



William Cobbett
PRIMARY SCHOOL

Year 3 September 2026

- Welcome meeting for parents and carers
- Understanding home learning

Aims of the meeting

- To inform you about expectations in Year 3 at William Cobbett Primary School.
- To discuss home learning and the ways you can support your child's learning.
- To give you an opportunity to ask questions.

Meet some of the Yr3 staff



Mrs Smith
Year 4 Class teacher
LKS2 Phase Leader



Mr Wicksey
Class teacher



Mrs Cassidy
Class teacher



Mrs Lubbe
Class teacher



Mr Stear
Headteacher



Miss Payne
Deputy Headteacher



Mrs Czaja-Larbey
Assistant Head



Miss Harker
Woodlands Class teacher

How you can contact us

If you do need to directly contact the class teacher their emails are:

Swift Class

swift@william-cobbett.surrey.sch.uk

Robin Class

robin@william-cobbett.surrey.sch.uk

Woodpecker Class

woodpecker@william-cobbett.surrey.sch.uk

Woodlands

kite@william-cobbett.surrey.sch.uk

Email Protocol

Parents are asked to:

- Use emails ONLY to let us know important things that may affect your child at school, such as a bereavement, and to arrange appointments.
- Be aware that emails are not secure, so personal information should be kept to a minimum and should not be used for highly confidential issues.
- Trust teachers to read emails and be aware that **staff have 3 days to reply to an email.**
- Note that teachers will not be able to read and respond to school emails out of working hours or whilst teaching.
- Please keep contact professional and related to school business.

Remember to use the school office email for urgent messages such as picking up arrangements or to report an absence.

What your child will need to bring

- Water bottle with water in - taps available for refills (no ice in bottles please)
 - Book bag (optional)
 - Old shirt as a cover up for art
 - Snack (fruit, vegetables, plain breadsticks or rice cakes) as this is not provided at KS2.
- No nuts please.**
- PE kit is to be worn on PE days so a PE bag is not needed.
 - No pencil cases needed until the Summer term.



Everything to be named please!

Curriculum map

Year 3 Autumn term: Through the Ages

Welcome to the Stone Age—people are scavenging resources from across the land, hunting down their own food and leaving us messages with their cave paintings. Watch out, here come The Iron Age people, who really think they've got it all figured out with their development in using iron metal but oh no, here are the Celtic Warriors with their hardy weapons ready to face off their invaders. See them coming with their blue body paint used to deter their enemy!

English

We will start the year by focusing on our basic grammar, looking closely at how to construct sentences effectively.

Next we will read 'The Beasties' and from this text write our own adventure stories, where the children will focus on time adverbials and conjunctions in their writing.

We will read the story 'How to Wash a Woolly Mammoth' then write a set of instructions for how to wash our own Stone Age animal with a focus on chronology and a variety of verbs.

We will then use our knowledge and research an array of extinct prehistoric animals including a Sabor Tooth Tiger and a Dyer Wolf to write a non—chronological report.

Excitingly we will complete the term by learning how to construct a letter by writing to Father Christmas!

Maths

The year will start with a focus on Number and Place Value with children developing competency in being able to read, write, order and compare numbers up to 1000.

We will look at the 4 operations of adding, subtracting, multiplying and dividing. We will develop confidence in recall of the 3, 4 and 8 times table and problem solve with numbers with these multiples.

We will concentrate on the Maths skill of partitioning numbers to 1000 into 100s, 10s and 1s and adding and subtracting 100s, 10s and 1s mentally.

Books we will be reading

The Beasties / The Owl Who Was Afraid Of The Dark

And lots of non-fiction text books about the Stone Age, Iron Age & Bronze Age.

Science

'Animals including Humans': we will initially focus on the human body, studying the skeletal and muscular systems and the different types of joint which allow us to move to perform everyday functions such as walking and talking.



We will explore different skeleton types. Does a scorpion have an exoskeleton or endoskeleton?



We will look at the importance of nutrition as fuel to function and the possible consequences of having a fatty diet. What food categories make up the food wheel of a balanced diet?

'How Big?': we will compare the lengths of different dinosaurs. 'Same or different?': we will compare the structure of different dinosaur skeletons. We will find out about some of the world's endangered animals.

Curriculum map



Art

We will be designing, making and evaluating our own beaker pots using a variety of techniques with clay.

History



We will be looking at different settlements and monuments from The Stone Age. We will identify what life would have been like during The Bronze Age and discover how metal changed the future.

P.E.

In dance, we will look at mirroring and in gymnastics we will be exploring jumps, balances and roles to sequence into routines.

In outdoor P.E. we will be applying learnt skills to rugby and netball games.

D.T.

We will be investigating, designing and making a tasty, fresh taco meal.



Geography

We will be learning what defines continents, countries, cities and counties.

We will then look at our carbon footprints and pledge to make a change.



