Welcome to Meet the Teacher

YEAR 3

September 2026





Together in God's love, we learn, inspire and grow

LDST
Liverpool Diocesan Schools Trust

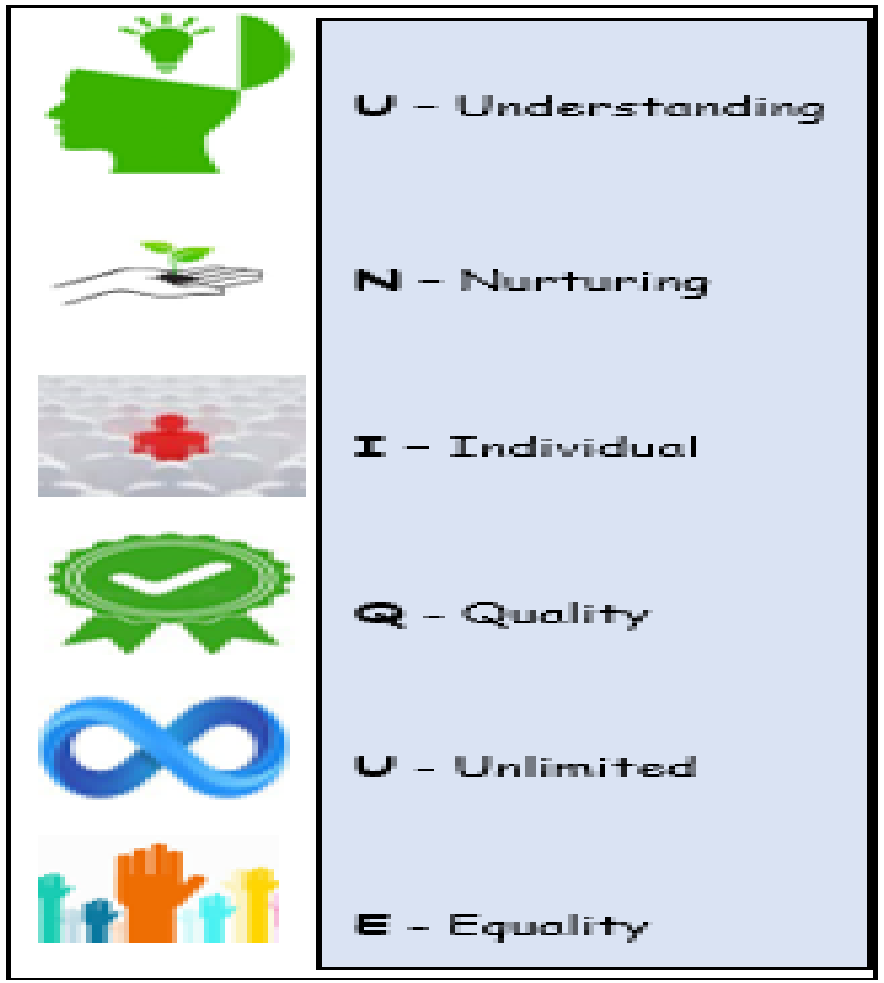
Year 3

Miss McAteer

Mrs Harvey

Mrs Calleja

The St Andrew's UNIQUE Curriculum



UNIQUE Curriculum

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and learning experiences which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take responsibility for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking** community where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

What the children will learn and when?

Year 3
Autumn 1

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9.00	**Math Fluency Boost**	**Math Fluency Boost**	**Math Fluency Boost**	**Math Fluency Boost**	**Math Fluency Boost**
9:00-10:00	Maths	Maths	Maths	Maths	Maths
10:00-10:15	Worship	Worship	Worship	Worship	Worship
Breaktime	**Break**	**Break**	**Break**	**Break**	**Break**
	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
11-11:40	English	English	English	French	English
11:40-12:15	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
12:15-12:30	Spelling	PE	Spelling		Spelling
12:30-1:15	**Lunch Time**	**Lunch Time**	**Lunch Time**	**Lunch Time**	**Lunch Time**
1:15-1:35	Maths Fluency and English Fluency	Maths Fluency and English Fluency	Maths Fluency and English Fluency	Maths Fluency and English Fluency	Maths Fluency and English Fluency
1:35-2:15	History	Science	Music	English	PE
2:15-2:30	**Break**	**Break**	**Break**	**Break**	**Break**
2:30-3:15	PSHE	Art	Geography	RE	Computing
3:15-3:25	**Class Reader**	**Class Reader**	**Class Reader**	**Class Reader**	**Class reader**

