



Holy Trinity C of E Primary School

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Dear Parents and Carers,

A very warm welcome back to school and to the start of Key Stage Two! We are delighted to be teaching Year Three and look forward to a happy and successful year. The children have settled very well and are pleased to be back. They are enjoying rekindling their friendships and finding out what is on the timetable for this term.

We're really looking forward to our Year 3 learning journey this year and hope that your child thrives, progresses well and enjoys the year. With this in mind, the following information about the curriculum for this term should help you understand what we are covering and help you to further support your child.

Reading

Reading is **the** key to accessing every area of the curriculum, so it vital that together we support their progress in this area. The children have been issued with a new reading diary in which to record their reading, both in school and at home. They know that they need to take their diary home every afternoon and bring it into school the following morning when it will be checked. The expectation is that you or your child will make an entry in their diary each evening but certainly 4 or 5 times per week.

Sometimes their reading may follow a theme, for example, they might be asked to make a prediction or summarise a chapter. If they are reading non-fiction, they might like to tell us a new fact they have discovered. We would strongly urge you to listen to your child read aloud and discuss the text with them. This would benefit them enormously as it develops their comprehension skills, an area which is paramount in KS2 as their reading fluency is now secure.

Please sign and date the diary every time you hear your child read and include any thoughts you may have. Your views are always welcome. Although the children will bring home books each day to read from our classroom shelves, please encourage them to include any other books they read at home, this can range from recipe books, comics to books beyond their level for a challenge. All with the aim to encourage their love of reading. In class, we will also be having guided reading sessions in smaller groups or as a class.

Homework

Homework will continue to be set using Google Classroom. It will be clearly indicated and accessible via your child's login. It will be set on a FRIDAY to be completed by the following WEDNESDAY. The children may print the homework task and stick the sheets into their book or (and preferably) may answer set questions directly into their pink homework book.

We will continue to using Spelling Shed this year for weekly spelling, which they can access through their Spelling Shed account, just like last year. This will be set WEDNESDAY and then tested the following WEDNESDAY. The spelling shed log in details for your child can be found inside their reading diaries and homework books.

Each term, your child will have a longer spelling list – their Spelling Star words, which will be tested during the last week before we break up. These are made up of common exception words that are used a lot in their writing/reading but are tricky to spell.

In addition to daily reading, your child will be set a maths and English task weekly (though this may occasionally change) to complete. Homework should be neatly presented with the same expectations as in the classroom. headings and dates should be written and underlined. Please encourage your child to use the correct pencil grip and posture. Please also encourage your child to practice spellings and revisit old spellings they found challenging. It will benefit them considerably as they continue up through the years. Homework should be completed in pencil.

Homework is given to reinforce what they are learning at school, so they should for the most part be able to complete tasks independently, but some support may be needed, especially in the early weeks.

P.E.

In addition to PE in school, children will have swimming lessons on a Tuesday morning. Please refer to the letters sent out by Mrs. Lewington for dates and arrangements. The children will need a towel, swimming costume for girls (not a bikini) and tighter lycra-style shorts for boys (not the loose beach-type ones), a swimming hat and if they choose, goggles. We will be travelling to and from Braywick by coach. It is always so exciting to see the progress the children make during this term and how their confidence in the water increases. The class have PE on the same day so should arrive in their PE kit and they will change back into this after swimming.

Gosling class will be having P.E on a Tuesday afternoon and Thursday afternoon, with Mr. Whittle. On these days, the children should come to school in their PE kits, staying in them all day. For the vast majority of the year, sessions will be outdoors, so it is important that the children have trainers in school. The uniform is polo shirts (with or without the school logo) and shorts, though as the weather gets colder the children will need track suit bottoms instead of shorts. Please see the website for school uniform information and note black items are not permitted. ALL items of uniform should be named. We are very grateful to you for doing this.

Classroom Equipment

Children in Key Stage 2 are required to bring their own equipment to school. It would be helpful therefore if the children had items such as writing and colouring pencils, a rubber, a sharpener and a 30cm ruler, preferably a rigid one, as well as a glue stick, in a clear pencil case. These are stored in their desks for their use only. We do of course have this equipment in the classroom should children need it. Glue sticks often run out, so please remember to ask your child regularly if it needs replacing.

Water bottles should be filled each morning before coming to school. In KS2 we no longer receive free fruit, so the children may bring a *fruit/healthy* snack for playtime. As cloakroom space is limited, please ensure your child has a bag which is suitable for their needs and not over-sized.