R.E.

Our questions to explore this half term are 'Could Jesus heal people? Did he perform miracles or was there some other explanation?' and 'Do people need to go to church to show they are Christians?'.

Music

We will be listening to and appraising different types of ballads. We will be developing our skills in using a glockenspiel.

French

We will be learning French greetings, using puppets. We will also learn colour, size and shape adjectives and look at the art of Matisse.

Useful websites

<https://www.english-heritage.org.uk/>

www.imagininghistory.co.uk

PSHE

'Being Me in My World': we will spend time settling into the juniors and getting to know one another. 'Celebrating Me' will look at different family make ups and what makes us special.

Computing

We will start the year by finding out what is meant by 'hardware' and what makes up different electronic devices. We will also look at databases with a focus on branching databases to sort information.

Ideas for out of school

If the opportunity arises, visit a local heritage site.

Explore the world by using maps or apps such as Google Earth. What cities and countries can you find?

Have fun mixing colours to work out different colour combinations.

Planned Visits

- ▶ A trip to Butser Ancient Farm. The children are going to learn about Stone Age, Bronze Age and Iron Age settlements and take part in activities including an archaeological dig.



Home learning

Daily reading: Children should be reading at least 3 times a week at home and record this in their reading diaries.

Spellings: will be sent home on a Friday and due in on the following Wednesday. These will be activities consolidating learning from the children's weekly spelling lesson.

Maths facts: will go out on a Friday and are due in on the following Wednesday. These are quick basic number fact activities - knowledge of which underpins all maths learning.

Cornerstones: the children will be given a selection of ideas at the start of each term. We would like them to complete one task before the end of the term. These projects give the children real scope to investigate ideas in greater depth and be as creative as they like!

Daily reading

Children will bring home a 'reading for pleasure' book.

Books are matched to their reading stage.

Children can change their books any day of the week.

Children will also be able to select a library book each week.

Please aim for reading daily. Even confident readers benefit from reading aloud to someone.

A child growing up in poverty who is read to at age five has a significantly higher chance of economic success in their 30s than their peers who are not read to.²

Children who read are more likely to develop empathy and creativity

Children who read are more likely to overcome disadvantage caused by inequalities

Children who read are more likely to be happier, healthier and experience better mental wellbeing and self-esteem

Children who read are more likely to do better at school and make more progress across the curriculum



They have better brain development, attention, and cognitive ability



They have better language development and literacy skills



They have better knowledge about the world and are more ready for learning



They make more progress across the curriculum

It is the emotional aspects of shared reading (cuddling, smiling, singing, and laughing) that boosts a child's brain activities needed to forge secure attachment, not the parent or carer's reading skill.¹³

Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning and build vocabulary .

There will be a 45 minute lesson on a Friday focusing on ten spellings (that follow a spelling rule).

There will be further short retrieval sessions – little and often.

Each Friday the spelling lesson will start with a retrieval activity based on the ten spellings sent home.

Every Friday – in home-learning folder

[illegible]

Word	Syllable Breaks	Phonemes	Word
mixture	mix ture	<i>mixture</i> m i x t ũ r	<i>mixture</i>
fracture			
adventure			
sculpture			
picture			
future			
nature			
creature			
furniture			
capture			

Spelling Shed  Home

Name _____

Stage 3 - Lesson 5: Words ending in '-ture'

adventure	picture	creature	capture	fracture
future	nature	furniture	sculpture	mixture

Put this week's words in alphabetical order.

Can you put the words below into sentences?

adventure creature sculpture mixture

Which words should complete these sentences?

Luckily the break was a hairline _____.

The _____ store had a 50% off sale.

Walking in the woods made Sam, Don and Joanne feel closer to _____.

Syllable Sort

Can you match the words to the correct number of syllables?

2 syllables

3 syllables

mixture
adventure

future
picture

nature
creature

capture
fracture

sculpture
furniture

Interventions

Year 3 Intervention Groups will include working on handwriting, spelling and reading comprehension.

Other support offered include programs such as:

- Little Wandle - phonics and reading support
- Reading Inference groups (later in the school year)
- Maths fact catch-up groups

Role of the HSLW/ELSA/SENCO

- HSLW - Our Home School Link Worker is Sue Marsh. She is based at the Junior site and supports a wide range of families in our community. She has a range of links with support agencies and charities.
- ELSA - Our Emotional Literacy Support Assistant is Miss Darch. She supports children who need extra support for many reasons. If you ever have any concerns regarding your child, please contact your child's class teacher first.
- SENCO - Mrs Czaja-Larbey is our Assistant Head for Inclusion which incorporates her role as Special Educational Needs Co-ordinator. If your child has SEND support you will already be aware of this. Mrs Czaja-Larbey's role and experience across a range of support provisions is vast.



We are sure that between us we will make your child's time at William Cobbett happy and successful.

Any questions?