Plain Black Low Level Shoes – (No trainers or boots)		
P.E. Uniform			
	Solent Infant School	Solent Junior School	
Shorts	Black	Black	
T-Shirt	Royal Blue (School logo preferred)	House T-Shirt	
Footwear	Trainers whilst in PE kit all day	Trainers	
Cold weather PE kit	Black tracksuit bottoms	Black tracksuit bottoms. School sweatshirt or cardigan.	

Please ensure your child has kit on each of their PE days! Tuesday and Wednesday for Year 3!

Welcome to Year 3

Welcome to the Year 3 Home Page

[Microsoft TEAMS login here](#)

[Purple Mash login here](#)

[Big Cat login here](#)

Latest News - Coming Soon.



Timetable

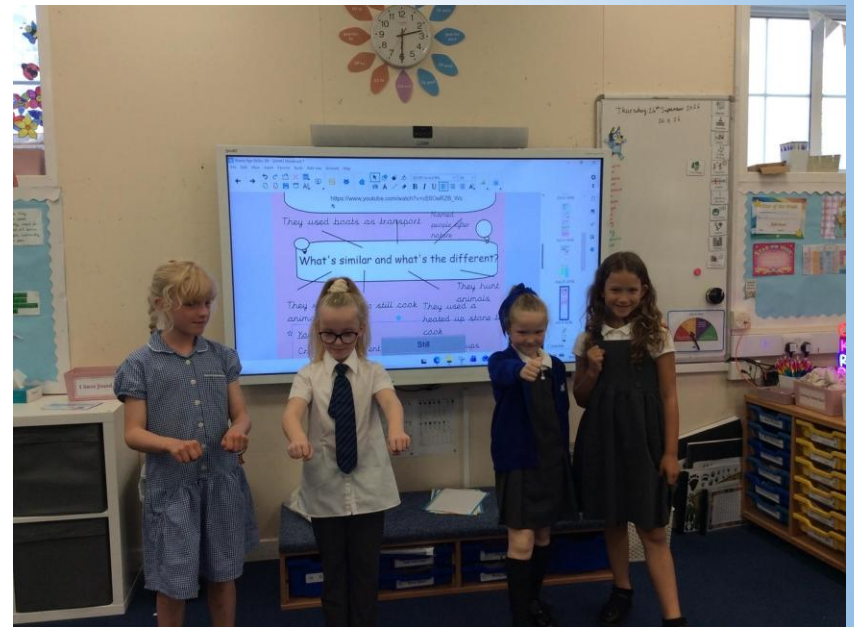
		Session 1 9:10 – 10:30		Session 2 10:45 – 12:00		Session 3 1:00 – 2:50	
Monday PPA	Drop off 8:30 – 8:40 Morning challenge (Handwriting/Multiplication) and registration 8:30 – 8:50	Maths 9:10 – 10:10	Spelling test 10:10-10:30	Guided Reading 10:50-11:10	English 11:10 – 11:50	PPA Carousel RE, French, Music	2:40 - 3:00 – Tidy Up, Story and Home time
Tuesday		Maths 9:10 – 10:10	Guided Reading 10:10-10:30	English 10:50 – 11:45	KIRFS 11:45-12:00	Spelling Shed 1:00-1:20	
Wednesday		Maths (LBQ) 9:10 – 10:10	Guided Reading 10:10-10:30	English 10:50 – 11:45	KIRFS 11:45-12:00	Spelling Shed 1:00-1:20	
Thursday		Maths 9:10 – 10:10	Guided Reading 10:10-10:30	English 10:50 – 11:45	KIRFS 11:45-12:00	Science 1:10-2:00	
Friday		Maths 9:10 – 10:10	Library 10:10-10:30	English 10:50 – 11:45	KIRFS 11:45-12:00	Computing 1:10-2:00	
	Assembly and Interventions 8:50 – 9:10		Play time 10:30 – 10:45		Lunch 12:00 – 12:50	History/Geography 1:20-2:00	
						Outdoor PE 2:00-2:45	
						Indoor PE 2:00-2:45	
						History/Geography 2:00-2:45	
						PSHE 1:40-2:00	Trick Box 2:30-2:45



Curriculum Expectations – Year 3

There are many exciting learning opportunities over the year:

- Stone Age, Animals and the Ancient Egyptians to name but a couple...
- Strong focus on core skills, especially; Spelling, Grammar, Punctuation and Handwriting in English. Place Value, Timetables and Counting in Maths.
- Children will be working towards becoming more efficient mathematicians and more accurate writers as well as explorers, inventors, artists and thinkers across the whole curriculum.





