

Welcome to Year 3!



Staff in Year 3



Mrs Brogan
Year 3 Teacher



Mrs Chaplin
Year 3 Teacher



Mrs Chialuofas
Teacher



Mrs Farlam
HLTA



Mrs Burnham
Teaching
Assistant



The best way to see the difference Cuddington and Dinton can make to your child's education, is to join our next Open Morning for prospective parents, September 2026 school entry.

Friday 17th October 9:30 – 10:30

or

Tuesday 21st October 9:30 – 10:30

Please email Emma Clifton office@cds.school to register your interest.

We look forward to welcoming you to our school.

'Let your light shine' Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

www.cuddingtonanddintonschool.co.uk

You can select Class Information then Juniors, Year 3, to find more information.

Cuddington & Dinton Church of England School | t: 01844 291206 | office@cds.school

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Year 3

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Autumn Term – Fire and Ice

Mrs Chaplin and Mrs Brogan

Class Information

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- ✓ [Year 3 Maths Overview](#)
- ✓ [Year 3 Spelling Overview 2025-26](#)
- ✓ [Long Term Plan Year 3 and Year 4 2025 – 2026](#)
- ✓ [Year 3 'Vipers reading skills' for Reading Comprehension](#)

Our Timetable

	8.45-9:00	Lesson 1 9:00-9:30	Lesson 2 9.30 - 10.30		Collective Worship 10:30-10:45	Break 10:45 - 11:00	Lesson 3 11:00 - 12:00	12:00-12:30 Reading Focus	Lunch 12.30-1.30	Lesson 5 2:00 -2:45	Lesson 6 2:45 - 3:25
MON	Registration and Early Morning activities	Spelling 9:00-9:30	English		Collective worship	Playtime	Maths	Guided Reading	LUNCH	Science	
TUE		Collective Worship Singing	9:30-10:00 SPAG	10 - 10:45 English		Playtime	Maths	Guided Reading		French and RE	
WED		English 9-10		Maths 10-10:30	CW Space Makers	Playtime	11-11:30 Maths	11.30 - 12.30 Arithmetic/ Times Tables Guided Reading - Non-Fiction		Swimming	PSHE
THUR		9:00-9:30 Handwriting	English		Playtime	Collective worship Church led	11- 11:30 Maths	11:30-12:30 Maths Computing		Music and PE	
FRI		9:00-9:30 Times table Rock stars	English		10:30-10:45 Star of the Week	Playtime	Maths	Guided Reading		Topic	

Year 3 Maths Overview 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW			
Summer term	Number Fractions B VIEW		Measurement Money VIEW		Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation

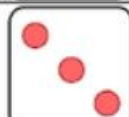
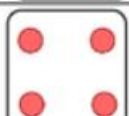
Spelling Shed 		Medium Term Plan - Stage 3				Copyright © Cusack (2020)	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective		Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-uor'
Words		mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, repay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, water	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretch, dispatcher, catcher, butcher, richer, scorch, preacher, crumder, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective		Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ei'	Step 26: Words where the digraph 'oi' makes a /i/ sound	Step 32: Challenge Words
Words		touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, dissonant, disappear, double, dislike, discontinue, disadvantage, disodge, disorganise	freight, vein, weigh, reins, eight, eighteen, to gh, tell, neighbour, sleigh	battle, petite, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemical, character, stomach, misanthrope, school, another, chaos	special, strange, difficult, important, length, perfect, portion, pressure, question, purpose
Objective		Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-que' and '-que'	Step 33: Revision Words
Words		symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehaviour, mispel, misplace, mislead, mistrust, misunderstanding, misuse, misled	obey, copy, grey, disobey, they, convey, they, survey, surveyor, conveyer, grey	genially, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plague, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective		Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-ed' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-le'	Step 28: Words where the digraph 'oi' makes a /i/ sound	Step 34: Revision Words
Words		treasure, measure, leisure, pleasure, pressure, exposure, endow, obscure, discolor, compose	developing, dislocated, limiting, covering, initial, gathering, greener, covered, listening, listened	calmly, sweetly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, fantastically, logically, magically, quickly, dramatically, historically, automatically, specifically	science, scene, discipline, seasons, scenic, sorted, facade, scenery, crescent, descend	freight, hourly, mislead, sorted, suppose, plague, grotesque, daily, descend, automatically
Objective		Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-ed' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly': exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words		adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, most, grab, mane, groan, mist, meat	truly, shily, fully, duly, shyly, wholly, oily, coily, happily, daily	ball, bowl, break, brake, male, nail, fail, fare, berry, bury	teacher, scheme, history, mention, bowl, crescent, eighteen, regular, mane, disable
Objective		Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words		actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, hand, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion



ROLL AND SPELL

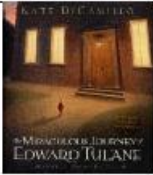
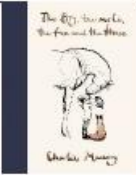
Directions: Start with the first word on your spelling list. Roll the die and complete the activity for the number you roll. Continue with the rest of your list.



