

Year 3 Curriculum Newsletter - Spring Term 24/25

Dear Parents and Carers,

Spring has sprung!

We are so excited to welcome your child back to school for a busy Spring Term.

The staff in Year 3 are, **Miss Martin, Miss Smith, Mrs Southam, Mrs Mayes and Mrs Carter.**

Please feel free to talk to the members of staff if you have any questions related to your child's time in Year 3.



1 - Miss Martin

Class Teacher



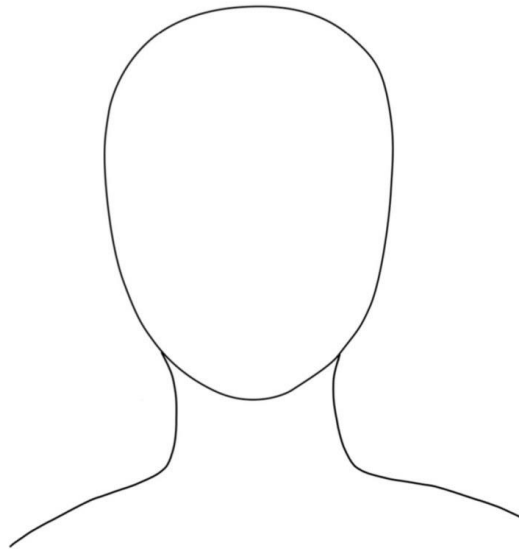
2 - Miss Smith

Learning Support and ELSA

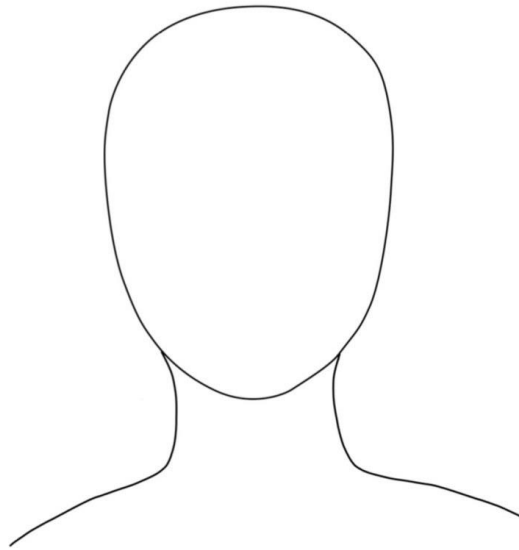


3 - Mrs Mayes

HLTA



4 - Mrs Southam



5 - Mrs Carter

This term, our topic is called '**The Ground Beneath My Feet**' which takes the children on a learning journey to the centre of the Earth!

To kick off this topic, the children will cook up some edible soil. We will discover, discuss, build and label the different layers of soil.

Over the following weeks, the digging will continue as the children go on to delve deeper underground to explore the different layers of the Earth. This will feed into why and where earthquakes occur and how and where volcanoes are formed.

Naturally, Year 3 will go on to learn about rock and fossils in Science, flexing their grouping and classifying skills. They will use their knowledge and understanding to become architects and design a house made of different rock types. Having learned about how fossils are formed, the children will go onto learn about what skeletons and muscles are, why they are important and how to keep them healthy. To help them explain this, they will make a working model of an elbow joint.

Lastly, Year 3 will (paint)brush off their artistic sides through an exploration of works by Hundertwasser. They will showcase their learning and skills by creating an A3 mixed media piece of work inspired by our focus artist.

Below is some general information to support you and your child to have a smooth time in Year 3.

General Information



Here is some general information about Year 3:

- **Homework** will be given **every Friday** and should be returned to school by the **following Thursday**.
- Book bags should be brought into school **every day**.
- Please **record any reading your child does at home in their diaries**. We aim to change books weekly but if books need changing before then, please speak to a member of staff.
- It is important to **hear your child read on a regular basis**, to develop fluency and comprehensions skills. Reading a book several times really helps with the fluency. If there are particular words they get stuck on, write them down and use them to play snap or memory games etc.
- Further guidance to help you in supporting your child's reading will be provided throughout the term.
- The classroom doors will be open at **8:35 am** in the morning and the children will be greeted by a member of staff and walk straight into class. Similarly, at **3:10pm** the children will leave school via the classroom door. It will take a little time for staff to recognise the child(ren's) parents or carers, so please can we ask that you support staff with this.

