

St. George's Central CE Primary School and Nursery

Year 3 and 4



Thursday 3rd September 2026
'Never settle for less than your best'



St. George's Central CE Primary School and Nursery

Miss Cohen – Class Teacher



This will be my fourth year teaching and my fourth year at St George's Central.

I have taught for two years in the Y5/6 class and am beginning my second year teaching in Y3.

Outside of school I spend as much time as I can with my friends, family and loved ones. I enjoy running, going to the gym, and booking as many holidays as I can!



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St. George's Central CE Primary School and Nursery

Mrs Woodward – Teaching Assistant



Outside of school, I enjoy spending time with my family and walking my two dogs.

I'm a keen Leigh Leopards rugby fan and I love watching the team play.

I also really enjoy holidaying in Cornwall and exploring the beautiful coast.



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St. George's Central CE Primary School and Nursery

Mrs Barlow – Class Teacher



This will be my seventh year of teaching and my third year of teaching at St George's Central.

I have taught a mixture of age groups in my career, and this will be my third-year teaching Year 3/4.

Outside of school, I enjoy spending time with my three children, family and friends, watching Wigan Warriors and supporting my youngest son's football team.



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Miss Baker – Teaching Assistant



I have a strong background in education, with eight years of experience.

Recently I have been supporting Year 5 pupils.

Outside of school I enjoy countryside walks and spending time with my family.



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Miss Billington – Class Teacher



This will be my sixth year teaching and my sixth year at St George's Central.

I have spent most of my career in year 4.

Outside of school, I spend my time with my little boy Jenson, going for walks with my dog or at the farm with my horse.



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Mrs Hupton – Teaching Assistant



I have worked at St George's Central for 17 years.

I have grown up children, that are 26 and 21.

Outside of school, I enjoy reading, going out for lovely meals and being on holiday.



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PPA Cover



Mrs Sharma - HLTA



Miss Gray

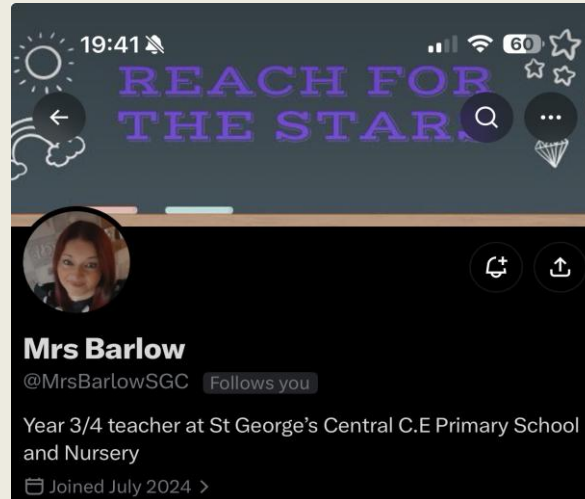


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Class 'X' accounts



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Class Timetable

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Miss Billington (Y4CB): 2026 – 2027										
Doors open at 8:40am	KS2 9:00am – 9:20am	KS2 9:20am – 10:20am	KS2 10:20am – 10:35am	Snack & Break 10:35am – 10:50am	KS2 10:50am – 11:50am	KS2 11:50am – 12:15pm	KS2 Lunch 12:15pm – 1:15pm	KS2 1:15pm – 2:15pm	KS2 2:15pm – 3:00pm	Class Reader 3:00pm – 3:20pm
Mon	Whole School Worship: SLT	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Computing	*Outdoor PE	Class reader
Tues	Whole School Hymns: VG (Miss Gray)	Spanish (Miss Gray)	Maths skills (Miss Gray)	Snack and break (Miss Gray)	Maths	Book Talk/ Pic News	Lunch	Indoor PE	English	Class reader
Wed	Whole School Worship: Class teachers	English	Handwriting	Snack and break	Maths	Book Talk/ Pic News	Lunch	RE	Geog/Hist	Class reader
Thurs	Class based Worship: See rota for coverage	English	Maths skills	Snack and break	Maths	Book Talk/ Pic News	Lunch	Handwriting Wider Opportunities Music	SPAG session/ PSHE/Library	Class reader
Fri	Celebration/ Class Worship: MG/AM	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Science	Science	Class reader
Mrs Hupton will support children in class each day Art/DT to be taught over a specific week to be identified across the key phase *Until February half term (swimming)										

