



St. Monica's

Catholic Primary School

Meet the Teacher 2025/26



Headteacher's Welcome



Headteacher:
Mr. Gouldbourne



SAFEGUARDING TEAM

WE ARE HERE TO KEEP YOU SAFE AND HAPPY - PLEASE SEE ANY OF US IF YOU HAVE ANY CONCERNS - AT ANY TIME.



**MR J.
GOULDBOURNE
DESIGNATED
SAFEGUARDING
LEAD**



**MRS C. PRICE DEPUTY
SAFEGUARDING LEAD**



**MRS L. FATE
SENDCO
SAFEGUARDING**

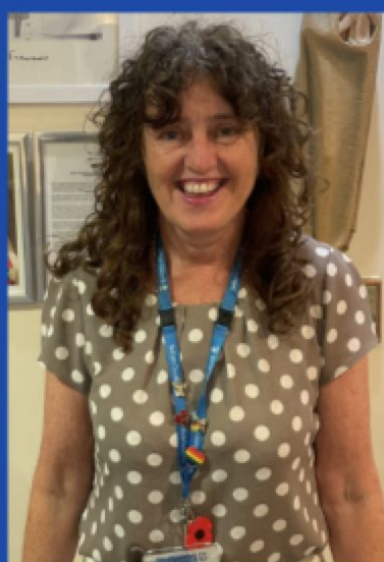


**MRS S. EVANS
EARLY YEARS
SAFEGUARDING**





MRS C. O'REGAN
SAFEGUARDING
GOVERNOR



MRS S. PATTISON
ATTENDANCE
SAFEGUARDING



MRS R. HOUGH
WELLBEING
SAFEGUARDING

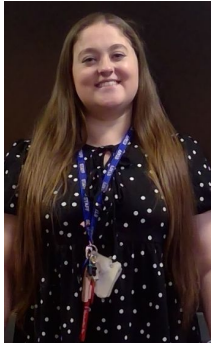


MRS J. TOHILL
LOOKED AFTER
CHILDREN
SAFEGAURDING

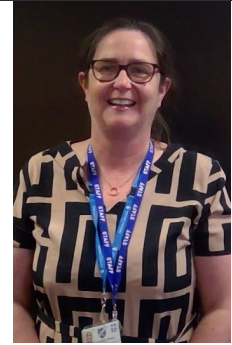
SPEAK TO US IF YOU HAVE ANY CONCERNS: 0151 525 1245
SAFEGUARDING.STMONICAS@SCHOOLS.SEFTON.GOV.UK



Welcome to Year 3: Meet the Team



Miss Gibbons



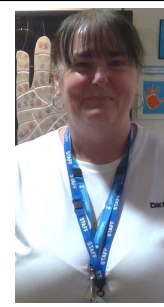
Mrs Reardon



Miss Johnson



Miss Lavelle



Mrs Piper

Our Classrooms - 3G



Our Classrooms - 3R



Year 3 so far...

Thursday 11th September
 I.O: I can identify and use expanded noun phrases

Task
 - Write an expanded noun phrase for each of these pictures



Please leave a line between each noun phrase.
 Remember to use your neatest, joined handwriting

The cute, hairy monkey ✓
 The hot, sandy beach ✓
 The blonde, playful puppy ✓
 The lovely, peaceful food ✓
 The beautiful yard of flowers ✓

SMC: I can write noun phrases based on Seal Surfer



The cute, big seal ✓
 The handsome, talented surferboarder ✓
 The big waves flowing onto the golden sand. ✓

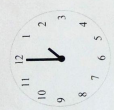
1 1/2, 2 1/2, 3 1/2
 1/2 past, 3/4 past, 10 past, quarter to, and



half past 1



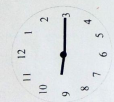
quarter past 2



1/4 to 2



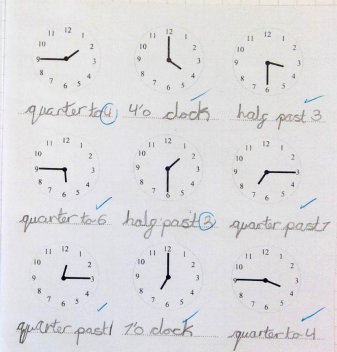
half past 1



quarter to 2



1/4 past 1



I.O: I can write a poem about creation
 The word bee

In the dawning, nothing was
 heard all was silent, not a word
 till the word bee sang and
 the world began.