Attendance and punctuality



- **Attendance** at school is very important, as research shows that children who have regular attendance (97% or more) develop more positive mental health, well-being, relationships with their peers are achieve better in school.
- This is a trend that we also see for the pupils in our school where those with positive attendance tend to make stronger progress than those that don't.
- **Punctuality** – Please ensure your child arrives at the start of the school day at 8.45am, as this is when our children's learning starts. Children arriving after 9.00am have to enter school through the school office and will be given a late mark.
- **If a child arrives at 9.00am three times a week they end up missing over 3 days of learning by the end of the school year.**

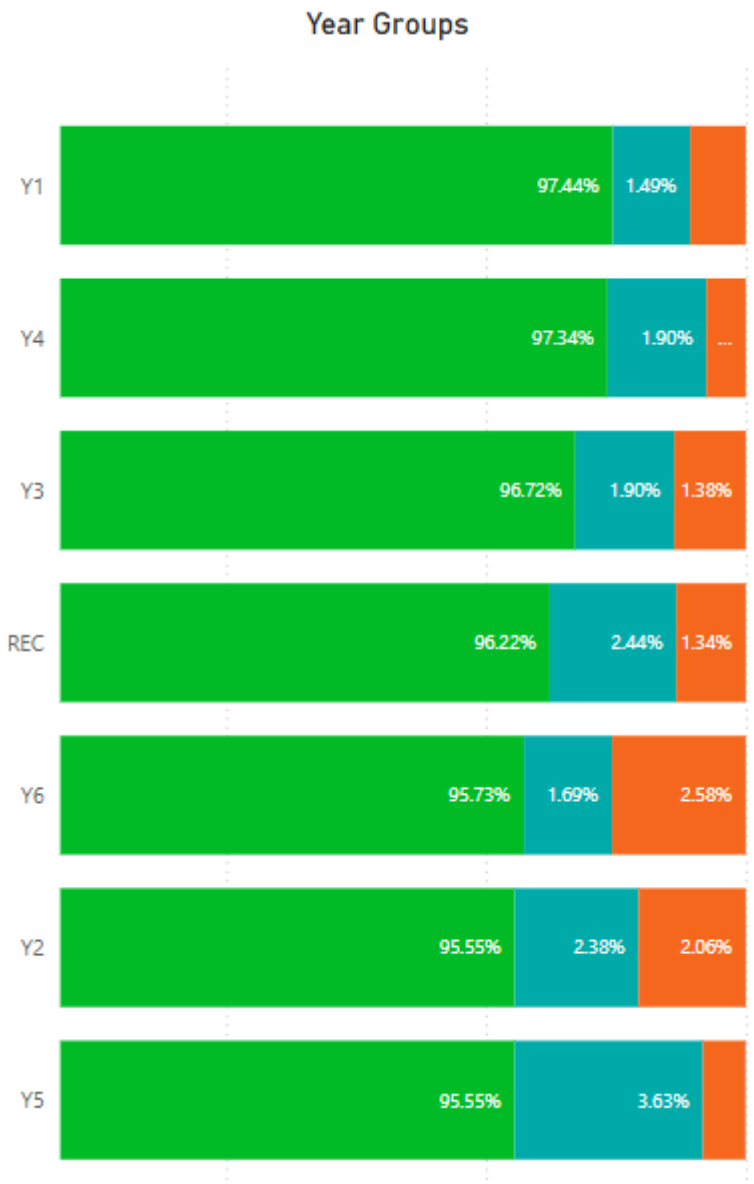
Attendance and punctuality



Role of Parents/Carers

- Make sure your child attends every day the school is open between the hours of **08:50 – 15:20**, except when a statutory reason applies.
- Provide at least **two** emergency contact numbers to the school.
- Notify the school **by phone call** as soon as possible on the first day of absence, preferably by **08.30** on the day when their child has to be unexpectedly absent (e.g. sickness). **To then contact the school office via phone call on all other days that their child is absent if their absence continues beyond a day.**
- **Please note school will not accept emails from parents/carers as a way of explaining reasons for absence. In this event school will contact parents/cares to speak to them directly about their child's absence.**
- A child not attending school, without a reason having been provided for their absence, is considered to be a safeguarding matter.
- This is why information about the cause of any absence is required.