- We are aware that some children might find the first few days back to school a little challenging, we will endeavour to support all children with their needs.
- Children will need to bring a **named water bottle** into school. **No juice or fizzy drinks.**
- **PE days**, will be on a **Tuesday (swimming)** and **Friday**. Your child will need **two** PE kits, these will need to include, **Outdoor**: Please ensure that your child has appropriate clothing, as they will go out in all weathers, **tracksuit bottoms, jumper, t-shirt and trainers. Indoor: t-shirt, shorts and pumps.** Please ensure that all items of uniform and PE kit are **named. Please note**: Children with long hair (shoulder length +) must have their hair tied back , at all times during the school day and all earrings must be removed before the children come to school, on a PE day. Thank you.
- The children will have a personal locker to keep all their belongings.
- Children will be provided with stationary, so **they do not need to bring their own equipment** into school.

At this time of the year, the weather can be very changeable so please ensure your child comes to school with jumpers, coats and woolly bits to keep them warm. Please label all items of clothing with your child's name, so if anything is left on the playground it should hopefully find its way back to your child!

Can I also remind all children to bring a **water** bottle and a **healthy breaktime snack** (fruit), especially on PE days. It is really important that children keep hydrated throughout the day and having that breaktime snack can help them remain energised throughout the morning.

Spring Timetable



	8:55-9:50	9:50-10:00	10:00-10:35	10:35-10:50	10:50-11:05	11:10-12:10	12:30-13:10	13:10-14:10	14:10-15:10
Monday	Times Tables	English	Guided Reading			Maths		PE	
Tuesday	Open Safety	Substituting (PE)				Maths		English	Music
Wednesday	Handwriting	English	Guided Reading	Assembly	Playtime	Maths	Lunchtime	Topic	Spelling
Thursday	Times Tables	English	Guided Reading			Maths		Topic	Spelling
Friday	Spelling Test	English	Guided Reading			Maths		Computing	PE

6 - This is what a typical week in Year 3 will look like in the Spring Term.