	Write the word with your eyes closed three times.
	Draw a picture of your word.
	Write your word in a sentence.
	Write your word backwards three times.
	Write the definition for your word.
	Write your word in your neatest handwriting three times.

Some pupils will need to continue to practice Year 1 and Year 2 Common Exception Words. We will send home a list of these words.

Our core texts. These are supplemented with a variety of other texts including poetry and non-fiction.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit		Visit to Science Oxford		Chiltern Open Air Museum?		
History/ Geog	Geography - Volcanoes, Earthquakes and Climate Change	History - Famous explorers and climate activists	History - Sutton Hoo Influence of the Anglo- Saxons	History - Sutton Hoo - Influence of the Anglo- Saxons	Geography – Case study of a non-European locality History - Mayas	Geography – USA, Rainforests
Core texts Y3		 		 		 Poetry 'Registration' by Allan Ahlberg

We use Reading Vipers, which focuses on the key skills of understanding vocabulary, Inference, Explaining, Retrieval, Prediction, and summarising.

Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/ES: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader's interest and imagination E1/ES: recognising some different forms of poetry (for example, free verse, narrative poetry) V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding

Vocabulary- Chapter 1 The Ocean

Page 1: Find four verbs used to describe the hurricane.

By using these words, what effect has the author created?

What other verbs could the author have used to create the same impact?

Why has the author repeated the word, 'No' on page 1?

'There were no clouds, no ships, no land in sight.'

Challenge: find an example of personification on page 2

Personification: human actions or characteristics are given to objects or animals.

It is a technique used by writers to bring objects/animals to life and make them more relatable.



Raising a reader

Please listen to your child read as often as possible. Choral reading and echo reading are equally valuable and talking about what they have read is equally valuable. Comprehension is just as important.

'Opening a book for the very first time still fills me with the same excitement and anticipation that it did as a child. Books enable children to discover new worlds, meet new people and learn about the past, but they also have the power to transform lives. By sparking growing imaginations, stimulating critical thinking and helping to develop empathy, reading gives children the very skills they need to succeed at school, at work and in life'.

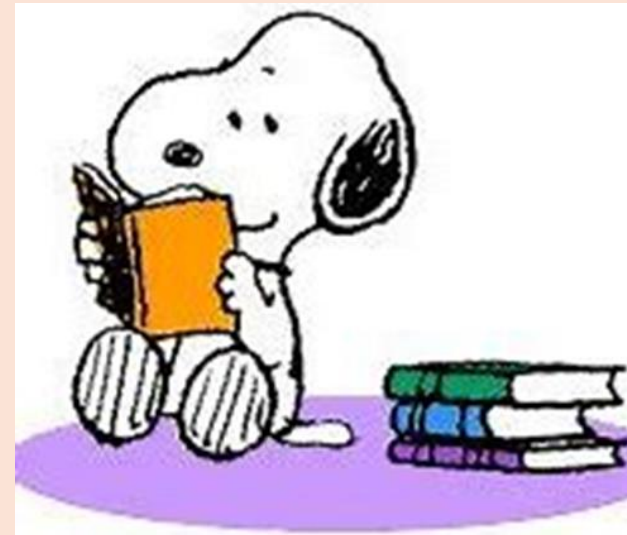
Cressida Cowell



Reading is the gateway
skill that makes all other
learning possible.