She sang the rainbows, she sang
 the clouds, she sang the moon
 she sang the flowers. Oh the
 word bee sang.

She sang the moonlight, she sang
 the sunlight, she sang the meadows
 she sang the flowers.

Oh the word bee sang
 And the world began
 when the word bee sang



Year 3 so far...

Thursday 4th September
 L.O. What were the 3 ages in the stone age?

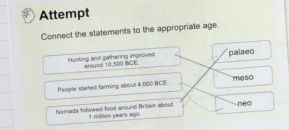
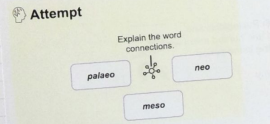
1. What were the three ages of the Stone Age?

Stone Age
 people used stones as their tools

Palaeolithic
 ancient or old stone
Old Stone Age
 People didn't have fixed homes
 followed their food

Mesolithic
 middle stone
Middle Stone Age
 Hunted and gathered food

Neolithic
 new stone
New Stone Age
 Start of farming
 Stone Age homes found at Skara Brae



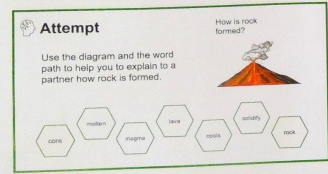
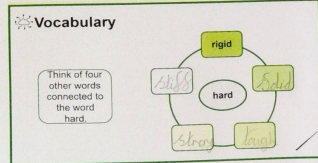
Apply
 No because they found gathered food in the palaeolithic and hunted in the Mesolithic their hunting came better.

Apply
 Bryony says that people in both Palaeolithic and Mesolithic times gathered food and hunted animals so they should be counted as the same period. Do you agree? If not, explain why.

Challenge
 True or false?
 Neanderthal people lived in Britain throughout all three ages of the Stone Age and became the humans we are today.
 Use p7 of this book or one of your class reference books to research and explain your answer.

A helpful
 These are the 3 periods of the stone age. Palaeo means ancient, meso means middle, Neo means new.

Wednesday 3rd September
 L.O. How are rocks formed?



The Earth's core is so hot that there is only molten rock. Molten rock below the Earth's crust is called magma and once it is above, it is called lava. When magma rises to the surface, it cools and solidifies into hard rock.

How are rocks formed?

granite Made from cooled lava or magma

molten rock hot liquid rock

lava is molten rock above the earth's crust

Magma is molten rock under the earth's crust

Rocks are **natural**

Nat. a rock Yes - a rock
 x concrete ✓ pebbles
 x brick ✓ stones

Igneous rocks are hard
 granite
 obsidian

with the word 'igneous'
volcanic igneous rocks

Apply
 We will observe it and to what extent each rock is scratched. Also, we will note if fragments of rock have broken off. We will use our observations and notes to group the rocks as hard or not hard.

Hard	Not Hard

Challenge
 Oskar says that lava and magma are the same thing. Do you agree or disagree? Discuss your answer and reasoning with a partner.

hty

Music in St Monica's

Nursery, reception and Y1	Percussion and singing
Y2	Percussion, singing and ukulele
Y3	Recorder and clarino
Y4	Brass (trumpet, trombone and baritone)
Y5	Clarinet
Y6	Violin



A Typical Day in Year 3...