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



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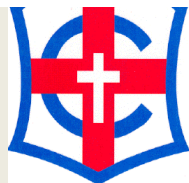
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Topics taught this year

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Year 3 and Year 4 Curriculum Overview: 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Stone Age carousel activities	Roman Experience: Chester visit	Lowry Gallery	Park Walk	Mediterranean Experience Day (including food)	
Art	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?	
DT		What is the best way to construct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
English	Genre: Narrative (Recount)	Genre: Non-Chronological Report	Genre: Narrative (Diary)	Genre: Narrative (Character descriptions of Villains in Literature)	Genre: Information Text	Genre: Narrative (Mystery story)
	Text: <i>Little Nose</i> John Grant	Text: <i>The Captive Celt</i> Terry Deary	Text: Various texts by Roald Dahl	Text: Various texts by David Walliams	Text: <i>Spain Unpacked</i> Susie Brooks	Text: <i>I Know What You Did Last Wednesday</i> Anthony Horowitz
	Audience for writing: Young Historians	Audience for writing: Young historians	Audience for writing: Enthusiasts of Roald Dahl	Audience for writing: Enthusiasts of heroes and villains	Audience for writing: Mediterranean Tourists	Audience for writing: Children aged 7-9
	Purpose for writing: To provide a recount of events	Purpose for writing: To explain	Purpose for writing: To entertain	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To entertain
	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Plural and possessive -Paragraphs -Cohesion -Headings and sub-headings Commas to mark fronted adverbials -Prepositions	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Verb inflections -Plural and possessive	Grammar: -Paragraphs -Cohesion -Headings and sub-headings -Commas to mark fronted adverbials -Prepositions	Grammar: -Conjunctions of time and place -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Plural and possessive -Clause



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Topics taught this year

	Autumn 1 Poem: <i>Dream Team</i> Frances Nagle	Autumn 2 Poem: <i>The Newcomer</i> Brian Patten	Spring 1 Poem: <i>Daffodils</i> William Wordsworth	Spring 2 Poems: <i>Norman and Saxon</i> Rudyard Kipling	Summer 1 Poem: <i>Let No One Steal Your Dreams</i> Paul Cookson	Summer 2 Poem: <i>Macavity</i> T.S. Eliot
Geography			Why is Manchester a unique place to live?		What attracts tourists to the Mediterranean?	
History	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on us?		
Computing	How are computers like a family?	How can you improve the Word?	How do we continue to Scratch		Where does the data go?	How can the picture move?
Green Room projects		Science What are the components of a simple circuit?	Geography Why is Manchester a unique place to live?			English Mediterranean Tourists
Maths (Y3)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money	Time Properties of Shape Statistics
Maths (Y3/4)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Area, Perimeter	Fractions Mass and Capacity (Y3) Decimals (Y4)	Y3 Fractions Y4 Decimals Money	Time Statistics Geometry
Maths (Y4)	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money and Time Properties of Shape	Statistics Position and Direction
Music	What is minimalist music?	What are the features of R&B music?	How can a repeating motif be used?	How can dynamics affect mood and create atmosphere?	How do I play the notes B, A and G on a recorder?	How can voices be used to represent sounds?
Wider Opportunities: Year 4	Children study a range of percussion instrument across the school year. They will spend a term each on African drumming, Samba and tuned percussion.					
PE (indoor)	How do I show responsibility?	What does it mean to work as a team?	How might I explain simple decisions?	How might I change the way I respond?	How do I perform with control?	Why does our body change during exercise?
	<i>Dodgeball</i>	<i>Gymnastics</i>	<i>Badminton</i>	<i>Dance</i>	<i>Gymnastics</i>	<i>Fitness</i>
All year groups participate in a mindfulness session each half-term with a class specific focus built around mental health and well-being.						
PE (outdoor)	How many ways can you throw and catch?	Which sports involve striking a ball?	What does it take to win?	What is the importance of being able to swim?		
	<i>Basketball</i>	<i>Cricket</i>	<i>Football</i>	How do I swim using a range of strokes?		
				What makes a confident/ competent swimmer?		
				How can we be safe in the water?		



