

Follow our learning
story on Class Dojo



Welcome to YEAR THREE

2026 - 2027

Teaching Staff

Mrs Randall
Mrs Bradshaw
Mrs Nannua
Mrs Gregory
Miss Sidebottom
Mrs Ferne
Mrs Balfour
Miss Ball



♥ Care

🧠 Curiosity

💪 Determination

Year 3 notices

Water and snacks

Please continue to bring in a refillable water bottle (containing water) and a healthy morning snack.



Follow our learning story on Class Dojo

Clothing

- PE days will be on a Monday and Friday in September. Please ensure children come to school dressed in their PE kits, wearing their house colours.
- Outdoor learning will be on a Tuesday afternoon. Please bring in some wellies to ensure children can take part in all weathers.

Changes from KS1

We don't have afternoon playtimes in Year 3. In KS2, our morning sessions are slightly longer and our afternoons are shorter than in KS1. We still have plenty of brain breaks and movement breaks throughout the day!

Mrs Randall's class use the cloakroom in "The Zone" to store their coats and bags throughout the day. Mrs Bradshaw's class still store their coats and bags on the pegs in the classroom.

Mrs Bradshaw's class will be called "Nikola Tesla"

Mrs Randall's class will be called "Alan Turing"



Homework

in YEAR 3



Readers

Do you have an hour spare to help us listen to readers? Please come and chat to us!

Reading

The single most important skill that will help support your child's learning is reading. Reading is the gateway to our entire curriculum! We recommend children read as often as possible. As a suggestion, we would expect children to read to an adult at home, three times a week.



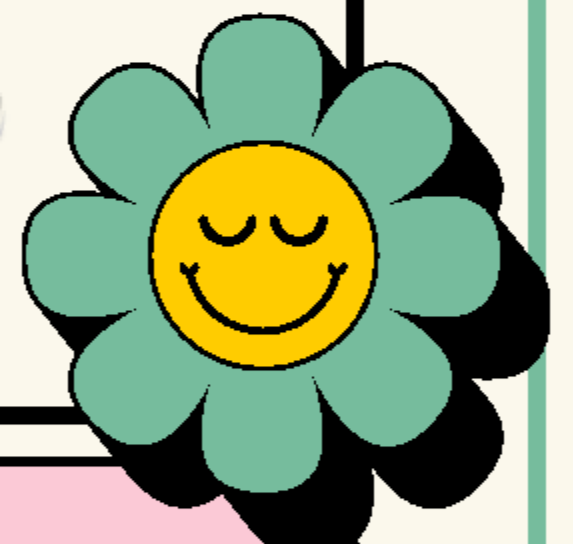
Spellings

Mastering spelling is a crucial life skill for all children, especially throughout KS2. Your child will have a login to Emile Spellings, which they can use to explore and practise their spellings at home using games, repetition and exploration.



Times Tables

All children in Y4 will be tested on their times tables knowledge in an assessment known as the MTC (Multiplication Tables Check). In order to help prepare the children for this in Y3, we will regularly set competitions and sessions on TTRockstars. We encourage your child to practise as much as possible at home!



Maths

Maths homework isn't set formally in LKS2. We believe that maths is everywhere - in weighing and measuring when cooking and baking, in reading timetables, in telling the time whilst out and about and in spotting shapes in the real world!



Logins

Logins for children to access external apps or websites will be stuck into your child's reading record at the beginning of the school year.



Please come and chat to your child's class teacher if you would like additional, individual ways to support your child's school learning.

YEAR 3'S LEARNING JOURNEY

GORE AND GRANDEUR

Step into the magnificent world of the **Tudors**, where there's plenty of gore and even more grandeur! In Gore and Grandeur, children will meet **Henry VIII**, uncover the stories of **his six wives**, and learn about Tudor life, including the remarkable musician **John Blanke**. They'll **build Tudor houses** using traditional wattle and daub techniques, explore self-portraits inspired by **Hans Holbein**, and discover how explorers like **Sir Francis Drake** navigated the seas. Budding **programmers** will even **create music** for a Tudor-themed banquet! With hands-on history, art, computing, and design, this topic promises to be royally good fun (with a trip too - for good royally good measure!)

RAIDERS & INVADERS

Prepare for an epic adventure into Britain's past! In Raiders and Invaders, children will discover the world of the **Anglo-Saxons** and **Vikings**, uncover the mystery of **Sutton Hoo**, and learn how **Alfred the Great** defended his kingdom. We'll investigate the science of **sound** by experimenting with Viking roars and battle cries, create our own **historical podcasts**, and paint mythical dragons using beautiful **watercolours**. Budding designers will also develop their **sewing skills** by making authentic Viking purses. Packed with exciting history, creative art, hands-on science, and practical design, this topic is sure to capture every young explorer's imagination.