Year 3 Curriculum Map 2020 – 2021

Subject	Autumn: 03.09.25 – 19.12.25		Spring: 05.01.26 – 27.03.26			Summer: 13.04.26 – 22.07.26			
	Autumn I		Autumn II		Spring I	Spring II	Summer I		Summer II
English	1. SPAG Week 2. Playscripts - Be Kind 3. Myths and Legends - Maud and the Dragon:		1. Information Texts – Animals: 2. Poetry – Holiday		1. Descriptive Writing- Southsea Beach 2. Instructions – Healthy Snack	1. Recount Writing - Space Race 2. Persuasive Writing	1. Persuasive Writing (Cont) 2. Diary Entry (Perspective) 3. Information Texts – Gods:		1. Information Texts – Gods: (Continued) 2. Adventure and Mystery Stories: 3. Information Texts - Mummification:
Guided Reading	1. Playscripts (online texts) 2. The Night Dragon		1. Funny bums and freaky beaks 2. Poetry (online texts)		1. Big Beach Clean Up 2. Harry Potter baking book	1. Space Race 2. Little People Big Dreams	1. Diaries (online texts) 2. Meet the Egyptians		1. The Breakfast Club Adventure 2. Mummification texts (online texts)
Maths Following White Rose Year 3 Scheme of Learning									
Science	Rocks		Animals- Walk on the Wild Side!		Forces and Magnets		Plants		Light
Computing	Computer Systems and Networks – Connecting Computers		Creating Media – Desktop Publishing		Programming A – Sequencing Sounds		Data and Information – Branching Databases		Creating Media – Stop-Frame Animation Programming B – Events and Actions in Programs
Geography					Contrasting Locality- The UK		Landmarks		
History	Stone Age to Iron Age						Ancient Egyptians		
PE	<u>Gymnastics</u> Shape and Balance		<u>Dance</u> High School Musical		<u>Gymnastics</u> Rhythmic Gymnastics		<u>Boccia</u>		<u>Fitness</u> Ancient Egypt <u>Yoga</u>
Games	<u>Team Building</u> Game activities		<u>Invasion Games</u> Basketball		Swimming		<u>Net and Wall Games</u> Tennis		<u>Athletics</u> Sports Day Activities
Art	<u>Paper</u> Mache a Stone Age bowl				Quilling		Still Life		Egyptian ART Forms - Collage Egyptian Art Forms - Clay
DT	Christmas Photo Frames				Healthy Eating/Packaging				
RE	Trees		Angels		Authority		Love and Easter		Sacred places of worship Belonging as identity and Jewish traditions
PSHE + Inclusion of PSHE Weeks	Relationships 1. Families & Friendships 2. Safe Relationships 3. Respecting Ourselves and Others				Living in the Wider World 1. Belonging to a Community 2. Media Literacy & Digital Resilience 3. Money & Work				Health & Wellbeing 1. Physical Health & Mental Wellbeing 2. Growing & Changing 3. SRE 4. Keeping Safe
Music	Predator music (glockenspiels and xylophones) and Christmas Tone Chimes				Recorders: B A G				Singing rounds and Egyptian Music The Orchestra
MFL	I'm learning French. Greeting information, counting to 10, French phonic sounds for colours and 'Le Bleu'.				Colours Clothing				Age/Birthday Months

Home Learning – Monday



Home Learning:

- Encourages independent learning.
- Builds upon learning in school.
- Works in partnership with parents and carers.
- Consolidates learning from within class.

Year 3 home learning focuses on three key skills that really make a difference: reading, spelling, and multiplication.

Homework spellings and multiplication link directly to what has been learnt in Spelling Shed and Maths Mastery lessons.

Spelling words and a multiplication area are uploaded to Microsoft Teams each Monday and tested in class the following Monday.

Reading is a priority, and we encourage the children to read often. Please support your child to read their Pandora book at least three times a week at home. You can find many useful links to home learning on our Teams page.

THE SOLENT SCHOOLS

Year 3 Home Learning: Spellings, Times Tables and Reading

Set Week Beginning: Monday 8th September 2025
Turn in by: Monday 15th September 2025
Spelling Test: Friday 12th September 2025

For home learning this year, we are focusing on three key skills that really make a difference: **reading, spelling, and multiplication.**

Spellings will link directly to what we've been learning in class through Spelling Shed. These will be uploaded to Microsoft Teams each Monday and tested every Friday.