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Topics taught this year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Me, my friends and belonging How can we be a good friend and help everyone feel they belong? Christian Value: Friendship	Looking out for each other How can we look out for others and get help in an emergency? Christian Value: Compassion	Forming respectful relationships How can we form respectful relationships? Christian Value: Forgiveness	Mental health and wellbeing How can we use strategies to manage our feelings and worries? Christian Value: Hope	Money matters and news literacy How can money and news influence our choices and feelings? Christian Value: Trust	Exploring ways to manage risk How can we manage risk in different places? Christian Value: Endurance
RE	How and why do people try and make the world a better place?	What is the Trinity and why is it important to Christians?	What do Hindus believe that God is like?	Why do Christians call the day Jesus died Good Friday?	For Christians what was the impact of Pentecost?	What does it mean to be a Hindu in Britain today?
Science	Why do we need a skeleton? Scientist: <i>Michelle Williams</i>	What are the components of a simple circuit? Scientist: <i>Nicole Melzack</i>	What are the functions of the parts of a flower? Scientist: <i>Angie Burnett</i>		How can animals be classified in our local and wider environment? Scientist: <i>Ryan Coombes</i>	How are shadows formed? Scientist: <i>Colin Webb</i>
Spanish	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuántos años tienes? <i>(How old are you?)</i>	¿Qué color es? <i>(What colour is it?)</i>	¿Qué me pide mi maestro que haga? <i>(What does my teacher ask me to do?)</i>	¿Cómo se llaman las diferentes partes de mi cuerpo? <i>(What are the different parts of my body called?)</i>	
Residential				Year 3: two nights at Low Bank Ground	Year 4: three nights at Low Bank Ground	
Forest School	Art How can you paint with scissors?	Year 4: What could I cook on the forest fire for breakfast?	Year 3: What would Bear Grylls make using tools in the Forest School?	Science What are the functions of the parts of a flower?		PSHE Exploring ways to manage risk How can we manage risk in different places?
Community Care	Year 3, Year 3/4 and Y4: visit to Hillcrest Residential Home	Year 3, Year 3/4 and Y4: Community litter pick				
SGC Life Skill	Year 3: Children can put a quilt on a duvet Year 4: Children can tell the time on a digital and analogue clock					



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Knowledge Organisers

Year 3: Why do we need a skeleton?

Subject Specific Vocabulary	Interesting Books	Sticky Knowledge about our skeleton and muscles
nutrition		Nutrition involves drinking enough water and eating the right amount of items from the four main food groups.
skeleton		The human skeleton is made of bone and grows as we grow. Our skull protects our brain and our ribs protect our heart and lungs.
muscles	Important facts to know by the end of the skeleton and muscle topic: • That humans cannot make their own food. They get their nutrition from what they eat. • That humans have skeletons and muscles for support, protection and movement. • Know that the body parts have special functions. • Know the names of the body parts associated with skeleton and muscles. • Compare the diets of different groups of animals, including humans. • Know what a healthy meal looks like.	Muscles are attached to bones by tendons and help them to move. When a muscle contracts it gets shorter and pulls on the bone it is attached to.
diet		Our bodies need a balanced diet to work properly. This involves drinking enough water and eating healthily.
joint		Joints allow the body to make movements. The body has many bones and are connected through the joints.
pelvis		The pelvis is a bony cradle-shaped structure located at the base of the spine.
cartilage		Cartilage is a connective tissue found in many areas of the body including joints between bones e.g. the elbows, knees and ankles.
rib cage		It is made up of curved bones. The rib cage is found in the chest area. It protects a person's internal organs from damage.
tendon		Muscles are attached to the bone by tendons and work in pairs to allow for smooth movement.
spine		Also known as your backbone, your spine is a strong, flexible column of ring-like bones that runs from your skull to your pelvis.

All of our topics have a Knowledge Organiser to explain what is taught in the topic and introduce key vocabulary and sticky knowledge.

These are available on our school website.