08:30 - 8:45	Informal Entry
08:45 - 9:15	St Monica's Reading Time/Phonics
9:15 - 10:25	Maths
BREAK	
10:40-11:00	Key Maths Concepts
11:00-12:15	English
LUNCH	
1:15 - 2:15	History / Art / D+T / Geography / Science / PE / Computing
2:15 - 3.15	History / Art / D+T / Geography / Science / PE / Computing
End of Day	



Our Year 3 Curriculum

Our Autumn Curriculum 2025	
RE	'To Know You More Clearly': Covenant and Creation, Prophecy and Promise
English	Class Novel: Stig of the Dump by Clive King Reading to Writing Stimuli: Seal Surfer by Michael Foreman (setting descriptions and informal letters) History topic: Stone Age to Bronze Age (non-chronological report and instructions)
Maths	Time, place value, addition and subtraction
Science	Rocks, Animals including Humans
PE	Gymnastics, Rounders, Dance, Netball
PSHE	Being Me in My World - uniqueness, rights and responsibilities within their community.

Our Year 3 Curriculum

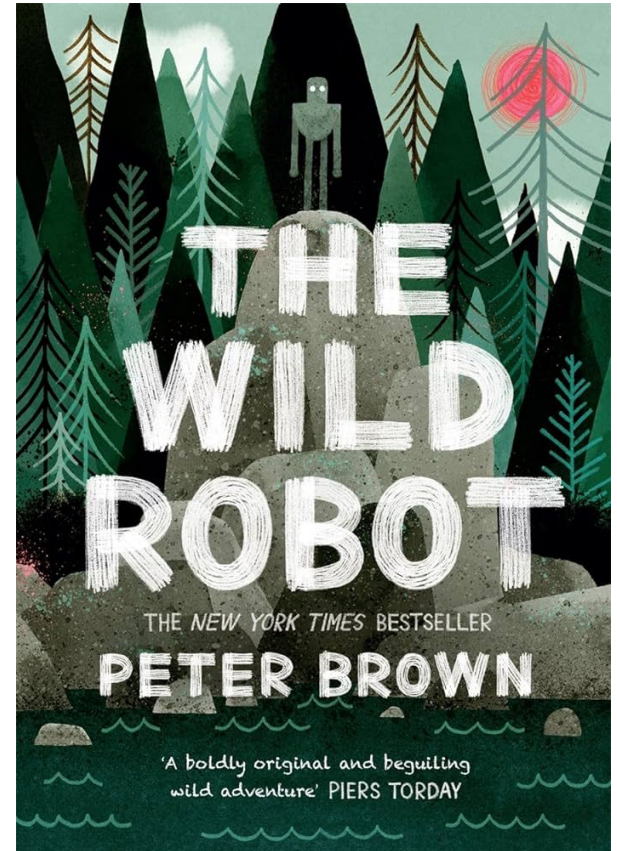
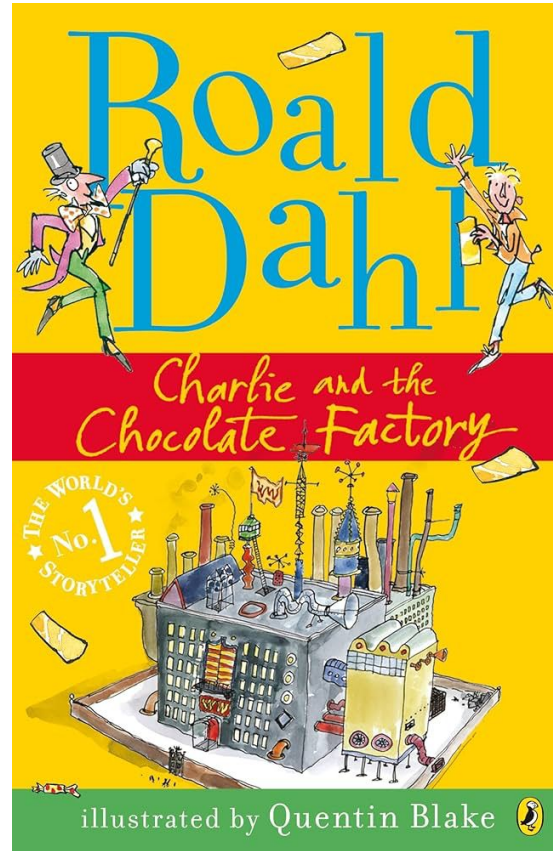
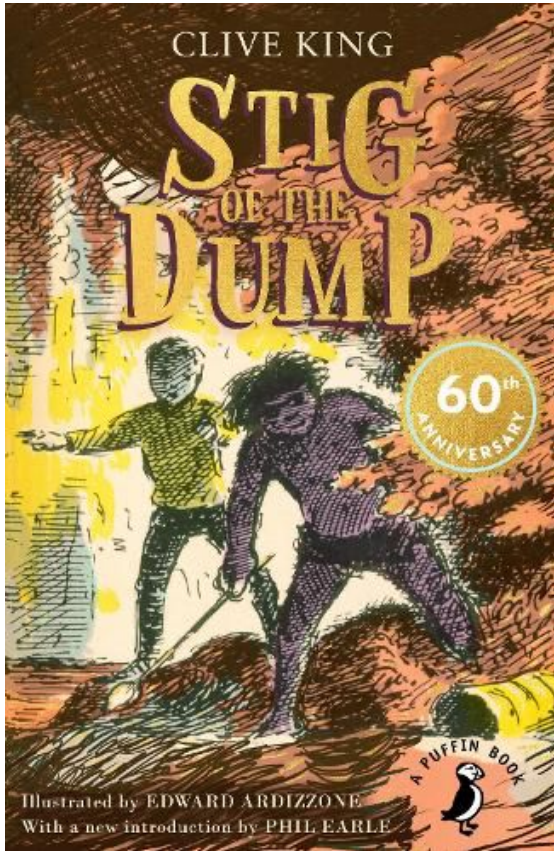
Our Autumn Curriculum 2024