Times tables will also be tested on Fridays. You are very welcome to use TT Rockstars to support practice at home.

Reading is a priority. Please support your child to read their Pandora book at least three times a week at home.

We ask that you upload a little bit of evidence each week to show how your child is getting on—this might be a photo, written spelling practice, or times tables work.

To be able to segment words into the correct syllables and phonemes
To spell words where the digraph 'ou' makes an /ow/ sound

This week's words: mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud

10 times table

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

 **Learning**
by Questions

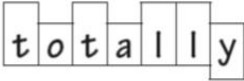
Phonics and Spelling

- The children will continue to use their phonics skills within our taught spelling sessions in Year 3 and begin to learn new spelling patterns and strategies for spelling more complex words and techniques for words where phonics cannot be solely relied upon.
- Currently we use the **Spelling Shed** scheme by Ed Shed as well as **Little Wandle** reading and phonics scheme.
- Spelling takes place daily in class where both the statutory words for Year 3 and 4 will be learnt alongside the taught spelling strategies for homophones, suffixes and prefixes etc. It is therefore helpful to continue to learn the spellings in the weekly homework as it gives the children the extra opportunity to consolidate what we do in school.
- The children learn spellings in new and exciting ways so please ask your children to show you some on the skills they use when learning spellings!



- Look, say, cover, write, check
- Drawing an image around the word
- Pyramid Words

Spelling

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:

f _ ld

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Other methods can include:

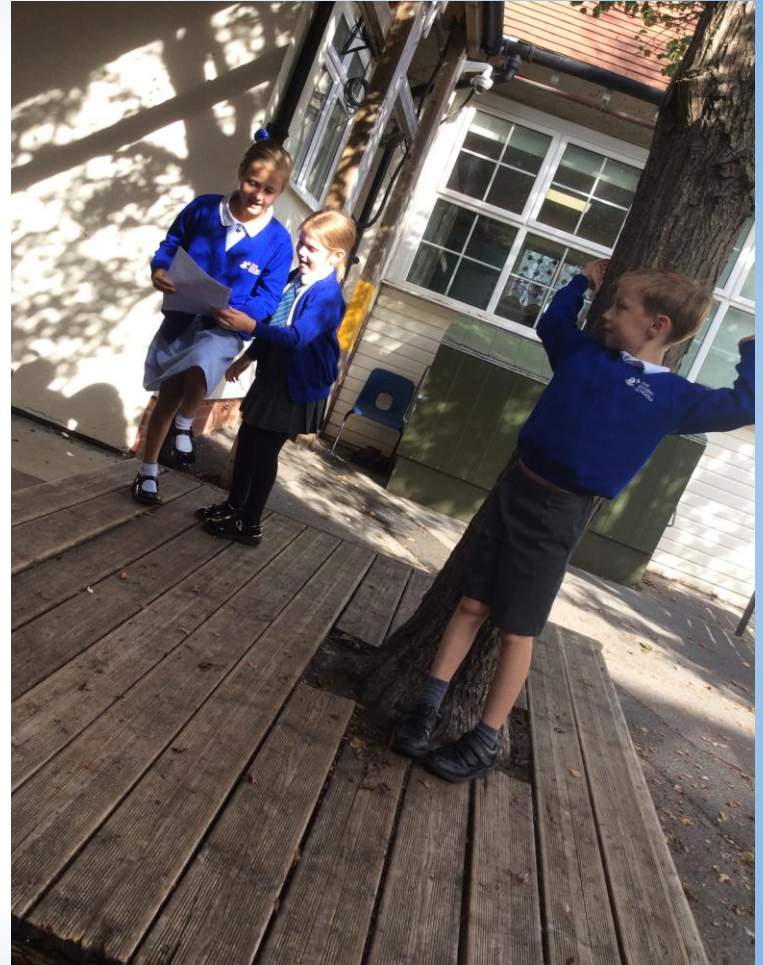
- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'illy sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

- Rainbow Writing
- Clapping the syllables in a word.

Reading



- In Y3, the children develop their independence as readers, choosing books they would like to read at an appropriate level of challenge.
- Each class will visit the book nook every week and select a 'Pandora' book to read at home. This should come to school each day.
- Please encourage the children to read widely and as often as possible.



