



Welcome to Year 3
2026-2027

Our Year 3 Staff Team



Role	Staff Member Name
Team Rowan Teacher	Tanja Doig
Team Elder Teacher	Vicki Lowe
Teaching Assistant	Isobel Desa
Teaching Assistant	Yuliya Constantinou



Start and End of Day Procedures

8.30-8.45 - Enter via the communal door next to Team Rowan

3.00 - Dismissal via your child's Year 3 classroom door

- Please ensure you are closely supervising your child at all times.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.



Weekly Routines

- **PE Day:** Thursday and Friday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Monday (Team Rowan) and Tuesday (Team Elder)- please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school on this day.



A Typical Day in Year 3

08:30 – 09:00		Early morning work and registration
09.00 – 10.00		Math/ English and spelling
10:15 – 10:30		Break time
10:30 – 10:50		Collective worship
11:00 – 12.00		English/Maths
12:00 – 13:00		Lunchtime break
13:00 – 15:00		Foundation subjects, guided reading and dismissal

What We Are Learning This Year



Year 3 Hillcross Primary Curriculum Overview (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Non-Fiction: Recount Writing Outcome: Write a recount of their visit to Butser Ancient Farm Narrative: Stig of the Dump Writing Outcome: Setting Description	Non-Fiction: Information Writing Outcome: Stone Age Guide Narrative: Stone Age Boy Writing Outcome: Children will write their own 'Portal Story'	Narrative: The Iron Man Writing Outcome: Story Opening Non-Fiction: Recount Writing Outcome: Write a biography about Mary Anning	Narrative: Disaster Story Writing Outcome: Write a narrative about a natural disaster Non-Fiction: Explanation Writing Outcome: How and why a volcano erupts	Narrative: Secret of the Black Rock Writing Outcome: Write a warning tale Non-Fiction: Persuade Writing Outcome: Holiday brochure to an island	Non-Fiction: Information Writing Outcome: Information Text about the Romans Picture Book Focus Children will create writing based upon a Picture Book
	Published Poet: Kit Wright – The Magic Box		Structured Poetry: Haiku – Children to write Haikus inspired by nature		Free Verse: Poems linked to Nim's Island	
Maths	Composition & Calculation: 100 and Bridging 100 Composition & Calculation: 3-digits Fraction: part-whole and equal parts	Composition & Calculation: 3-digits Securing Mental Strategies to 999 Unit Fractions	Finding a unit fraction of a quantity Scaling number facts by 10-multiplicative Column Subtraction Time	Non-unit Fractions: identify, represent, compare Right Angles	Adding and subtracting within one whole Parallel and Perpendicular sides in a polygon	Right Angles Parallel and Perpendicular sides in a polygon Time
Science	Animal Nutrition and the Skeletal System: the importance of nutrition for humans and other animals and the role of the skeleton and muscles		Forces and Magnets: contact and non-contact forces, including friction and magnetism		Plant Nutrition and Reproduction: the requirements of plants for growth and survival	Light and Shadows: Light, dark, reflections and shadows
History	Through the Ages: British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle				Emperors and Empires: structure of ancient Rome and the Roman Empire and the Romanisation of Britain	
Geography	One Planet, One World: locating countries and cities, using grid references, compass points, latitude		Rocks, Relics and Rumbles: the features and characteristics of Earth's layers, including volcanic,		One Planet, One World: locating countries and cities, using grid references, compass points,	

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	and longitude and the world's different climate zones		tectonic and seismic activity		latitude and longitude and the world's different climate zones	
Religious Education	Symbols in Religion: the symbols of the main six religions and what they represent	The Christian Bible: understanding its contents and structure	Judaism, God and the Torah: what the Torah is and how it helps Jewish people understand their religion	The Church, Worship, Festivals and Practices: how Christians worship in a church and the ceremonies which take place there	Islam: the key beliefs and teachings of Islam	Worship in Merton: identifying the places of worship in our local area
Physical Education	Hockey Tag Rugby	Dance Football	Gymnastics Basketball	Outdoor Activities Dance Adventurous	Athletics Gymnastics	Tennis Cricket
Design and Technology	Cook Well, Eatwell: food groups, the Eatwell Guide and different methods of cooking		Making it Move: designing, making and evaluating a child's automaton toy using a cam mechanism		Greenhouse: purpose, structure and design features of greenhouses	
Art and Design	Prehistoric Pots: exploring different clay techniques to make and decorate a Bell Beaker-style pot.	Colour Theory: exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours and how artists use colour in their artwork	Ammonite: techniques used in sketching, printmaking and sculpture	People and Places: studying the figure drawings and urban landscapes of the artist LS Lowry	Mosaic Masters: the history of mosaics and the colours, patterns and themes found in Roman mosaic	Beautiful Botanicals: weavings, two-colour prints and detailed botanical paintings of fruit
PSHE	Me, My Friends and Belonging	Mental Health and Wellbeing	Building Healthy Habits	Making Choices Online	Keeping Safe Out and About	Looking Out For Each Other
Music	I've been to Harlem: composing a pentatonic ostinato, sing a call-and-response song and play melodic and	Mingulay boat song: identifying songs from different countries, using different instruments and musical vocabulary.	Latin dance: composing a 4-beat rhythm pattern. Sing a call-and-response and use syncopated rhythms. Recognise a	'March' from The nutcracker: understand the structure of rondo form understanding rhythmic pattern through	Just three notes: compose music, and notate, read, follow and create a 'score' using simple rhythms and	Fly with the stars: play chords as part of a whole-class performance. Sing solo or in a pair in

Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.
- **Comprehension:** Weekly comprehension text.
- **Maths Fluency:** Weekly home learning task linked to the previous weeks learning.
- **Times Tables Rockstars:** Complete at least 30 minutes per week. (Focus on 2, 4, 5, 8, 10 and 11x tables)
- **Spellings:** New spelling lists/rules will be shared weekly to practice at home.

Home Learning is **set on a Friday afternoon via Google Classroom** and must be **‘turned’ in by the following Wednesday by 8:00am**. *Please refer to school website for information on how to use google classroom.*

Knowledge Organisers

Knowledge Organisers will be uploaded onto Google Classroom at the start of each term. They will help both you and your child to understand exactly what your child will be learning about and to know what terminology you could use when discussing their learning at home. Your child can use the Knowledge Organiser to reinforce key knowledge and vocabulary linked to their current topics.



Through the Ages

Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time.

Stone Age			Bronze Age	Iron Age
Palaeolithic c750,000–c10,000 BC Duration: 740,000 years	Mesolithic c10,000–c4000 BC Duration: 6000 years	Neolithic c4000–c2500 BC Duration: 1500 years	c2500–c800 BC Duration: 1700 years	c800 BC–AD 43 Duration: 843 years

Stone Age

Tools and weapons – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.

Everyday life – Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.

Settlements – People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Beliefs – People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.

End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

Bronze Age

Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.

Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.

Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

Iron Age

Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.

Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Animal Nutrition and the Skeletal System

Nutrition

Nutrition is a life process by which living things make or eat food and absorb its nutrients. Plants can make their own food. They make food in their leaves. Animals cannot make their own food. They need to find food to eat.

Carnivores, herbivores and omnivores

Animals can be carnivores that eat meat, herbivores that eat plant parts, or omnivores that eat both meat and plant parts.



Tigers are carnivores.



Deer are herbivores.



Badgers are omnivores.

Omnivorous humans

Humans are omnivores because they can eat both meat and plant parts. The fossils of ancient humans show that humans have always been omnivores because they have sharp teeth for tearing meat and flat teeth for grinding plants.



Different human diets

Even though humans are omnivores, some humans choose to eat other diets. People who eat plant parts and animal products, but no meat, follow a vegetarian diet. People who only eat plant parts and products made from plants follow a vegan diet.

Balanced diet

All humans need a balanced diet, whether they eat a typical omnivorous diet or are vegetarian or vegan. A balanced diet contains foods from different food groups in the right proportions. It provides the human body with the energy and nutrients it needs to grow and stay healthy. There are five main food groups:

Fruit and vegetables

Foods in this group contain vitamins and minerals that help the body to fight off diseases. They also contain fibre that is important for the health of our digestive system.



Carbohydrates

Foods in this group contain important nutrients and are the body's main source of energy. They also contain fibre.



Proteins

Foods in this group contain a nutrient called protein that helps the body build muscle and allows it to grow and repair.



Dairy and alternatives

Foods in this group contain a nutrient called calcium, an important mineral for healthy bones, nails and teeth.



Oils and spreads

Foods in this group contain fat, which helps the body absorb certain vitamins and provides essential nutrients. However, oils and spreads should only be eaten in small amounts.



Eatwell guide



The Eatwell guide shows the proportions of foods from the five main food groups that humans should eat for a healthy, balanced diet. Sugary, salty and fatty foods are outside the Eatwell plate because they are not part of a balanced diet. Some humans do not eat this type of healthy, balanced diet. They either eat too much food, too little food or the wrong types of food. This can result in malnutrition, meaning poor nutrition, which causes health problems.