History	Stone Age to Iron Age
Geography	Fieldwork and Map skills
Art and Design	Sonia Delaunay - children will investigate her use of pattern and colour. Children will create their own design through the mediums of painting and pastels.
Design and Technology	Christmas Stockings - children will design and make their own stockings
Spanish - 3G until February half term	Children will learn the basics of Spanish, including greetings, being able to introduce themselves, the numbers to 12 and simple classroom commands.
Music - 3R until February half term	Learn to play the clarineo, developing their skills in performance, musical notation, and understanding key musical elements such as pitch, rhythm, and dynamics.
Computing	Programming: Know predictions can be used to help find solutions to problems. The children will also know how to find a bug and attempt to fix it.

Our Core Aims in Year 3

Core Aims	
To build fluency into reading (To read with focus)	To improve our vocabulary (oral and written)
Handwriting (To write in a consistent size, joining letters correctly)	To develop independence
To further develop our times tables skills (To know 2, 5, 10, 3, and 8 times tables)	To show resilience when faced with challenges
To punctuate sentences correctly	To listen to peers

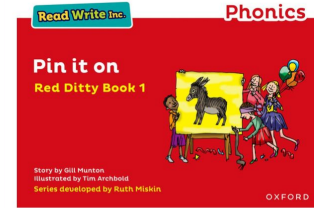
Books your child will read this year with us...



Book Bags - If your pupil is on Phonics

Book 1: Core Storybooks - to read to an adult

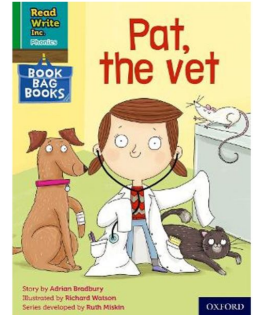
This reflects the book your child is reading in school and gives them the chance to consolidate the sounds they are learning here in St Monica's. A perfect way to work in partnership.



Book 2: Book Bag Books - to read to an adult

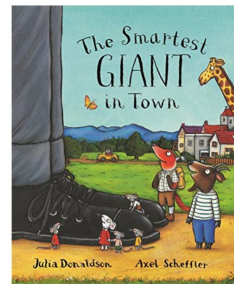
These books are aligned to the stage of "Read, Write, Inc" your child is on. These books give your child the chance to revise all the sounds they know with a fun story!

Tip: Alternate between Book 1 and Book 2 each night.