AMAZING AMERICAS

Get ready for an adventure across two amazing continents! In **Amazing Americas**, children will explore the geography of **North and South America**, uncover the fascinating civilisation of the **Ancient Maya**, and discover the surprising **history of chocolate**. They'll learn about Fairtrade before designing and making their own delicious chocolate bar. Budding artists will take inspiration from the bold work of **Jean-Michel Basquiat** and create a colourful batik **Day of the Dead** wall hanging. We'll also investigate how **computing networks** help us communicate and connect with the wider world. Expect creativity, curiosity, and plenty of exciting - and delicious - hands-on learning (with a trip to **Cadbury's World** in the summer term too!)



FURTHER INFO

Our full curriculum overview can be found on the school's website <https://www.markeaton.derby.sch.uk/>. If you have any other questions or queries about the children's learning in Year 3, please contact Mrs Randall or Mrs Bradshaw, who will be happy to chat!

MEET OUR NEW CLASSES

NIKOLA TESLA



Nikola Tesla was an inventor and engineer whose brilliant ideas transformed the way we use electricity. He developed the alternating current (AC) system that powers homes and cities around the world today. His creativity, imagination, and determination continue to inspire inventors, scientists, and engineers to think big. Nikola Tesla is an inspiring role model because he showed how curiosity, determination, and generosity can lead to incredible discoveries. He was always asking questions and imagining new ways to use electricity to improve people's lives. Even when his ideas were doubted or experiments failed, Tesla kept trying and never gave up. He believed that science and invention should benefit everyone, not just a few people, and often put helping others before making money. His creativity, resilience, and passion for learning remind us that by being curious, caring, and determined, we can solve problems and make the world a better place.

ALAN TURING

Alan Turing was a brilliant mathematician and computer scientist who helped crack secret codes during the Second World War, saving countless lives. His ideas laid the foundations for modern computers and artificial intelligence. His creativity, determination, and problem-solving skills continue to inspire scientists, inventors, and programmers today. Alan Turing is an inspiring role model because he showed how curiosity, determination, and creative thinking can change the world. He loved solving puzzles and used his incredible mathematical skills to help crack secret codes during the Second World War, saving many lives. His pioneering ideas also helped shape the computers we use today. Alan kept searching for answers, even when problems were difficult, and his work has helped millions of people. His courage, perseverance, and willingness to use his talents to help others remind us that by being curious, caring, and determined, we can all make a positive difference.



$$a = \frac{v_f - v_i}{t}$$

FIVE YEAR 3 "NEED-TO-KNOWS"

I

I can do it

Try your best. We will make mistakes and that's okay – mistakes help us grow! Resilience is the key to success!

N

Now what?

Complete your homework tasks. They are designed to complement your school learning and to help develop your confidence!

S

Solving problems

Speak to an adult if you are struggling with anything. All of us need extra support at times – and that's okay! We're here to help!

M

More than just me

Be Kind.
Be respectful.
Be thoughtful.
We are all part of one big school community and we need to look after, support and celebrate each other.

D

Doing it myself

Be responsible. We are getting ready for the next step in our education; make sure you are looking after your equipment, remembering your water bottle and helping your adults!



OUR SCHOOL CURRICULUM

Curriculum structure



Learning mindsets



At Markeaton, we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need. Our curriculum, as shown in the image above, centres around something called **Markeaton Minds**. Markeaton Minds are a series of learning mindsets we want the children to develop during their time at Markeaton to help them become curious, determined and caring learners. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing). Encircling the entire curriculum are the aims for our curriculum at Markeaton: what we would like it to be for all children. **Embedded within our curriculum and also at the heart of school life are our three core values:**



Care



Curiosity



Determination

5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
 - helping you to build a sense of purpose
 - helping you to connect with others
- Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



NHS

End of Year 3 ?

MATHS EXPECTATIONS



Place value

In Year 3, children will be expected to recognise hundreds, tens and ones in 3-digit numbers (for example, 423 has 4 hundreds, 2 tens and 3 ones).

This includes:

- counting in steps of 4, 8, 50 and 100
- reading, writing, comparing and ordering numbers to 1000
- finding 10 or 100 more or less than a number.

Fractions

In Year 3, children will be expected to be able to compare and order fractions and begin to add and subtract fractions with the same denominator. This includes:

- counting up and down in tenths and connecting tenths to dividing by 10
- using unit and non-unit fractions
- understanding equivalent fractions, that is fractions that have the same value

Measurement

In Year 3, children will be expected to be able to add and subtract measurements, tell the time to the nearest minute and compare durations of time.