English



Writing

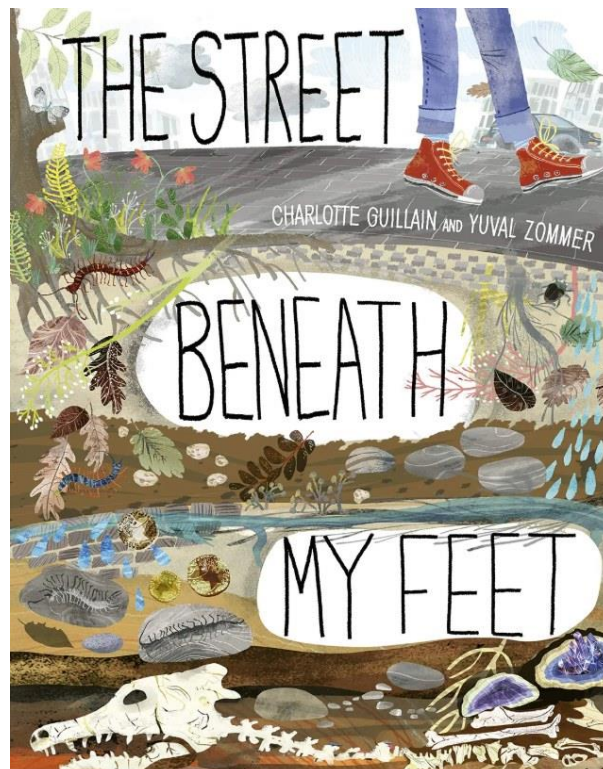


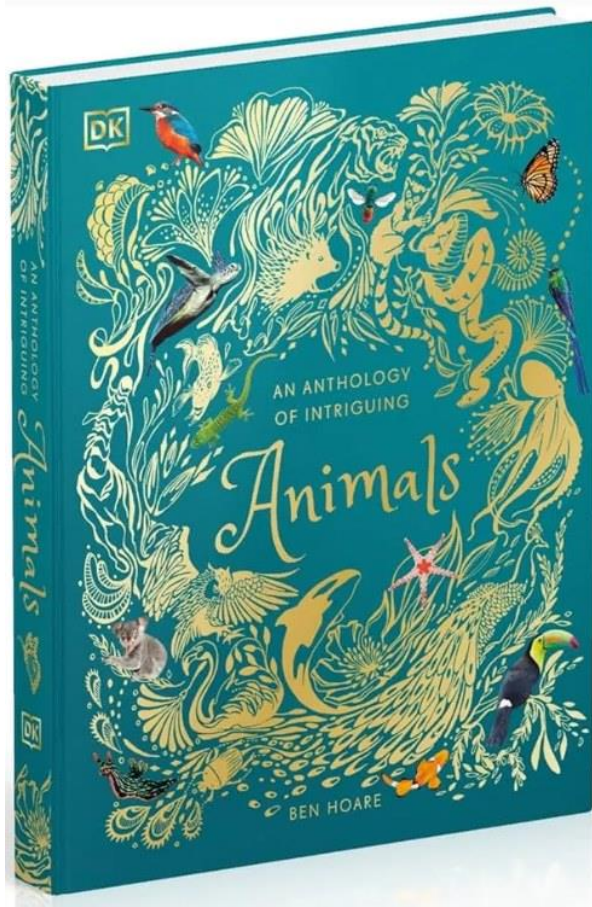
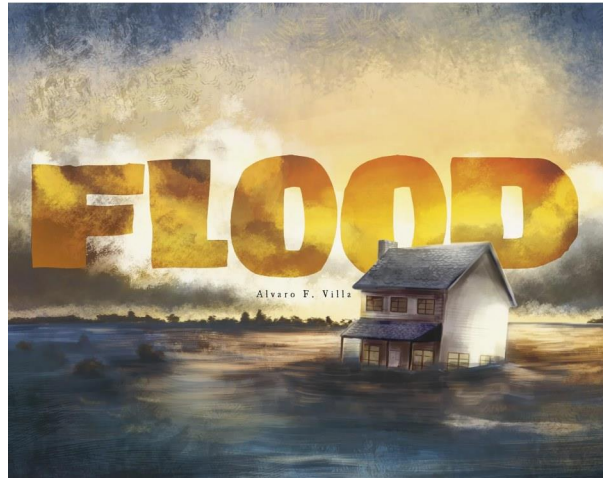
As writers, the children will have the opportunity to explore and write for a range of purposes.

They will be writing:

- an explanation text to describe the journey to the centre of the Earth,
- a narrative about a natural disaster,
- a non-chronological report about the skeleton and muscles.

All of our writing units are inspired by literature to capture their imaginations.





Reading



As readers, the children will explore a range of texts to inspire and develop their curiosity and love of reading.

Class Text 1

Harley Hitch and The Fossil Mystery

On a school trip to the Inventia Jurassic Coast, Harley finds an unusual fossil. Has she discovered an entirely new species of dinosaur?

Her class nemesis, Fenelda, doesn't believe it, so Harley decides to build a time machine to prove the discovery and win the 'best invention' competition.