Book 3: Reading for Pleasure Book - to read alongside your child

This is for you to read alongside your child. You just may challenge your child to decode a word or ask what a word means. This is perfect for "Book at Bedtime" - a time set aside with no digital devices for you both to share the love and magic of reading...



What happens after Read, Write, Inc? We move on to Reading Books... What is in your child's Book Bag?

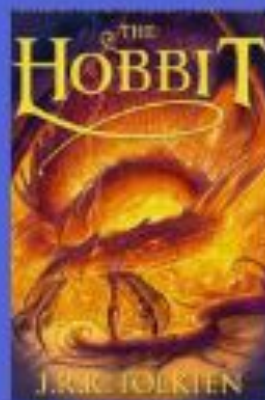
Book 1 - Levelled Reading Book, to read to an adult

This book is closely aligned to your child's reading level and will progress as your child improves. Once your child is ready, they will become a 'free reader', they can choose any book they like from our library.

Book 2 - Reading for Pleasure Book, to read alone or alongside an adult

This is to read alongside your child to extend and challenge. You may read chapters to your child, or take in turns to read a page each. Your child may want to read this book to you. This is perfect for "Book at Bedtime" - a time set aside with no digital devices for you both to share the love and magic of reading...

We recommend listening to Book 1 each night, then sharing a selection of Book 2.



Understanding our Planning...



St. Monica's Catholic Primary School
H.A.S.T. (Home and School Together)



As part of our home-school links, we aim to keep you fully informed of the curriculum being studied by your children. This term Year 3 will be studying the topics listed in the overview below.

Year 3 - Autumn Term 1.1	
R.E.	This term Year 3 will be beginning the new RE Curriculum 'To Know You More Clearly'. In this branch the children will be exploring the first story of creation from the book of Genesis. Branch 2: Prophecy and Promise. In the branch the children will be taking a virtual journey during Mass. They will also be introduced to St Matthew's Gospel (Ezra and Abigail). Opportunities for children to reflect and worship, helping their spiritual and moral development.
English: Reading	Class Novel: The Boy with the Bronze Axe by Kathleen Fidler (linked to our History topic) Pupil Reading/Understanding Comprehension: Reading is delivered through daily reading sessions with a clear focus. Dedicated reading time is given to specific genres and key skills. Children have the opportunity to read a variety of fiction and non-fiction using a combination of reading for pleasure' books and leveled reading scheme books; both are used to promote fluency and enjoyment.
English: Writing	Focus Text and Writing Stimulus: Sea Surf by Michael Foreman Success in Writing: Narrative - writing descriptions and narratives - writer Carefully chosen core texts are at the heart of the curriculum delivery, laying a foundation for the reading to writing process. Children gain a wealth of experience of writing for different audiences and purposes with writing linked to engaging stimuli - a text, topic or event. Children will follow a read to write journey in which they will read and comprehend, analyse the key features of the genre, acquire the necessary grammar skills and tools, contribute to a shared text, independently plan, write and reflect their final piece.
English: Grammar / Phonics	Grammar and Punctuation As part of their writing unit, children will study and apply the following grammar: noun 1/2 expanded noun phrases and verbs, use past tense correctly, use a /or an, use prepositions to express place, noun 1/2 substantiating and coordinating conjunctions, use adverbs to express time and use conjunctions to express time, place and cause. They will also review and learn the following punctuation: noun 1/2 use capital letters, full stops, question marks and exclamation marks correctly, use commas in a list and range of 11 capital letters for proper nouns. Spelling Children will be learning Year 3 suffixes: -less, -ful, -ness, -most and -contraction. They will also add suffixes beginning with vowel letters to words of more than one syllable and learn the /r sound spell / elsewhere than at the end of words (e.g. gym, -math, -etc). Children will have two weeks to practise each spelling unit. They will have their own individual Spelling Frame given to support their practice www.spellingsheets.com Elzavita Some children will still be following the RMI phonics programme. Your child will be assessed half termly and grouped accordingly. Each lesson will include learning to read, spell, write and develop handwriting skills.
Maths	Time Children will tell the time to the nearest minute on analogue and digital clocks. They will learn key time facts about seconds, minutes, hours, days, months, years and leap years. They will use am and pm. Place Value Children will represent, partition, compare and order numbers to 100 and 1,000. Children will be able to find 1, 10, 100 more or less than a given number and also learn to count in multiples of 50. Times Tables Children will be encouraged to use Times Table Rockstars to support their knowledge and recall of key times table facts www.timestablesheroes.com
Science	Rocks Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Children will be able to describe, in simple terms, how fossils are formed and also recognise that soils are made from rocks and organic matter. Children will carry out an investigation on a variety of rocks to decide which would be the most suitable to use for a path in school.
P.E.	Invitation: Netball Children will learn the rules of netball and develop their ability to send, receive, attack, defend and find space. Dance Solo performance with a focus on direction.
Art and Design	Stella Delavany Children will explore the works of Stella Delavany. Using a sketchbook, children will investigate her use of pattern and colour. Children create their own design through the medium of painting.
Computing	Programming Children know that predictions can be used to help find solutions to problems. They will also know how to find a bug and attempt to fix it.
History	The Stone Age to the Iron Age Children will learn about changes in Britain from the Stone Age to the Iron Age. They will compare the Palaeolithic and Mesolithic and Neolithic Ages, describing how people lived and the changes that occurred throughout these time periods.
MFL - Spanish	Communicational Skills Children will learn the basics of Spanish, including greetings, being able to introduce themselves, the numbers to 12 and simple classroom commands.
PSHE	Being Me to My World Children will learn to appreciate their uniqueness and understand their rights and responsibilities within their community. Children will understand why rules are needed and how they relate to rights and responsibilities.
Homework	Reading: Reading at least four times a week with reading records to be signed by an adult weekly. This will be checked in school regularly. Spelling: Spelling set on a Friday and tested the following Friday. The same spelling list will be looked at fortnightly. Children will each have their individual login for www.spellingsheets.com to practise and access their weekly spellings. English: One grammar worksheet each week, on Friday, returned the following Friday. Maths: Children will complete and activities on My Maths - each child will be given their own individual log in. Times Tables: TT Rockstars 10 minutes per day online https://www.timestablesheroes.com . Children will each have their individual log in.



Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Seasonal Change Comparing Self with Others Caring for the Environment	Light and Dark	Seasonal Change Keeping Healthy Melting Freezing Heating	Cookery Using Metal Detectors Water Play	Seasonal Change Planting Environment Life Cycles	How Toys Work Melting and Freezing Making Healthy Foods
Reception	Seasonal Change Comparing Self with Others Caring for the Environment	Light and Shadows	Dental Hygiene Melting Freezing Heating Seasonal Change	Cookery Using Metal Detectors Water Play	Life Cycles Growing Seasonal Change	How Toys Work Melting and Freezing Making Healthy Foods
<p>Early Learning Goals - Exploring the Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and the contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Safely use and explore a variety of materials</p>						
Year 1	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Materials Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties	Animals Including Humans Humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Animals Including Humans Other animals: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees
Seasonal Change: Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies						
Year 2	Living Things and Their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Explore animals in their microhabitats.	Living Things and Their habitats Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Animals Including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Animals Including humans Describe the importance of humans of exercise, eating the right amounts of different types of food, and hygiene

Home and School Together (HAST)

Subject Curriculum Maps - on our website

How we will keep you updated on your child's progress

1. Termly reports that will give you very clear updates on where your child is strong, and where they need support
2. Parents' Evenings for face-to-face meetings, a chance to read through your child's workbooks
3. Phone call if we feel support is needed and we can work together



St Monica's Catholic Primary School
End of Year Report, Summer 2023

Number of possible sessions		*Percentage attendance	
Number of unauthorised absences		Number of authorised absences	
Number of lates		Percentage lates	