This includes:

- measuring and adding to find the perimeter of 2D shapes
- telling the time using 12-hour and 24-hour clocks, including Roman numerals I to XII.

Geometry

In Year 3, children will be expected to use accurate mathematical language to describe properties of a wider range of symmetrical and non-symmetrical shapes. This includes:

- drawing 2D shapes and making 3D shapes
- identifying angles greater or less than a right angle
- identifying horizontal, vertical, parallel and perpendicular lines.

Addition and subtraction

In Year 3, children will be expected to be able to use a range of strategies to solve problems mentally and learn formal written methods for column addition and column subtraction. This includes:

- adding and subtracting numbers with up to three digits
- estimating answers to problems before working them out accurately and checking using the inverse operation, i.e. using addition to check subtraction and vice versa
- explaining how they have solved a problem and why they chose a particular method
- adding and subtracting amounts of money in order to give change.

x and ÷

In Year 3, children will be expected to use a range of strategies to solve problems mentally and begin to learn formal written methods for short multiplication and short division. This includes:

- knowing and using multiplication and division facts for the 3, 4 and 8 times tables
- multiplying two-digit by one-digit numbers
- understanding that multiplication and division have an inverse relationship, i.e. they undo each other, and using this to check their calculations.

Statistics

In Year 3, children will interpret and present data in a range of ways. This includes:

- interpreting and making bar charts, pictograms, and tables
- understanding information presented using scales
- solving one-step and two-step problems using data.

END OF YEAR 3

READING EXPECTATIONS



Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

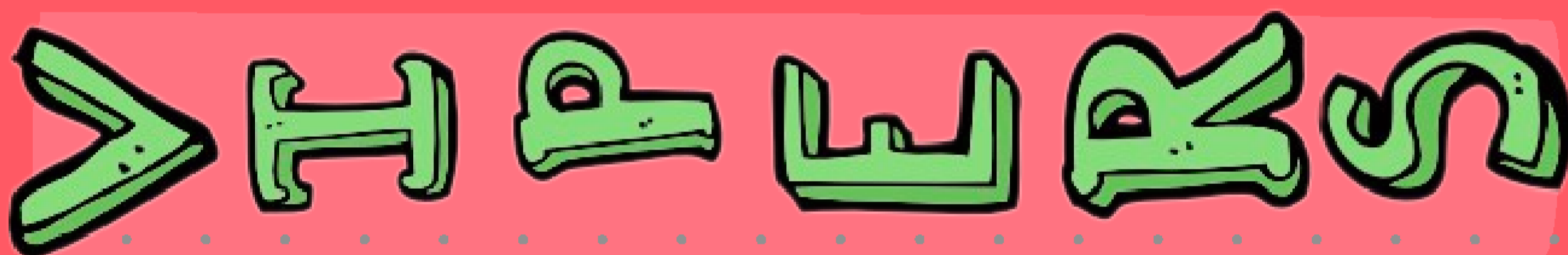
Predict what might happen from details stated.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Use dictionaries to check the meaning of unfamiliar words.
Identify the main idea and/or theme of a text.

Retrieve and record information from non-fiction.

Pause and intonate appropriately in response to punctuation and/or meaning e.g. slowly to create suspense.



END OF YEAR 3

EXPECTATIONS



WRITING

- to talk about similar pieces of writing, and using these to help them plan their own
- to plan their writing by talking about it or writing down key words
- to use a rich vocabulary and a range of sentence structures to make their writing interesting
- to create settings, characters, and plots for stories
- to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- to proof-read their writing for spelling, grammar, and punctuation errors
- to read their writing out loud.



HANDWRITING

- writing neatly and legibly with letters that are all a similar size; joining some letters; deciding which letters to join; making sure that descenders of one line do not touch the ascenders of the line below.

GRAMMAR

- Use a and an correctly
- Use conjunctions to talk about time, place and cause
- Use adverbs to talk about time, place and cause
- Use prepositions to talk about time, place and cause, for example, 'We met at 2pm' (time), 'The school was next to the shops' (place) or 'We ran home because of the rain' (cause)
- Put sentences together into paragraphs
- Use heading and subheadings in non-fiction texts
- Use the present perfect form of verbs to talk about events that started in the past and are still happening
- Use inverted commas for speech.

SPELLING

- how to use a dictionary to check their spelling
- to spell many homophones correctly
- spelling more words with prefixes
- spelling more words with suffixes and other endings
- words with unusual spelling
- using the possessive apostrophe with regular and irregular plurals
- spelling words that are often misspelt (Spelling word list for Year 3 and Year 4).



Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women