Barack Obama

quotefancy



Be a role model for reading

- Enables children to access texts they cannot yet read to themselves.
- Improves ability to listen
- Increases concentration levels
- Develops imagination
- Increases vocabulary
- Develops empathy
- Gives precious time together
- Develops cognitive skills

Role Models for Reading

'I write my *How to Train Your Dragon* and *The Wizards of Once* books to be read aloud, because books read to you in your parents' voice live with you and send an important message: books are important; books are powerful, magical things that can make your dad cry or your mum laugh, and they contain the sort of wisdom in them that can change your life'. Cressida Cowell

Our Long-term Plan



Cuddington and Dinton C of E School Curriculum Framework Year 3 and 4

Year A 2025-26

	Autumn Fire and Ice To begin this exciting year, Year 3 children will use the fantastic books, The Wild Robot, One Christmas Wish and The Lost Words to support them in writing narratives, poetry and a playscript. Year 4 will read the historical adventure novel Kasper, Prince of Cats and the picture book The Lost Thing as we study a range of genres to entertain and inform, including a narrative, a journalistic report and persuasive writing. We will also explore a range of poems including haikus, tankas and cinquains. In Topic, the children will be taken on journeys across the world to the Arctic Circle and the Ring of Fire. We will investigate the physical geography of our world, including volcanoes and earthquakes and investigate climate change. In November, we will visit Science Oxford to take part in curriculum-related workshops and enjoy the fascinating theatre shows. In Art, we will explore with a variety of different materials and techniques to create a collage inspired by volcanoes.	Spring Anglo Saxons Year 3 will begin the term by reading The Miraculous Journey of Edward Tulane as they learn about writing narratives and letters, before using Tuesday and Once In a Lifetime to write recounts and non-chronological reports. Year 4 will begin by writing narratives and diaries based on the book The Iron Man and later, writing a synopsis inspired by Flotsam and a narrative with dialogue based on the film clip Piper. The great Roman empire has withdrawn from Britain leaving her shores open for invasion. Would this be a mere bump in the road for her people – or a disastrous descent into chaos? It is here that the children will start their journey through the Anglo-Saxon invasion of Britain. Children will immerse themselves in what life was like in a British settlement, studying Anglo-Saxon art and culture and discovering the great treasures of Sutton-Hoo. Moving through history, we will learn about the Viking invasion and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Art and DT will be influenced by the Anglo-Saxons and Vikings.	Summer Amazing Americas In English this term, Year 3 will explore Oliver and the Seawigs in their writing of persuasive adverts and adventure narratives, followed by The Boy, The Mole, The Fox and The Horse to further develop their narrative writing. They will end the year by studying the poem Registration. Year 4 will enjoy excellent texts including The Last Bear in their study of narratives and non-chronological reports, followed by The Whale to inspire their journalistic report writing. To end the year, they will study the poems Autumn Gilt and The River as part of our poetry learning, using similes and metaphors. Mayas In our topic work, we will consider the geographical similarities and differences between the USA. In Art this term, the children will be developing their sketching and painting skills with artwork influenced by the sea and studying digital art.
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Science – Rocks & Fossils



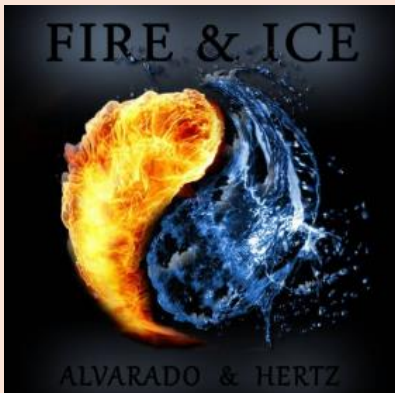
RE – Hinduism



Computing Network Systems



Topic



French



Music

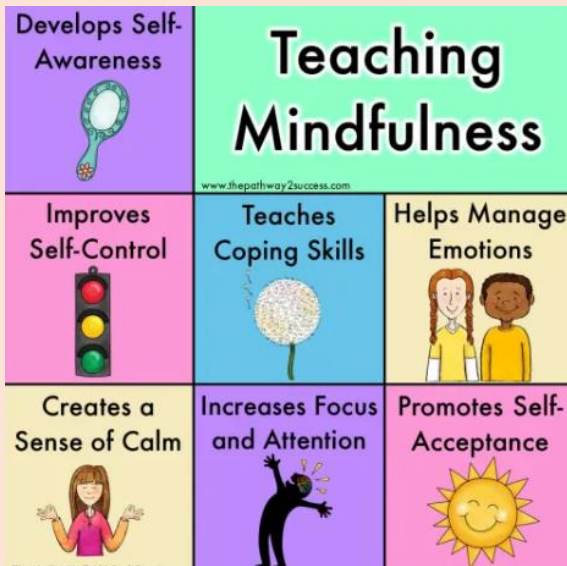


PE

Swimming

PSHE

Health and
Wellbeing



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