Seasonal changes in animals' diets

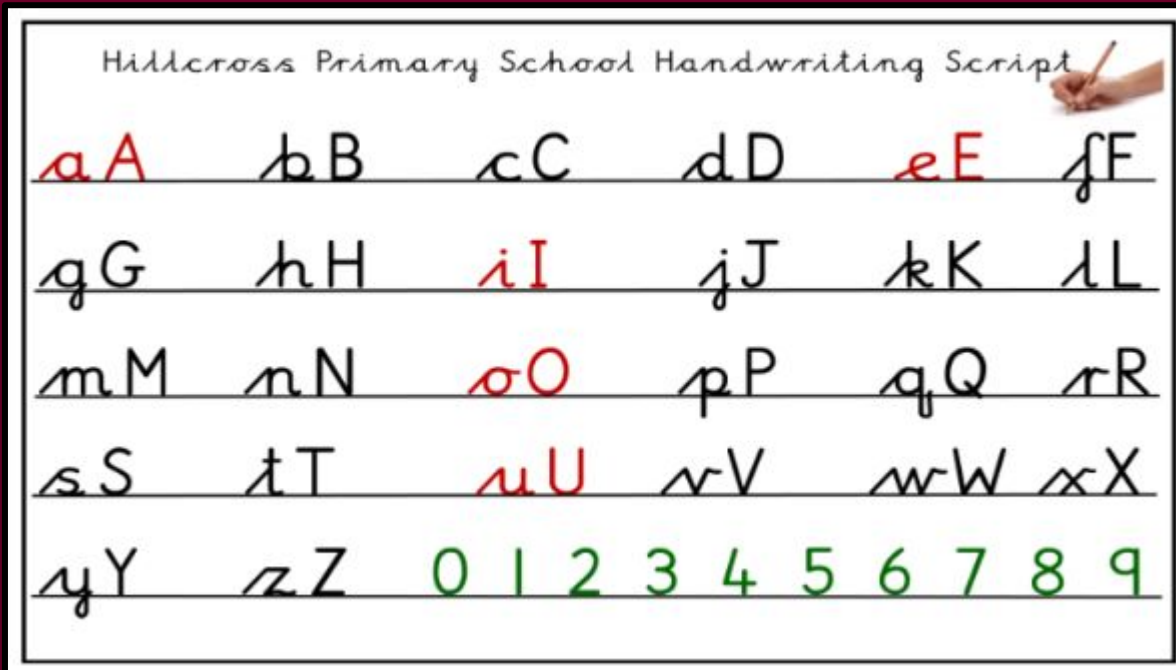
In the wild in the United Kingdom, animals' diets change over the year depending on the season. This is because certain foods become available and unavailable due to the weather and events that happen during spring, summer, autumn and winter.

For example, the barn swallow eats flying invertebrates in the United Kingdom in spring and summer but migrates to South Africa in the autumn, spending winter there because the weather is warmer and there are more flying invertebrates to eat in South Africa.



Supporting Learning at Home

Handwriting and Spelling: Please also support your child by practising their cursive script handwriting and spelling words each week.



 Year 3 Spelling Words			
certain	peculiar	popular	natural
circle	experiment	describe	answer
disappear	complete	grammar	possible
February	history	extreme	though/although
heard	strange	strength	surprise
particular	fruit	caught	interest
perhaps	forward(s)	often	eight/eighth
potatoes	exercise	continue	mention
probably	arrive	appear	difficult
regular	question	consider	straight
sentence	important	famous	minute
thought	address	different	ordinary
through	enough		



Pledges

Please support your child in completing their reading and number pledge at home.



The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day (we encourage you to read for longer whenever you can).

By following this pledge, you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.



The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School
School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn
and it is our responsibility to behave in a way that allows others to do so too.
2. We ALL have the RIGHT to be respected
and it is our responsibility to treat everyone fairly and with compassion.
3. We ALL have the RIGHT to feel safe
and it is our responsibility to make sure our actions keep ourselves and others safe.



2
NO DISCRIMINATION



3
BEST INTERESTS OF THE CHILD



12
RESPECT FOR CHILDREN'S VIEWS



19
PROTECTION FROM VIOLENCE



28
ACCESS TO EDUCATION



Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

Sharp
Smart sharing,
not oversharing.

Alert
Knowing what's real
and what's fake.

Secure
Keeping your
information safe.

Kind
Respecting
others.

Brave
Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.

Educational Visits and Workshops



Autumn Term | Visit to Butser Ancient Farm - the approximate cost of these opportunities will be £33 per child.

Spring Term | Visit to the National History Museum and Wimbledon Synagogue. Costings to follow at the end of the Autumn term.

Summer Term | Portals of the Past Roman Workshop. Costings to follow at the end of the Spring term.

Please note these curriculum enhancements can only take place if families make voluntary contributions to cover their cost.

If you have any questions, please initially refer to our Be Connected parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email info@hillcross.merton.sch.uk**.

The Year 3 team are looking forward to working with you and your children this year.