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Year 3 Residential: Low Bank Ground

Friday 19th March – Sunday 21st March 2027



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Year 4 Residential: Low Bank Ground

Tuesday 4th May – Friday 7th May 2027



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Forest School

Autumn 2 – Year 4

Spring 1 – Year 3

*Waterproof all in ones or a waterproof coat and waterproof trousers (a size bigger than age at least)

*Wellingtons

*Trousers and t-shirt/ light weight jacket to cover the arms and legs.

*Optional: A sun hat

*Sun cream (to be applied before school)

*Spare socks

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Year 3 Life Skill



Putting a Quilt on a Duvet



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Year 4 Life Skill



Telling the Time



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PE requirements

The indoor PE kit should include:

- School blue PE t-shirt with school logo
- Plain navy blue shorts
- Black Pumps

The outdoor kit should include:

- School tracksuit top with school logo
- School tracksuit trousers
- Trainers



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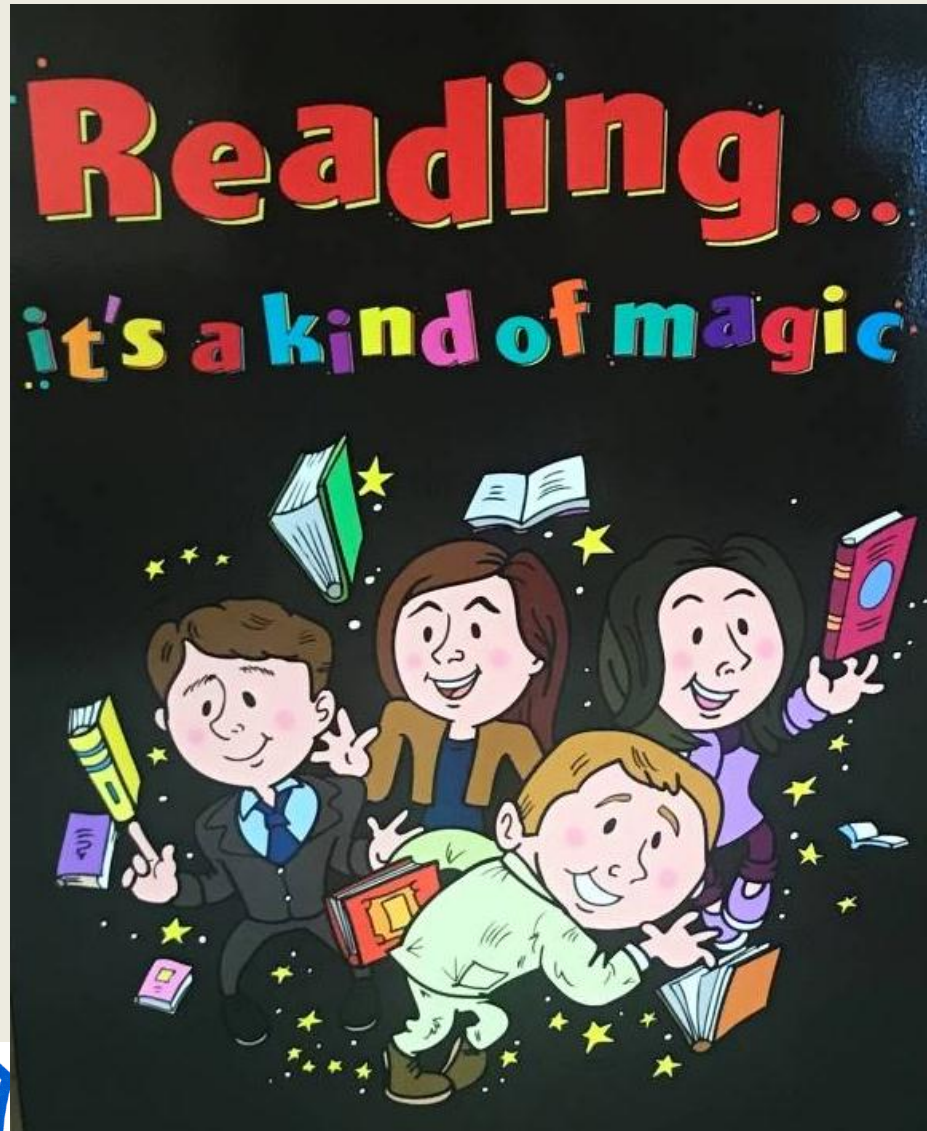
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PE requirements