Handwriting



In Y3, the children continue to develop their handwriting skills through engaging and explicit handwriting lessons.

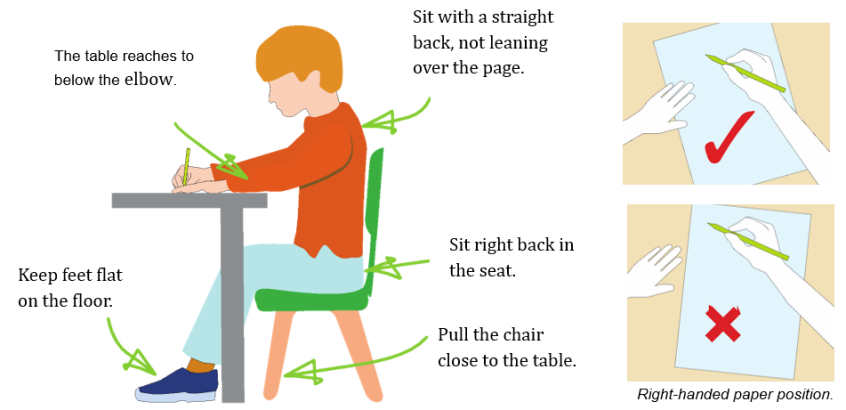


At the Junior we use the online Letter-Join platform to actively model and teach the children how to join their letters correctly.

Ensuring they have efficient, neat and legible handwriting using continuous cursive letters.

Correct posture, pencil grip and paper position for handwriting

Pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly.



Similarly to their handwriting lessons at the infant school, we focus on their pencil grip, posture and paper positioning to better improve their handwriting.

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW					
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW		Geometry Shape VIEW		Statistics VIEW		Consolidation	

Interventions

- Regular interventions take place over the course of the week.
- These will include weekly Maths, Reading, Spelling and Little Wandle interventions.
- Will be supplemented by extra support with handwriting grammar and/or editing from the class teacher.
- Intervention groups are flexible and are often responsive of needs on that day. Groups are not fixed and are designed to support any gaps or misconceptions as they arise – it could be your child needs a quick top up one day and not the next.



Useful Websites

Times Table Rock Stars (TTRS)

www.ttrockstars.com

<https://ebooks.collinsopenpage.com/>

- **Great links for SPELLING games!**

- <https://spellingframe.co.uk/>

- <https://spellingshed.com>

- <http://www.ictgames.com/mobilePage/spookySpellings/index.html>

- <http://www.ictgames.com/mobilePage/lcwc/index.html>

- <https://www.arcademics.com/games/coconuts>

- **Useful Links and Multiplication Games:**

- <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>

- <https://www.timestables.co.uk/games/>

- <https://www.topmarks.co.uk/maths-games/daily10>



Teams and School Website

- Teams will be used for updates and notices so keep an eye out for notifications as this will be the quickest way to be kept up-to-date. Check it daily just in case we have added any notices.
- Assignments will be available on Teams for weekly Home Learning on a Monday. A new assignment will be available each Monday so please ensure you have upload the completed home learning by the deadline set – there is no need to print anything off or hand work to the teacher. It will all be done on Teams.
- Please visit the school website and click on the Year 3 page for year group letters, updates, useful links, curriculum news and our gallery

Year 3 General Information

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Sent Home	3C 3N 3P				
Homework Returned to School (via Teams)	3C 3N 3P				
Spelling/Timestable Test	3C 3N 3P				
PE kit to be worn		3C 3N 3P	3C 3N 3P		
Library					3C 3N 3P



Dates for your Diaries:

- Year 3 Nativity: December 2026 (TBC)
- Swimming: Spring 1 & 2 (TBC)
- Healthy Snack Making Day: WB 19th March 2027
- Portsdown Hill: 19th April 2027
- Colour Carnival: 25th April 2027
- Egyptian Dress Up & Drop In: 13th July 2027



A person's hands are visible holding a square blackboard with a light-colored wooden frame. The blackboard is held up against a bright blue sky with scattered white clouds. On the blackboard, the words "HELP" and "NEEDED" are written in white, uppercase, sans-serif letters, stacked one above the other.

HELP
NEEDED



Any Queries or Questions

Please email

solentjunior@thesolentschools.org or
contact the school office.

Thank you for attending!

New to Year 3 parent and carer
meeting - Solent Junior School
September 2026

