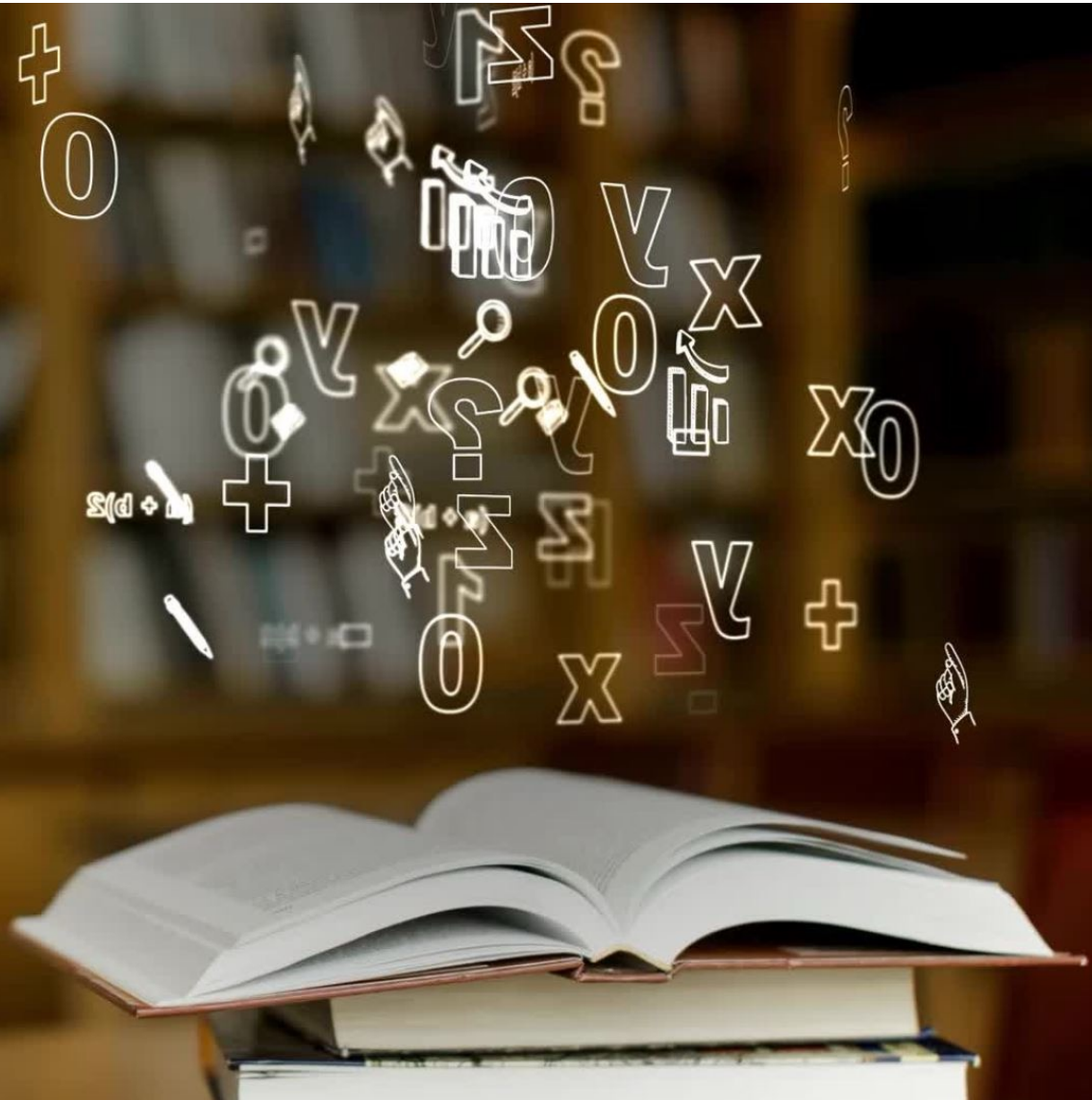


# YEAR 3 EXPECTATIONS MEETING

2026-2027





## MEET THE TEAM

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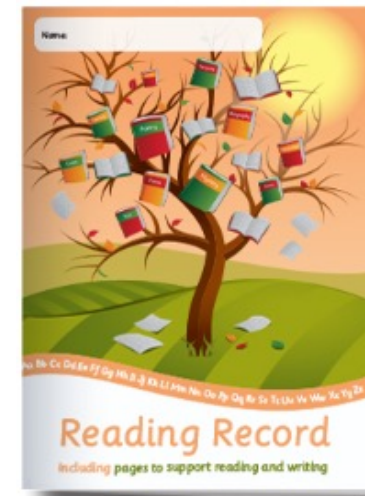
- Mrs Lester - Class Teacher and Literacy Lead
- Ricardo Ramos - Trainee Teacher
- Mr O'Flynn - Music Teacher
- Mr Simeon - PE Teacher
- Ms Alonso - Spanish Teacher