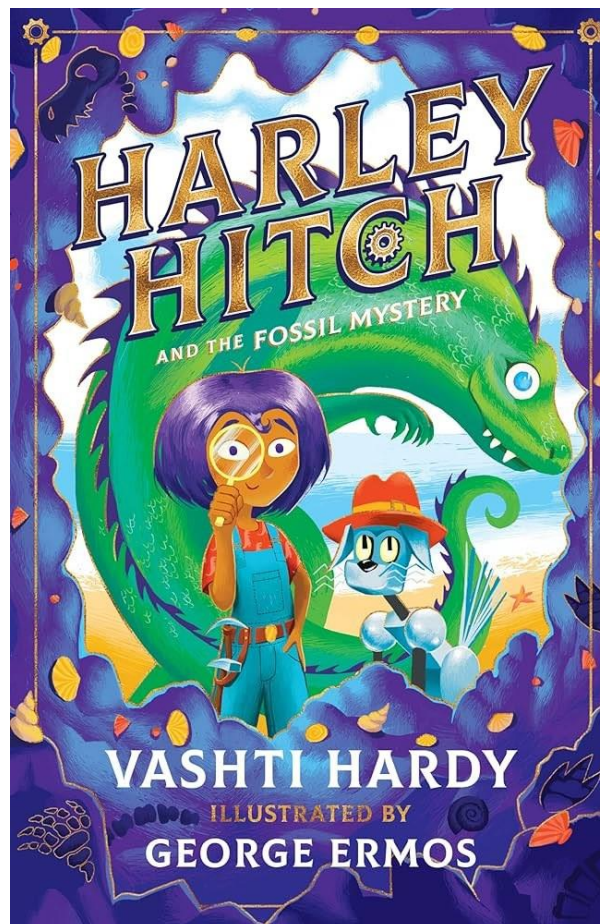
But messing around with time can have unexpected, dinosaur-size effects...

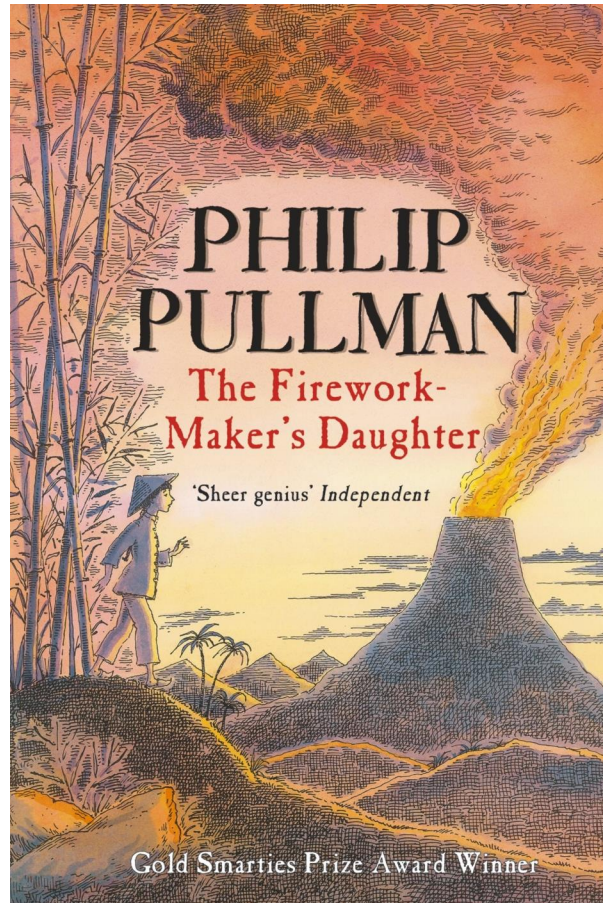
Class Text 2

The Firework-Maker's Daughter

This is a heart-warming and action-packed novel about what happens when nature and technology collide.

A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a firework-maker named Lalchand and his daughter, Lila. Lila's learned from her father almost all there is to know about making fireworks. But he's held back the final secret, the most dangerous one, saying Lila's not ready to know. Not to be deterred, the headstrong girl enlists the help of her friend Chulak, and discovers that anyone who wants to be a true Firework-Maker must face down the Fire-Fiend of Mount Merapi, and bring back some of the Royal Sulphur. So Lila sets off fearlessly, ready to face pirates and demons and anything else that gets in her way.





