



Welcome to Elm Class

Your child's Year 3 Journey

The Team

Monday, Tuesday and Wednesday: Kate

Thursday and Friday: Jenny

Support Assistants:
Hannah, Lucy and Jennifer (Term 1 only)



Class routines and structures:

- Early morning task
- Water bottles and healthy snacks
- Healthy lunchboxes
- Arbour school dinners
- Wellies – under the archway

Special Person

- Register order
- Extra classroom responsibilities
- Chooses a special friend to help
- On Friday – can bring in a book they'd like to recommend or share a favourite poem.
- Will bring home an A4 poster of all qualities that their friends think make them special.



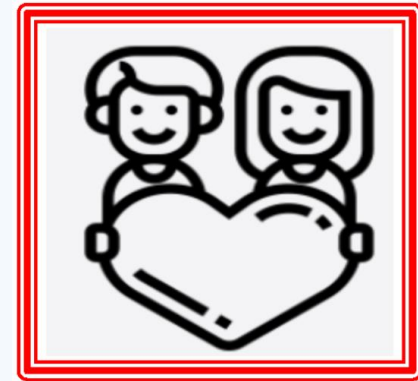
This replaces KS1 'Show and Tell'

Rewards/ Sanctions

- *DOJO Points*



Teacher Awards



★ **Star of the Week** ★

Year 3 Curriculum

3 and 4

Swords and Sandals
(Romans Bath)

A World of
Difference
(Science and Geog)

Nature Detectives
(Science)

Swords and Sandals
Knowledge Organiser
Year 3 2026-2027
Batheaston Church School

Swords and Sandals



What should I already know?

- You should have an awareness of the past, using common words and phrases related to the passing of time.
- Be able to ask and answer questions about the past, choosing and using parts of stories and other sources to show that you know and understand key features of events. You should also understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- You should know and understand about some significant events, people, and places including changes within living memory and significant historical events that have shaped the world.
- You should be able to use a wide vocabulary of everyday historical terms and be ready to develop your understanding of key concepts such as 'empire', 'civilization', and 'historical evidence'.

Key historical questions we will ask:

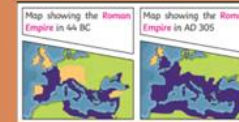
- Where did the Roman Empire come from?
- What was Britain like before the Romans invaded?
- How did Britain become part of the Roman Empire?
- Who was Boudica and how did she rebel against the Romans?
- What did the Romans build after they settled in Britain?
- What were houses like in Roman Britain?

Swords and Sandals
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What will we be learning?

You will learn ...

- About life in Britain during the Roman Empire - how things changed and the impact and legacy of Roman settlement.
- The significance and vastness of the Roman Empire.
- About Roman art forms including sculpture, mosaics and clay pots. We will create our own clay coiled pots, using tools to make a Roman inspired shield and shaping and decorating coil pinch pots.



Key vocabulary:

- Empire** - a group of states or countries ruled by one monarch
- Conquer** - overcome and take control of
- Colosseum** - a vast amphitheatre
- Invasion** - an instance of invading a country
- Aqueduct** - an artificial channel for moving water typically across a valley
- Gladiator** - a man trained in Ancient Rome to fight against men or wild animals in an arena
- Emperor** - a sovereign ruler
- Chariot** - a two-wheeled vehicle drawn by horses in Ancient Rome

Ancient Visitor



Trip to The Roman Baths



Phonics/ Spelling

Children will continue to work on the spelling patterns they have begun in previous years

But...

there will be less of a focus on phonics and more emphasis on understanding and learning the spelling rules, as well as attention to prefixes and suffixes.

- *Year 3/4 statutory spelling List*

Reading



AR Reader





Writing

Talk for Writing Approach

Handwriting

Letter Join

'Children should be using joined handwriting consistently, with increasing fluency, neatness and confidence across all areas of learning.'



Times tables



National Curriculum states:

'By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.'

Year 3 expectation:

x2, x3, x4, x5, x10, x11

Even better if..

X6, x7, x8, x9

Homework

Set every Thursday.

Books back the following Wednesday.

To start in Term 2.



Home Learning

Due in: XXXXXXXXXX



Subject:	Activity										
Reading	- Read with an adult x3 times (AR reader book or book of choice). - Please ask adult to date and sign reading log.										
Maths	Spend x3 ten minutes on TTRS and ask your parent to sign below. Signed: _____										
English/ Spelling	<u>Your tasks:</u> 1) Choose a learning activity (from the bank of activities given at the start of the term and sent via ParentPay) to help you learn the statutory words the week: XXXXXXXXXXXX <i>NB. Remember to also practise words from term 1 to 4 that you found tricky too.</i> 2) <u>Write each of these words into your book and then highlight the /XXXXX/ sound.</u> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> 3) Write your own conversation using x3 of these words. Remember the new speaker, new line rule. For example:										
Termly topic	<i>We will be learning about forces in Term 6.</i> <i>For your termly homework, we would like you to investigate what forces you can see in action around your home, or at a club or activity outside of school.</i> <i>You might like to create a poster, describe your observations in writing, or even take photographs of the forces in action! These questions might help you get started... What is an example of a pull force? What is an example of a push force? What can forces cause objects to do? How can a push force be useful? How can a pull force be useful? We look forward to seeing what you discover about forces!</i>										

Sources of information for everyone:

- Class page on school website (weekly overview, termly overview, Knowledge Organiser)
- Blue Sky
- Weekly newsletter

Parent Help – always welcome

- 1:1 reading
- School trips
- Sewing – first x3 Friday afternoons in Term 2

Swimming in Term 3



A stylized landscape illustration featuring rolling green hills in the foreground and background. On the left, there is a green tree, a purple flower, and some orange foliage. A small red bird is flying in the sky above the tree. The sky is composed of horizontal bands of blue and white. The text 'Open Door Policy' is written in a large, brown, cursive font in the upper right area.

Open Door Policy

After school is best please

Thank you for joining us.

Any whole class questions?