*Below 96% for **Percentage Attendance** is considered a cause for concern

Attainment – the standard your child has achieved in their work this year

Key for Attainment and Effort	1	Higher than the expected level for their year group
	2	At the expected level for their year group
	3	Just below the expected level for their year group
	4	Below the expected level for their year group

Subject	Religious Education	Reading	Writing	Spelling, Punctuation & Grammar	Maths	Science	Physical Education	
Attainment								
Effort								

Subject	Art	Computing	Design & Technology	Geography	History	Music	PSHE	Spanish
Attainment								
Effort								

Attitude to learning - Key Characteristics of a Good Learner

1 = Always or almost always, 2 = Often but could still do it more, 3 = Sometimes but needs to do it more, 4 = Rarely seen and is an area to improve

Are they organised?	Are they respectful?	Do they participate?	Are they responsible?	Are they resilient?
<i>They bring in PE kit and homework is completed consistently.</i>	<i>They show good manners, listen attentively and follow instructions.</i>	<i>They ask questions even when they are not sure, contribute to group work, and volunteer answers.</i>	<i>They take pride in their work, try to find out more themselves</i>	<i>They attempt work even when not sure, are determined to do their best and act upon advice.</i>

Homework - Where, When, How

Spelling:	Given out each Friday, tested the following Friday, retested the following week.
Reading:	Your child will be given a reading book from their class teacher. They are to read this as often as possible and record this in their reading record. We ask the children are to have their reading records signed by an adult three times each week.
Maths:	Children will be given one Maths sheet each Wednesday to be completed by the following Wednesday. Please remind children to write name on.
Bespoke Homework:	TT Rockstars - children use log in to access and play, developing their recall of times table facts.

PE Days

Every Monday
and Wednesday



Twitter / Newsletters

 **stmonicasbootle**
@stmonicasbootle

Democracy in action: 3R voted for their school councillor this morning. Some excellent speeches - we are so proud of all the children who took part. The children had a difficult decision when casting their vote! Results announced tomorrow...



10:39 AM · Sep 19, 2024 · 93 Views

View post engagements



ST MONICA'S NEWSLETTER

FRIDAY SEPTEMBER 12TH, 2025

Welcome to our Friday newsletter. Our first full week back, and the children have really started to get down to work, settle into their new classrooms and bond with their new teachers.

Can we request that all pupils start to bring coats into school, the weather looks very inclement from this point. Can all parents please ensure name labels are in all items of uniform, please.

A new R.E. Newsletter will be shared with you next week with news of our exciting RE Curriculum over the next term. Thanks one and all.

Meet the Teacher - Starting Next Week in the hall

- Monday 15th Sep - Year 1, 3:30pm
- Tuesday 16th Sep - Year 2, 3:30pm
- Wednesday 17th Sep - Year 3, 3:30pm
- Thursday 18th Sep - Year 4, 3:30pm
- Friday 19th Sep - Year 5, 3:30pm
- Tuesday 23rd Sep - Year 6, 3:30pm

Families can bring their children, sessions should last approximately half an hour.



New Website Launch

We have upgraded our website to a more sleek and modern experience. It is much more mobile phone friendly. With the help of Governors, we have invested in top quality photography to celebrate our school and pupils. We have new areas, such a fully functioning [School Calendar](#), [on which you can check important dates.](#)

We will be updating and adding new and improved elements over the coming weeks, including improved class pages, SEND information and a sleek introduction video. If there is anything you would like us to add, please email us.



[Link to New Website](#)

Visits / Trips that we have planned for this year (up to now)

- Meet the author - Swapna Haddow and illustrator Minky Stapleton (in school meeting)
- Stone Age to Iron Age - Workshop (in school)
- Chocolate Workshop (Spring) - linked to English
- Chester Roman Visit - History

How Can You Help?

Ask your child to get their school bag, shoes, uniform ready the night before school - let's build independence

Listen to your child read as often as possible and sign their Reading Record

Encourage your child to practise their times tables and help them learn to tell the time on an analogue and digital clock

Early bedtimes are key to success

Read through our HAST and ask your child questions about their learning

Please come to us if you are unsure or worried about anything



Questions?

