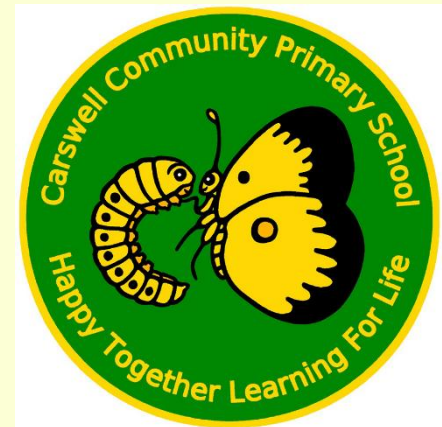


Carswell Meet the class team 2026-2027

**Year 3
Monarch Class**



Our class team



Miss Macleod

Class Teacher



Mrs Walker

Class TA

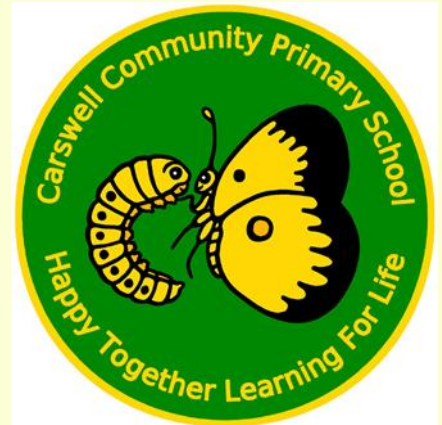
Monday, Tuesday,
Thursday Friday



Mrs Sutherland

Class TA

Tuesday, Wednesday



School Staff who's who



Paul Crandon
Head teacher



Valerie Houlden
Chair of Governors



Carrie Cook
Deputy Head
teacher and SENco



School Staff who's who



Zoe Rutty
Home School
Link Worker



Ali Rendell
Office
administrator
and wrap
around care
manager



Chloe Clarke
Office
administrator



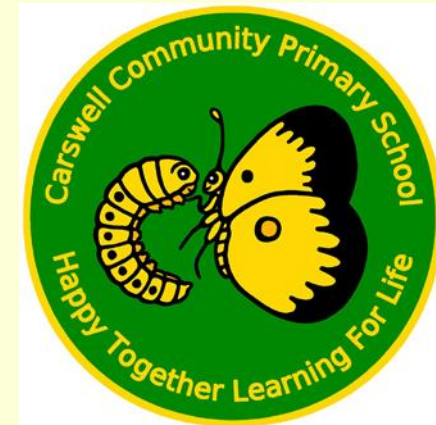
**Emma
Christopher**
School business
manager



Dave Rutty
Facilities
manager



Rachael O'Shea
Service Home School
Link Worker



Our 3 simple rules

- Be kind
- Be safe
- Be respectful



Our school day

8.45am - Bell for children to go into class

Morning Sessions

10.30am – Break time. Children may bring cheese, fruit, vegetables, cereal bars in line with our school healthy eating policy

12.00 - Lunch in dinner hall

Afternoon Sessions

3.15pm – Home time. Pick up by the Year 3 Door



Weekly class timetable

Monarch Class Timetable - Autumn 2026-2027

	8:45 – 9:00	9:05 – 9:30	9:30 – 10:30	10:30 – 10:50	10:50-12:00		12:00 – 13:00	13:00-14:00		14:00 – 15:15	
M	Register and morning learning	Singing Assembly	English	B	Arithmetic	Maths	L	Quiet reading / SPaG	French	Art / D&T	
T	Register and morning learning	Spelling	English	R	Arithmetic	Maths	U	Quiet reading / intervention	Project History/Geography		
W	Register and morning learning	Spelling	English	E	Arithmetic	Maths	N	Quiet reading / intervention	Science		
Th	Register and morning learning	Arithmetic	PE Coach Liam	A	Miss Ritchie PSHE		C	Guided Reading		Computing	
F	Register and morning learning	Celebration Assembly	What in the world?	K	Music Violins		H	PE Ms Macleod		PSHE	Golden time (if appropriate)

P.E days are Thursday and Friday afternoons, children can come in to school wearing their P.E kit.



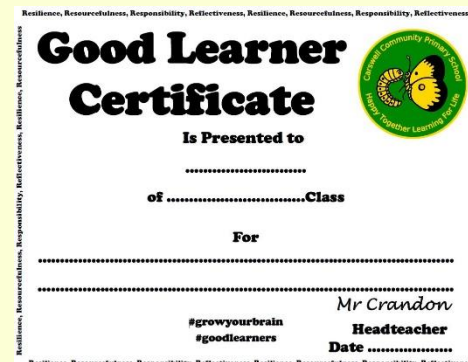
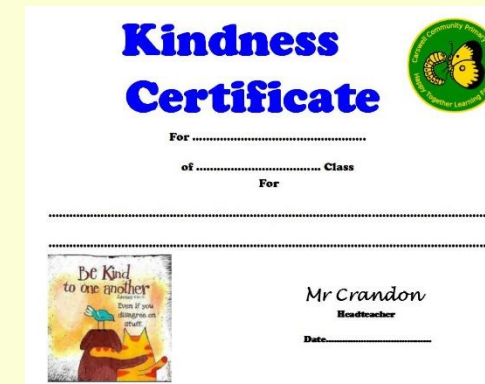
Class projects for the year