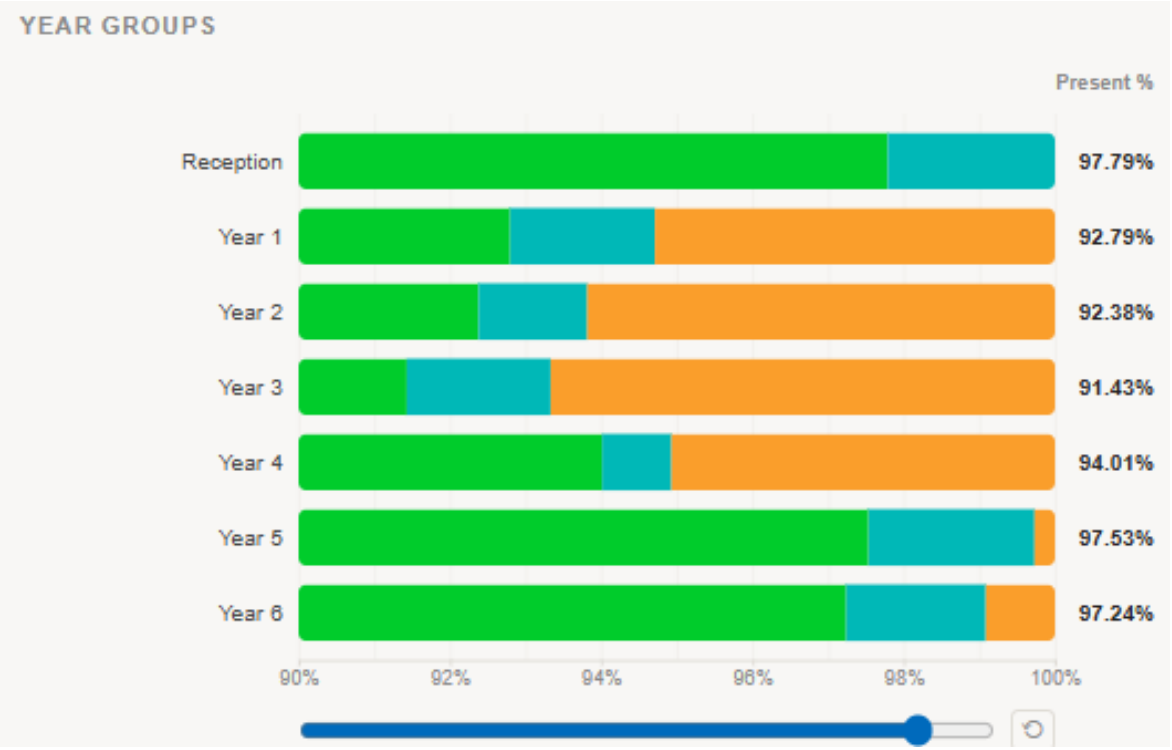
Impact of Attendance and Punctuality 25-26



Within each of our classes we have seen that where attendance is positive then this tends to result in more positive mental health, well-being and outcomes for these children.



Current School of Attendance



How has your child's year group started the school year?

The Primary National Attendance is currently 94.75%

How do we reward our children's positive Attendance?



- Weekly Whole School 100% Attendance Wheel – Child gets a prize fror school.
- Star in the Jar – Every day a class has 100% they earn a star for their jar. 10 Stars in the Jar = Class Reward afternoon.
- £5 attendance award for the class with the highest attendance.
- Weekly Popcorn award for the class with the highest attendance.
- 100% Attendance Certificates
- 97% + Attendance Raffle for the whole school year. Winning prize = £100 Amazon Voucher.
- This half term, the class with the best attendance will have a Silent Disco on Thursday 23rd October!



Holidays During Term Time

“There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.”

- In line with the duty placed on schools by the DfE, leave of absence during term time will not be granted unless it is considered to be for exceptional circumstances.
- At St. Andrews CE Primary School **'exceptional circumstances' will be interpreted as:** being of **unique** and **significant emotional**, **educational** or **spiritual value** to the child which **outweighs** the loss of teaching time.
- The fundamental principles for defining ‘**exceptional**’ are events that are “**rare, significant, unavoidable** and **short**.”