PE timetable: September 2026

PE timetable: September 2026					
Outdoor lessons: Kit needs to be worn for school on these days			Indoor lessons: Kit needs to be worn for school on these days (Y1 – Y6)		
Day	Class	Time	Day	Class	Time
Monday	**Y4CB	2:00pm – 2:50pm	Monday	*Early Years Y2BH Y5/6RO	9:45am – 10:30am 1:10pm – 2:00pm 2:15pm – 3:00pm
Tuesday	**Y3GC Y1TL Y5RT	1:15pm – 2:00pm 2:15pm – 3:00pm 2:15pm – 3:00pm	Tuesday	Y3/4LB Y4CB Y1/2PD	9:45am – 10:30am 1:15pm – 2:00pm 2pm – 2:45pm
Wednesday	Y1/2PD	1:30pm – 2:15pm	Wednesday	Reception Y1TL Y5RT	9:45am – 10:30am 1:15pm – 2:00pm 2:15pm – 3:00pm
Thursday	Y5/6RO Y6AM	1:15pm – 2:15pm 2:15pm – 3:00pm	Thursday		
Friday	Y2BH **Y3/4LB	1:30pm – 2:15pm 2:00pm – 2:50pm	Friday	Reception Y6AM Y3GC	9:45am – 10:30am 1:15pm – 2:00pm 2:00pm – 2:45pm

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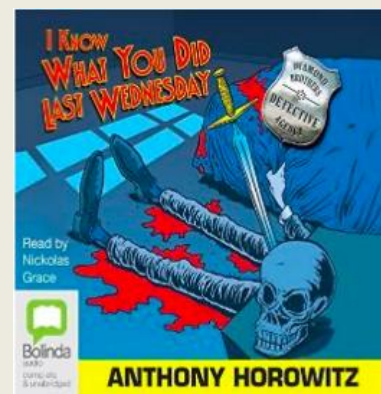
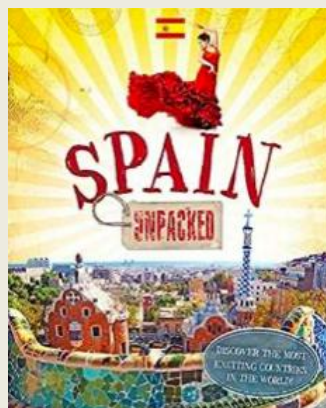
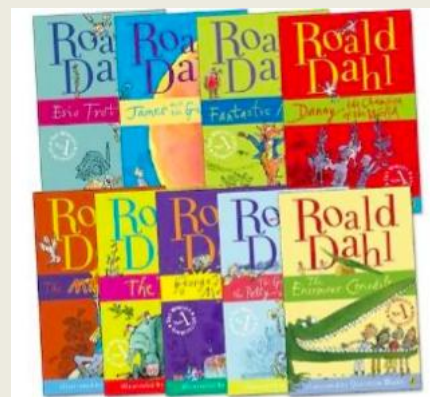
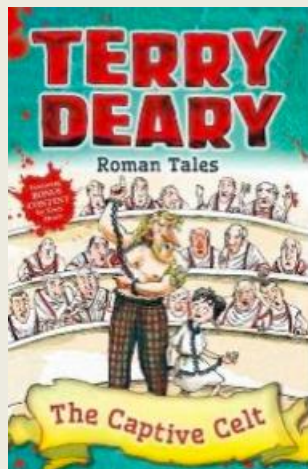


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Texts for the year



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Importance of reading

Reading is the most amazing thing!

You could be snuggled up on the couch with a book,
but in your head you could be whizzing through the
ocean in a speedboat, soaring through the sky with
eagles or even riding through the jungle on the back of
a stolen elephant!

Where will your reading take you?