| Time         | Monday                                        | Tuesday     | Wednesday                                     | Thursday                                | Friday<br>(Management Time)               |
|--------------|-----------------------------------------------|-------------|-----------------------------------------------|-----------------------------------------|-------------------------------------------|
| 8.45-9.00    | Study Start                                   | Study Start | Study Start                                   | Study Start                             | Study Start                               |
| 9.00 – 9.30  | Daubeney Loves Reading<br>Whole Class Reading | PE          | Daubeney Loves Reading<br>Whole Class Reading | Daubeney Loves Reading<br>Comprehension | Daubeney Loves Reading<br>I:I/Book Change |
| 9.30 – 10.00 |                                               |             |                                               |                                         |                                           |
| 10.00-10.15  | BREAK                                         |             |                                               |                                         |                                           |
| 10.15-11.15  | Maths                                         | Music       | Maths                                         | Maths                                   | Arithmetic/Times<br>Tables                |
| 11.15-11.30  | BREAK                                         |             |                                               |                                         |                                           |
| 11.30-12.00  | Spelling                                      | Writing     | SPAG                                          | Handwriting                             | Spelling Test                             |
| 12.00-12.45  | Writing                                       |             | Writing                                       | Writing                                 | Computing                                 |
| 12.45-1.50   | LUNCH                                         |             |                                               |                                         |                                           |
| 1.50 -2.10   | Classroom Assembly                            | Assembly    | Assembly                                      | Assembly                                | Assembly                                  |
| 2.10-3.15    | Spanish                                       | Maths       | CC                                            | Science                                 | PSHE/Jigsaw                               |
| 3.15 – 3.25  | Library                                       |             |                                               |                                         |                                           |

# IMPORTANT INFORMATION

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- Book Changing: As and when they finish their book. Children must bring their reading records and books every day. They will be checked on Fridays. Children must write at least 4 entries in their reading records each week.
- P.E: Tuesday
- Spellings & Timestables: Out on Fri/Test on following Fri

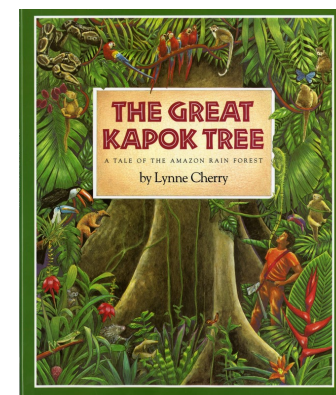




# WRITING AUTUMN 1

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- The Writing Process
- Short Burst: Grammar focus
- Long Burst: Narrative linked to rainforests based on 'The Great Kapok Tree'
- Cross curricular/creative writing opportunities





# READING AUTUMN 1

| Daubeney Loves Reading                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Predicting</b> <ul style="list-style-type: none"> <li>I wonder if ...</li> <li>I predict ... because ...</li> <li>I imagine ...</li> <li>I think ... will happen ...</li> </ul>                                              | <b>Inferring</b> <ul style="list-style-type: none"> <li>That word/phrase tells me ...</li> <li>This makes me think that ...</li> <li>I think this character because ...</li> <li>I think the setting is ...</li> </ul>                                                                                                                                                                                                     |
| <b>Questioning?</b> <ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>What if ...?</li> <li>How do we know ...?</li> </ul> | <b>Evaluating</b> <ul style="list-style-type: none"> <li>Language                             <ul style="list-style-type: none"> <li>That word / phrase works well because ...</li> <li>I like the way the author uses ... it makes me think about ...</li> </ul> </li> <li>Organisation                             <ul style="list-style-type: none"> <li>The layout helps the reader because ...</li> </ul> </li> </ul> |
| <b>Clarifying</b> <ul style="list-style-type: none"> <li>I think that means ...</li> <li>I didn't understand ...</li> <li>What does ... mean?</li> <li>I need to reread this part ...</li> </ul>                                | <b>Making Connections</b> <ul style="list-style-type: none"> <li>I know about this because I ...</li> <li>I've been to / seen ...</li> <li>This reminds me of ...</li> <li>This is similar to ...</li> <li>This links to ...</li> </ul>                                                                                                                                                                                    |
| <b>Summarising</b> <ul style="list-style-type: none"> <li>The most important ideas are ...</li> <li>The key idea is ...</li> <li>This book/chapter/paragraph was about ...</li> <li>This part was about ...</li> </ul>          | <b>Learning Behaviours</b> <ul style="list-style-type: none"> <li>Help and encourage</li> <li>Explain your ideas clearly</li> <li>Active listening</li> <li>Focus and complete tasks</li> </ul>                                                                                                                                                                                                                            |