Curriculum

In **English**, Year 3 will focus on reading comprehensions, grammar, punctuation, handwriting and spelling lessons. We will use quality texts to explore different genres of writing. During the term, we will look at 'Stone Age Boy' and 'Stig of the Dump'. These will be the inspiration for us to learn and try out writing genres such as character studies, letter writing, biographies, recounts and stories.

In **Maths** this term, the children will be learning about place value of 3 and 4-digit numbers, comparing, ordering and identifying the value of digits within numbers, addition and subtraction and later multiplication and division. We will work towards quick recall of multiplication and division facts. By the end of Year 3, it is the expectation that the children **will know and fluently recall at least their 2, 10, 5, 3, 4, 8 multiplication and division facts**. We will also be learning mental and written addition and subtraction strategies. We aim to develop the children's fluency, reasoning and problem-solving skills. You will find your child's **Times Tables Rock Star log in details inside their reading diaries** – this is a really fun way for them to learn quick recall of their tables.

In **Science** this term, the topic will be 'Rocks and fossils', including Mary Anning's contribution to palaeontology. In the second half of the term, we will be studying light; reflection and shadows and how/why they occur and darkness as the absence of light.

Our **History** topic this half term is the Stone Age, moving to the Bronze and Iron Ages in the next half term. As well as our history focus, the Stone Age will support our art learning (cave paintings, rock paintings) and English (as we read the book 'Stone Age Boy' by Satoshi Kitamura and Stig of the Dump)).

Our theme for **RE** this term is belonging and we will take a look at signs of belonging – for example 'Does taking bread and wine show that someone is a Christian?' We will explore the ritual of communion and baptism and other ways Christians might show they belong to the church. In Term 2, we will explore whether light is a good symbol for celebration, looking at examples of use of light in a variety of religions.

In **Music** we will be learning to compose using animations as a stimulus. This is in addition to our work on Harvest Festival and Christmas music. In **computing** we will be further exploring online safety, including the difference between opinions, beliefs and facts.

In **PSHE**, under the heading of 'My Healthy Self', we are looking at examining the connection between mind and body. In Autumn 2 we will be looking at connecting with others, recognizing their own strengths, qualities and boundaries.

Attendance:

In line with the DfE, it is our aim that the attendance of pupils at our school is as close to 100% as possible.

An attendance figure of less than 90% (**which equates to a child missing half a day of school every week**) is significant; in these circumstances, a child is classified as **persistently absent**.

While we understand that there are genuine reasons, notably illness, which mean it is not appropriate to send your child to school, as I am sure you can appreciate, any time away from the classroom is incredibly disruptive. A lesson missed puts a child at a disadvantage especially when that lesson falls within a sequence of planned learning activities. It can increase anxiety and in some cases affect social interactions and friendship groups.

In addition, research has been carried out which shows a clear link between attendance and attainment at all key stages: [The link between attendance and attainment in an assessment year](#)

In summary, from the data analysed: at KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. **This means missing just 10 days of Year 6 reduced the likelihood of reaching the expected standard by around 25%.** Pupils who attended nearly every day were 1.8 times more likely to achieve the standard than persistently absent pupils who only attend 85-90% of the time (relating to 4 -6 weeks more time in school).

The trend continued into Year 11: at KS4, pupils who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 - 6 weeks more time in school). **This means missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%.**

Therefore, we encourage you to send your child to school unless they have a temperature, are vomiting, have diarrhoea or any of the contagious illnesses as outlined in NHS guidance: [Is my child too ill for school? - NHS](#)

A request for term time absence for holidays is not permitted. Please refer to the RBWM term time dates that are on our website and that you have been sent a copy of: [School term dates 2026/27 | School term dates | Royal Borough of Windsor and Maidenhead](#)

Punctuality:

Arriving promptly in the morning is also important as it will ensure a positive start to the day for your child. The school gate opens at 8:45am **with the expectation that every child has passed through by 8:55am.** The gate will be locked at 9am at which point your child will be marked late.

For a child arriving late, entering a classroom where their peers have already begun the day can be trauma-inducing. Their start to the day is less calm and it is likely they will miss out on early morning activities designed to recap, motivate and engage. Therefore, we encourage you to ensure your child arrives at school as close to 8:45am as possible.

While this is a class newsletter containing specific information relevant to our class, on a Friday the school newsletter will be emailed to you and posted on our website. Please find a moment to read the weekly newsletter as it will contain important information to help you navigate the term.

We look forward to teaching your children and having a very productive Autumn Term. Once again, if there is anything you are unsure of, please contact us through the office, or catch us at the end of the day.

Thank you for your support.

Mrs Bailie and Miss Buckley