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Project title	The Earth's a treasure	10,000 years BCE Stone Age to Iron Age	All around the world A long time ago...
Hook	Old maps. Ask the children to draw a picture of what the world looks like (cover any maps). Ask the children to try to label their maps with as many features and place names as possible. Look at old maps and discuss what ideas people in the past might have had about the world. Compare the old maps to a current map. What has changed? Why have these changes happened? Learn about the structure of the Earth. Setting the scene. Start the story of going on a journey. Explain to the children that over the next 6 weeks, we are going to be explorers and go on a journey but before we can start, we need to make some decisions about where to go.	Being archaeologists. Explain to the children that today we are going to be archaeologists with a special interest in the Stone Age (prehistoric). Show the children a range of art and architecture from this period (include The White Horse). Around each item, children write observations, or questions that they would like answered. What can we find out about history from different sources of evidence? Create a list of ideas that the children have about this period of time to prove to be true or false in future lessons. What do the children think were the priorities of people living at this time? Look at the recent discoveries at Crosswell Crag. Or book an experience day at Hill End for a Stone Age experience. Children act out life during the Stone Age. £400 per class for a day.	First week/two weeks back after the holidays – visit study of David Hockney. Work to be generated for our whole school art exhibition. Compare and contrast. Was the Stone Age/Iron Age the same for everyone around the world? Look at examples of structures from the 4 ancient civilisations and compare them to what the children have learnt about famous structures in Britain during this time. Children compare and contrast the materials used, the style of the designs, purpose, etc. Children can then debate which of the buildings is the best and why.
The Big Idea	Children will follow a story that will lead to a dilemma. The focus is the story is to understand the composition of the Earth, the different climate zones, earthquakes and volcanoes, physical features of an environment, and different vegetation regions. During the dilemma, children will be introduced to rocks (Science). During the final stages of the dilemma, children will learn about the impact of humans on an environment. In the second part of the term, children will learn about significant explorers. They will learn about the geographical impact they have had (not focused on biographical).	Children will learn about the changes in Britain from the Stone Age to the Iron Age. They will learn why different people settled in Britain. They will learn how the discovery of iron changed people's lives. Children will learn about the life of the different people who settled and migrated to Britain. Children will look at what was happening around the world at the same time as this period of time.	Children will learn to apply what they have learnt from the Stone Age to Iron Age project to each of the 4 ancient civilisations. They will learn to locate and discuss what all 4 civilisations had in common, and what made each civilisation different. Children will learn about Ancient Egypt in depth. They will understand that all life in Ancient Egypt was centred around the River Nile. Children will learn how the civilisation started and ended. They will learn about aspects of Egyptian life and how the River Nile was used to carry out every-day and specialist tasks, such as festivals of the pharaohs.



Celebrating learning and behaviour

- Words of praise from each other and adults
- Feeling proud 'GLOW' of our work
- Dojo points
- Stickers
- Earning golden time
- Headteacher's awards
- Being kind to each other
- Class rewards
- Gold star badges



School uniform and PE kit



- All your child/rens uniform items need **to be labelled (we have a lot of lost property!)**
- Children wear their PE kit to school on their PE days
- Uniform with our school logo is available to buy from PMG school wear via our website but bottle green jumpers and cardigans can be bought from other shops
- More information can be found on our website (Parents---School uniform)

PE KIT

Black shorts, joggers, leggings.

Green, white or house coloured t-shirt.

Green, grey or black jumper/hoodie

No designs or logos.

[Carswell School website link](#)



What your child should bring to school

- A named water bottle
- A healthy snack
- A school bag or book bag
- Reading book
- Spelling book

What is a healthy snack?

Yoghurt, cheese, fruit, vegetables, meats,
pretzels, bread sticks

Please do not send sweets, chocolate, crisps

What your child shouldn't bring to school

- Toys, cards, phones, cuddly animals, dolls, sweets, watches (anything that will distract from learning or cause arguments)
- The children shouldn't wear jewellery, studs for pierced ears are allowed, but please no hoops or dangles.
- Children should have their hair tied up for P.E 😊



Home learning

Research and evidence from the Education Endowment Foundation (EEF)

Evidence from research suggests the average impact of homework in primary schools is minimal but positive. However, homework set in primary schools has a smaller impact on average than in secondary schools.

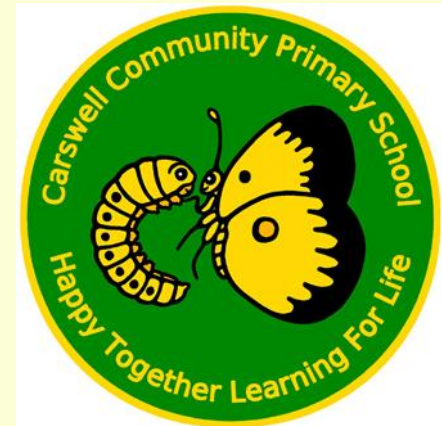
The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.

Research suggests that reading books together, project work, number facts and spelling practice have the most impact on primary school children.

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

Setting homework in primary schools has a lower impact on average and has been studied far less than setting homework in secondary schools. Many of the same principles are likely to apply in a primary setting, such as carefully linking homework to classwork and considering the optimal amount of homework – which is likely to be less with younger pupils.



Home learning at Carswell

Project based home learning ideas sheet (check curriculum maps for what we're looking at)

Reading together for 15-20 minutes per evening

Online maths games

Our homework policy is flexible. We use home learning to encourage children to share their learning journey with parents and carers

We encourage parents and carers to focus on the basics: reading, spelling/ phonics, times tables and number facts

We have changed from using Spelling Frame and Times Table Rock Stars to Twinkl spelling and maths online activities and games

Suggestions for creative project-based learning activities will be suggested.

These are optional

Where work has been completed by children and brought back into school, it will be recognized through stamps, stickers or ticks

Home learning expectations will differ from year to year



Contact details

Catch up with us at drop off or pick up

We will share news and information with you using Class Dojo – please avoid messaging on here as important messages may be missed.

For general school enquiries please email or
phone the office

Office email: office.2595@carswell.oxon.sch.uk

Telephone: 01235 521578