Handwriting at St Andrew's – new information

- Here at St. Andrew's Church of England Primary School, we know that handwriting increases children's motivation: their belief in themselves as writers is predicated on this, particularly in their first years at school. Writing involves many processes, so having fluent handwriting is one less thing to think about.
- Pupils are taught handwriting precisely, in a clearly sequenced progression, starting from Reception, to support their gradual acquisition of skills.
- We do this using the Read Write Inc approach, including Letter Village from Year 1 to Year 6.
- Our school staff expect consistently high standards, making sure pupils practise handwriting regularly and consistently to develop and maintain fluency and legibility. Handwriting is taught daily at school.

Letter Village for Handwriting

- **Stage 2** begins during Year 1. Children learn the relative size of letters and to form letters that will flow easily into a joined style.
- **Stage 3** follows straight on. Children learn how to join letters using two basic joins – the ‘bridge’ join, the ‘hill’ join and the two variations on each.
- **Stage 4** helps children develop a mature and speedy style.
- Progress is measured through our 'Strong Foundations' Tracking System. Some children will also carry out extra Handwriting sessions in the Virtual Learning areas – this could be the same or a different Stage than the main lessons.

- Our class are currently working on Stage 3

Letter Village for Handwriting- we are on Stage 3

Tonight, you will take home a copy of the QR codes linked to our class handwriting stage if you would like to further support your child with their handwriting at home. These QR codes will take you directly to the Letter Village video links. All of the Handwriting Stage QR codes can also be found on the Handwriting page on our school Website – please follow the home- learning links.

Each term, your child will come home with a new set of QR codes for the term ahead.

Please also see the Examples of letter formations and joins from Stage 1 to Stage 4 on our Handwriting Webpage.

To help your child with handwriting at home using our Letter Village approach, focus on short, engaging, daily practice that uses memorable visual cues and stories rather than mindless copying.

Please follow this link for more information about Handwriting at St. Andrew's https://www.standrewsmaghull.com/page/?title=Handwriting&pid=172&action=saved


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2026
FINALIST
Primary – Digital Learning Product – Language & Literacy
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Ready Steady
Read Together

Reading at St. Andrew's

Reading is **central** to the school and year group curriculum. Each half term, the children will be exposed to multiple high quality texts, chosen so that they tie into or complement learning.



These will include:

- A 'Vehicle text' in English to inspire writing
- A Reading for Pleasure text that we will read as a class (normally at the end of the day) to inspire fantastic reading attitudes and, quite often, to support learning across the curriculum.
- Family Library dates will be published soon – please join us – these will be open to all years on Thursdays before school.

How to support your child's reading

- It's vitally important for the children to read at home **at least five times per week**
- Your child's reading record should be signed by an adult whenever they have read and comments can be made by the adult if they wish Reading books and records **must** be brought in every day – **they are collected at the classroom door each morning, and checked.**
- If your child has read, this is recorded on our class reading chart. Reading books can be changed any day of the week.
- Emails will be sent home if we notice a lack of reading at home to offer any support if this is needed.
- Renaissance reading quiz completed within 2 weeks of a finished book



Please note – reading age assessments are carried out termly. Your child's reading age determines the selection of books your child can choose from.

The more reading, the more progress!

Reading at St. Andrew's



- Children read every day in Shared Reading lessons, as well as English, Maths and afternoon subjects
- The skills of reading and understanding are taught in Shared Reading lessons every day for 35 minutes
- We use a Ready, Steady, Read approach to the teaching of Shared Reading

- To find out more about Reading at St. Andrew's, follow this link to our school website https://www.standrewsmaghull.com/reading-2


Ready Steady
Spell
era
2025 FINALIST
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FINALIST

Spelling at St. Andrew's

- Here at St. Andrew's Church of England Primary School, we use Ready Steady Spell which is a progressive systematic spelling programme from Year 2 to Year 6. We are launching our new approach to the teaching of Spelling in Autumn 2026.
- It covers all National Curriculum expectations progressively for all these Year groups.
- It provides full coverage, in a cyclical way, by providing opportunities

to reinforce and embed learning systematically and interactively!

Year 3 to Year 6

- In Year 3 to Year 6, there are 3 Ready Steady Spell lessons per week. In the first 2 lessons new spelling rules and guidance and strategies are taught. The third lesson is an opportunity for children to revise the week's new learning and learn statutory Word List words from the National Curriculum.