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Importance of reading

Benefits of reading:

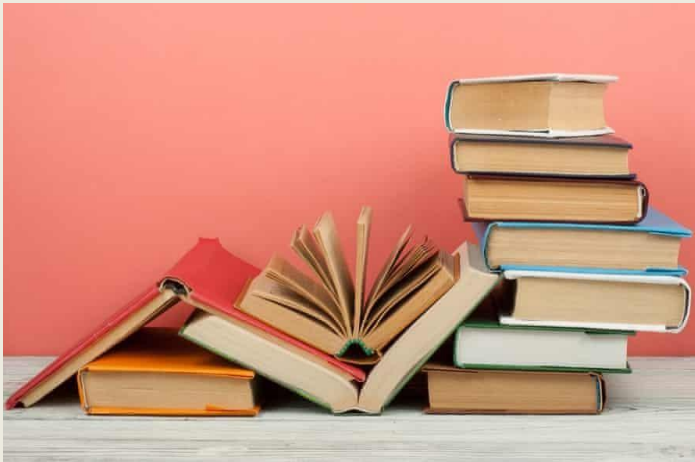
- Calms and relaxes
- Reduces stress
- Increases happiness
- Opens doors of new knowledge
- Increases vocabulary
- Improves memory, concentration and attention
- Improves writing skills
- Key skill for all of life's learning



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Expectations of reading



Read at least 3 times a week.

Read home reading book.

Access Reading Plus
Programme/Little
Wandle



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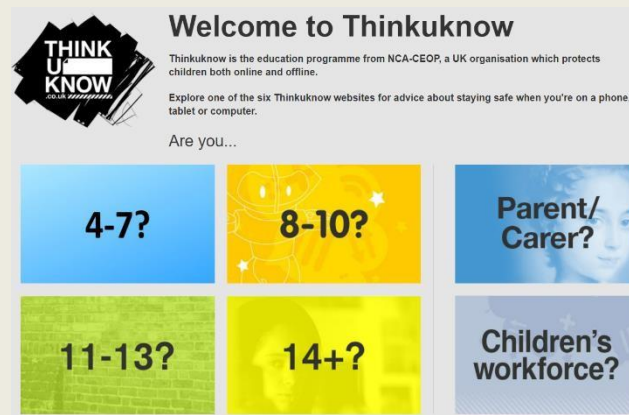


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E-Safety and use of devices

Use of devices at home should be monitored to ensure online safety of children and suitability of materials accessed e.g. through Tik Tok, WhatsApp, Instagram etc.

Further information on E-Safety is available on our school website.



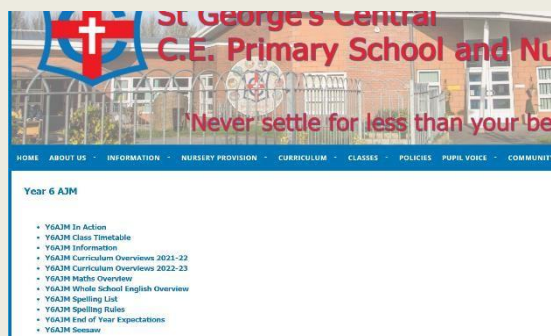
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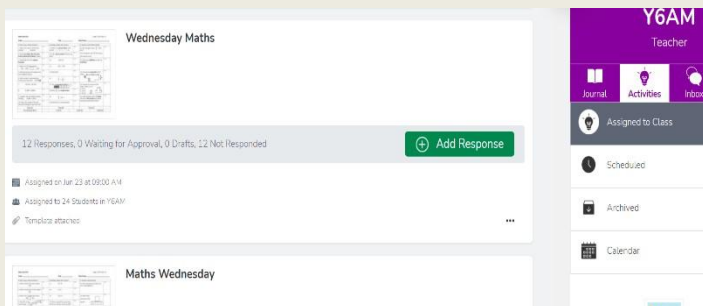
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Home Learning Expectations

- Home Learning will be set on a Friday and needs to be completed for the following Friday:



- Read at least 3 times a week – evidenced in planners and via Reading Plus
- Access home learning set on Seesaw each week/paper copy – piece of Maths homework/Big Maths/TTRockstars
- Learn weekly spellings for test each week.