- Daubeney Loves Reading
- Focus on the 7 reading skills (predicting, inferring, questioning, summarising, clarifying, evaluating, making connections)
- Whole class reading linked to topic/writing
- Independent reading
- Reading comprehension



# MATHS AUTUMN 1

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- Reasoning: Place value, addition and subtraction, multiplication and division
- Arithmetic: Daily teaching, weekly arithmetic and times table tests



# CROSS CURRICULAR AUTUMN 1

- Science: Plants
- Geography: Rainforests

### Structure of a flower

### Pollination

Pollination is when \_\_\_\_\_ from the \_\_\_\_\_ is transferred to the \_\_\_\_\_.

There are two main types of pollination:

- \_\_\_\_\_
- \_\_\_\_\_

### Plant reproduction summary

#### Germination

Germination requires:

- \_\_\_\_\_: allows the seed to swell and the \_\_\_\_\_ to start growing
- \_\_\_\_\_: used in \_\_\_\_\_ to transfer energy to germinate
- \_\_\_\_\_: speed up germination

#### Seeds

There are four types of seed dispersal:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Fertilisation

- Joining of a \_\_\_\_\_ from a male and female \_\_\_\_\_ (sex cells).
- In plants this means the \_\_\_\_\_ and the \_\_\_\_\_ need to join together.



Year 3



**By the end of Year 3, children will:**

- Ask and answer simple questions about themselves and their families.
- Talk about birthdays, favourite colours and hobbies.
- Read and understand short words and phrases.
- Write simple words and short sentences from memory.
- Begin to recognise basic Spanish grammar such as gender, plurals and common verbs.
- Learn and reinforce other curriculum subjects through Spanish.

**Username: edaubeney**  
**Password: elefante!!**





# TRIPS

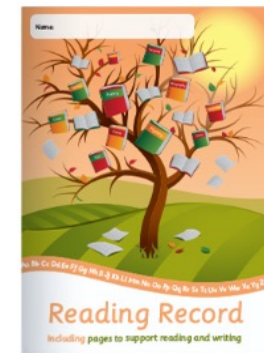
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- Each term linked to topics
- Parent volunteers - please speak to class teachers if you are available to attend. You will be asked to attend a pre-trip meeting/allergy training.

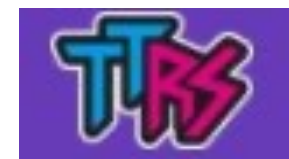


# HOW TO HELP YOUR CHILD AT HOME

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- Listen to your child read (help them write comments in their reading record)
- Real life maths: (Money, Time, Measuring & solving Problems)
- Arithmetic: (Times Tables / Calculation skills / TTRS)
- Discussions based around topic
- Handwriting
- Practise spellings - look up definitions and and put words into sentences





# HOW TO HELP YOUR CHILD AT HOME

$6 \times 11 =$

|   |   |   |
|---|---|---|
| 7 | 8 | 9 |
| 4 | 5 | 6 |
| 1 | 2 | 3 |
| 0 | C |   |

Enter

1/25

- All eligible Year 4 children in England will be required to take the check to test their fluency in recalling their multiplication tables.
- It is done on an iPad and will take no longer than 5 minutes.
- There are 25 questions and pupils have 6 seconds to answer each question.

[www.timestables.me.uk](http://www.timestables.me.uk)

[www.urbrainy.com/mtc](http://www.urbrainy.com/mtc)

[Hit the Button](#)

1/25 Back

Time left: 5

$6 \times 11 =$

|   |   |       |
|---|---|-------|
| 1 | 2 | 3     |
| 4 | 5 | 6     |
| 7 | 8 | 9     |
| C | 0 | Enter |

# COMMUNICATION

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[www.daubeney.hackney.sch.uk](http://www.daubeney.hackney.sch.uk)

Email: [admin@daubney.hackney.sch.uk](mailto:admin@daubney.hackney.sch.uk)