Home-learning and Spelling Tests

- In Ready Steady Spell there is a weekly spelling test. The list of printable spellings is provided towards the end of the week, after the final lesson, and following the explicit teaching of associated rules and strategies.
- Children are tested the following week on words that contain objectives previously covered. (Fridays)
- See the Home Learning support booklet link on our website for further information on how to support your child in learning their spellings at home. The strategies in the booklet match the strategies we use at St. Andrew's Church of England Primary School.
- See the strategies mat link for the symbols that the children use at school.
- https://www.standrewsmaghull.com/page/?title=Spelling&pid=173


teach
PRIMARY
AWARDS 2023
WINNER
GESS
EDUCATION
AWARDS
FINALIST
2025
teach
EARLY YEARS
AWARDS 2025
WINNER
Ready Steady
Write
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2026
WINNER
Early Years Product or Service
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2025 FINALIST

Writing at St. Andrew's

- We use **Ready Steady Write** by Literacy Counts to provide a high-quality, inspiring writing curriculum.
- This comprehensive program is built around engaging, vocabulary-rich anchor texts (vehicle texts) that spark children's imaginations.
- Our current Vehicle Text is The Iron Man
- It offers a clear, structured sequence for teaching writing—from immersing pupils in a story to independent final pieces—ensuring deep learning, strong talk-for-writing foundations, and consistency across all year groups.
- Long Term Plan https://www.standrewsmaghull.com/attachments/download.asp?file=93&type=pdf
- Writing is assessed half-termly using the Teacher Assessment Framework with termly moderation within our Trust

What does the writing Curriculum involve?

- **Vehicle Texts:** High-quality, inclusive children's literature tied to each half-term's topic.
- **Daily Sentence Accuracy:** Focused sessions on grammar, punctuation, spelling, and transcription skills. Sentence Accuracy Checkers – see our webpage for further information
- **Talk for Writing & Vocabulary:** Oracy-led lessons to help children internalize story structures and new words before writing.
- **Incidental Writes:** Shorter writing tasks (like diaries, letters, or in-role descriptions) that build up skills step-by-step.
- **Working Walls:** Interactive classroom displays that track the writing journey, key vocabulary, and models.

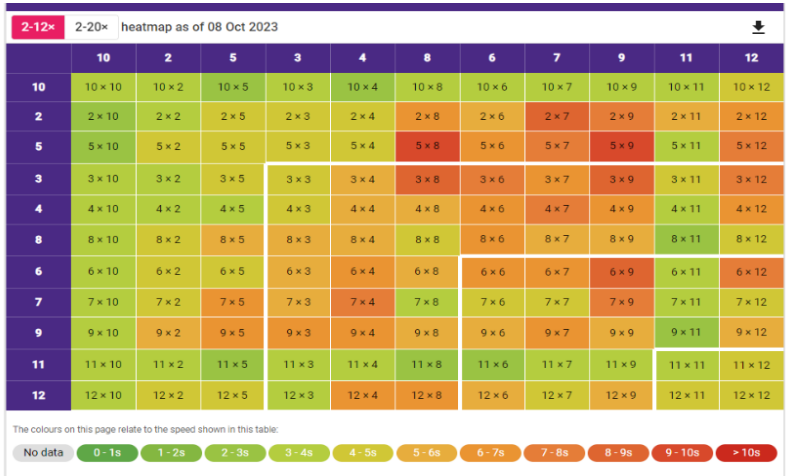
Times Table Rockstar/Numbots

- We expect all children to access Times Table Rockstar/Numbots daily.
- Half termly, your child will bring home a ‘heatmap’ (TTRS only) which outlines their knowledge and speed of times table facts. The more they play in ‘GARAGE’ mode, the more progress they will see on their heatmap each week.
- We expect you to work with your child to learn the times table facts they need focus on. Your child’s heatmap is based on the speed they know each times table fact.
- TTRockstar uses an algorithm to present them with facts they need to work on, based on their heatmap
- Weekly year group tournaments will continue with certificates each week for the top 3 players in each class and additional play for the winning class.

KS2 Homework– TT Rockstars

You can access your child's individual heatmap at any time.

- To do this:
- Select GARAGE MODE
- SCROLL DOWN – here you will see their heatmap. This changes each time they play. Therefore, your child can see their individual progress after each Garage session – this will be a great incentive!
- The more green the better!



The Wider Curriculum

Our UNIQUE curriculum is rich in knowledge.



We believe that helping children to accumulate layers of knowledge allows them to make connections to new conceptual learning, building layers and layers of understanding.