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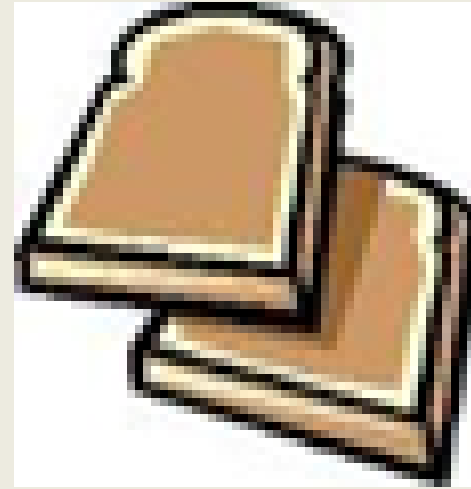
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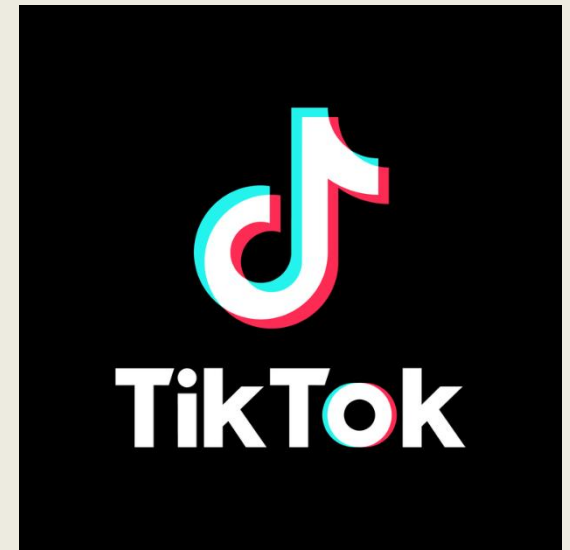


Walking to and from school Policy



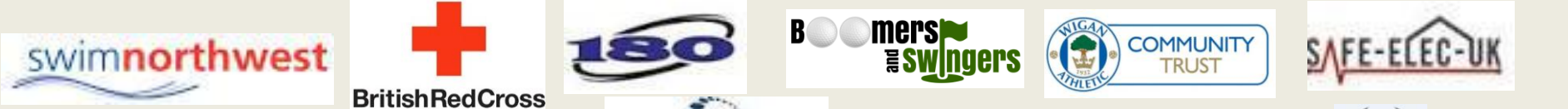
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Headline data

End of Key Stage 2: **Expected Standard**

Subject	SGC	National		Wigan		ATHOS	
RWM combined	74%	63%	+11%	66%	+8%	69%	+5%
Reading	85%	75%	+10%	77%	+8%	81%	+4%
Writing	90%	73%	+17%	75%	+15%	80%	+10%
Maths	79%	75%	+4%	78%	+1%	80%	-1%
SPAG	85%	74%	+11%	76%	+9%	80%	+5%

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Headline data

End of Key Stage 2: **Higher Standard**

Subject	SGC	National		Wigan		ATHOS	
RWM combined	10%	9%	+1%	10%	0%	10%	0%
Reading	33%	31%	+2%	31%	+2%	31%	+2%
Writing	15%	13%	+2%	16%	-1%	16%	-1%
Maths	13%	27%	-14%	28%	-15%	27%	-14%
SPAG	28%	30%	-2%	33%	-4%	35%	-7%

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Headline data

*Year 4 MTC: Average Score

	SGC	Wigan		ATHOS	
Achieved	18.3	21.5	-3.2	21.5	-3.2

*not all schools

*Year 4 MTC: Full marks

	SGC	Wigan		ATHOS	
Achieved	27.5%	42.1%	-14.6%	38.4%	-10.9

*not all schools

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PE days

- **Y3GC:** Tuesday – outdoor (swimming after February half term)
Friday – indoor
- **Y3/4LB:** Tuesday – indoor
Friday – outdoor (swimming after February half term)
- **Y4CB:** Monday - outdoor (swimming after February half term)
Tuesday - indoor

Read 3 times a week – access Reading Plus

Homework set on Friday to be returned following Friday. Class 'X' and class page on website.



ANY QUESTIONS?

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