For each subject studied, we produce a Knowledge Organiser that we refer to in lessons.

All information regarding each half term can be found on our school website. Please look over these documents so that you're familiar with the content being delivered to the children.

Correct uniform

- White shirt or blouse, (to be tucked in at all times),
- St Andrew's tie, (top button to be done up and tie to be smartly fastened),
- Grey skirt or trousers
- Grey socks or grey tights ,smart black shoes (not trainers),
- Navy blue v-neck school jumper with/without school badge.
- Jewellery – small stud earrings only
- Watches – no smart watches
- Hair – long hair (hair which rests on shoulder or longer) MUST be tied back, hair accessories **MUST** be small and plain and in school colours.
- No nail varnish – must be removed.



PE timetable & Kit

- PE Days – Tuesday and Friday
- Swimming kit: trunks/full swimming costume. Swimming caps and towels.
- Earrings must be taken out at home before school.
- PE Kit plain navy shorts, plain white t shirt or school t-shirt, plain black trainers. We encourage the children to wear track-suits and waterproofs in the winter months. As communicated, children can wear their kit to school on PE days.
- We endeavour to do all PE activities outside so a thin, waterproof jacket / training top would be useful.





KS2 Homework

- Reading (5 times per week and recorded in Reading Record – awaiting arrival of these) This can be from a school reading book or from a book, magazine, Kindle etc that your child has and enjoys at home.
- Knowledge Organisers on the class webpages. The children should use these to embed key facts about our curriculum areas.
- TimesTable Rockstar and Numbots daily
- New this academic year - Weekly spellings – home on a Friday, to prepare for a spellingtest the following Friday (the first set of spellings will be sent home this Friday, for testing next Friday)

Snacks and drinks

- Snacks should only be:-
  - Fruit, fresh or dried
  - Cereal bars

Children should only have water in their school bottles.

- If your child can not use the school bottles and/or does not drink water, please speak to the class teacher.





myHappyMind

- myHappymind is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children.
- •An **award-winning** programme that has received national recognition for its exceptional work in schools, nurseries, families, and organisations across the UK.
- •**Backed by NHS** using preventative strategies firmly rooted in science, research, and the fields of neuroscience and positive psychology.

myHappyMind

Philosophy

1. Proactive not reactive – helping our children to understand themselves and build self esteem before becoming reactive to challenging situations.
2. Stigma Reversing – when people get the ‘why’ they take action. Understanding science behind our brains.
3. A systematic approach – a child centred program that includes families and school through the myHappyMind app.
4. Fun and easy to teach – interactive lessons which are enjoyable for all.
5. Equal for all – supporting our most vulnerable children.

Scan this code if you’re in England or Wales

Your authentication code is 145453

Core Enrichment Entitlement
School Trips

- Year 3 have been learning about **Judaism** in RE this term. To support and enrich their learning, we are planning a visit to a **synagogue in November**. The exact date is still being confirmed, but once this has been finalised, we will send home permission slips with all the relevant details about the trip.



Assessment

- The children will be assessed regularly by their class teacher, as part of our formative assessment cycle
- This will help teachers to inform planning and know what each child needs to do / know to progress further
- This style of assessment takes place in all subject areas

Summative Tests

Each term, the children will complete a range of summative assessments – NFER papers. Their assessments will be discussed in a conversation at parents' evenings. Test weeks will be near the end of Autumn 2, Spring 2 and Summer 2 half terms.

ATTENDANCE IS CRUCIAL!

Screen Time & Children's Learning

- Children are spending more time than ever using screens, and research suggests that this can have an impact on their wellbeing and education when recreational screen use becomes excessive. Ofcom reports that children aged 8–14 spend **almost 3 hours online each day. A** 2025 systematic review of **24 studies involving 48,558 children and young people** found that higher screen time was consistently associated with lower academic achievement.



Screen Time & Children's learning

- At school, we see the importance of children arriving ready to learn. **Sleep, reading, physical activity, conversation and time away from screens all play an important part in children's development.** We encourage families to consider not only *how much* screen time children have, but also *what that screen time is replacing*. Simple steps such as keeping devices out of bedrooms, having screen-free mealtimes and protecting time for reading, play and family conversation can make a real difference. Our aim is not to remove technology, but to help children develop **healthy, balanced and purposeful screen habits**.





Emails via
communication.standrews@ldst.org.uk