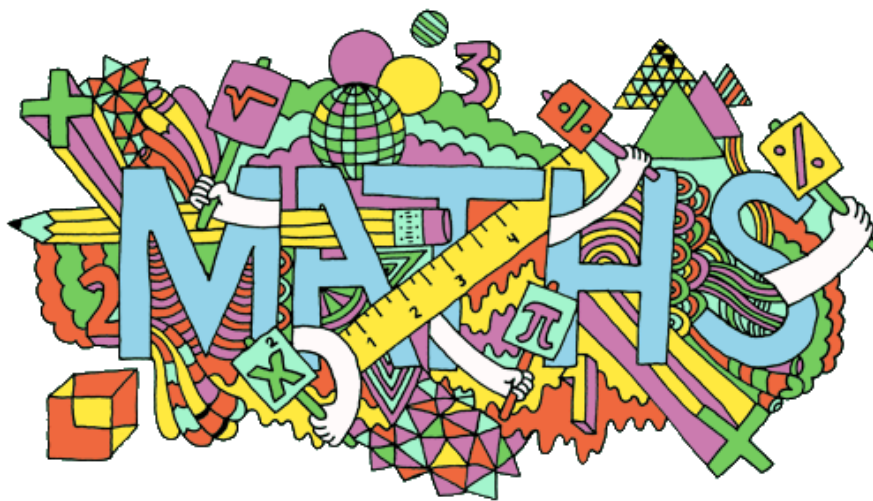
Spelling

Spelling is an integral part of the English curriculum.

As a school, we implement the *Read Write Inc.* approach to learning. Using a proven approach underpinned by phonics and fast-paced lessons, it prepares children for the higher demands of the statutory spelling assessments in England.

Homework will match the spelling rule being practiced in school. Please support your child by completing this with them each week.

Maths



As mathematicians, the children will learn through a range of concrete and pictorial resources before progressing to a more abstract application of maths.

This term, Year 3 will build upon their prior learning and understanding of Multiplication and Division, Length and Perimeter, Fractions and Mass and Capacity.

Throughout their learning journey, children will apply their mathematical knowledge and understanding through real-life examples linked to our topic work (where possible).

Short multiplication

	H	T	O
		2	3
X			4
		9	2
		1	

$3 \times 4 = 12$
 $2 \times 4 = 8$

Example
 $23 \times 4 = 92$

- Start by multiplying the ones.
- If the answer is more than 9 you need to exchange.
- Move onto the tens and if you need to, remember to add the extra digits that you have exchanged.

Short division 2 (with remainders)

$98 \div 4 = 24r2$

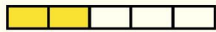
Dividend Divisor

$4 \overline{)98}$

$9 \div 4 = 2$ remainder 1
 $18 \div 4 = 4$ remainder 2

Start by dividing the first number of the dividend by the divisor.
Write the answer on top.
If there are any remainders, move them over to the next digit of the dividend.
If there are any remainders after the ones, write them after an r for remainder.

Identifying fractions



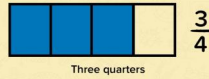
Numerator

(how many equal parts have you got?)

$\frac{2}{5}$

Denominator

(how many equal parts are there altogether?)

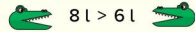
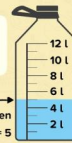


Measuring Volume and Capacity

Volume is the amount of liquid in a container.

Capacity is the amount of liquid a container can hold.

Volume and capacity can be measured in millilitres (ml) and litres (l).



When comparing capacity and volume, you can use the $<$ $>$ symbols.

When measuring volume, sometimes there may be numbers missing from a scale. You may need to work out what the scale goes up in.



Measuring Mass in Grams

Mass is a measurement that tells us how heavy or light an object is. Mass is often measured in grams (g) and kilograms (kg).

It's useful to know the mass of some common objects so you have an idea of how heavy things are.



1 g



10 g



100 g



500 g



1000 g
1 kg



Length

Length is the measurement of something from end to end or from one point to another.

Millimetres (mm), centimetres (cm), metres (m) and kilometres (km) are all units of length.

1cm = 10mm
1m = 100cm
1km = 1000m

Measured in millimetres.



Measured in centimetres.



Measured in metres.



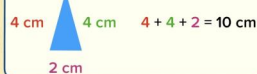
Measured in kilometres.



Calculating the perimeter

The perimeter is the length around the outside of a shape.

You can calculate the perimeter of a shape by adding together all of its sides.



The sides of regular polygons will all be the same length, so you can multiply the length of one side by the number of sides to calculate its perimeter.



5×4 (number of sides) = 20 cm

Remember to use the correct units in your answer!

Times Tables



This year, your child will recall the multiplication facts they were taught in Year 2 - 2s, 5s and 10s. This is to secure and consolidate their learning.

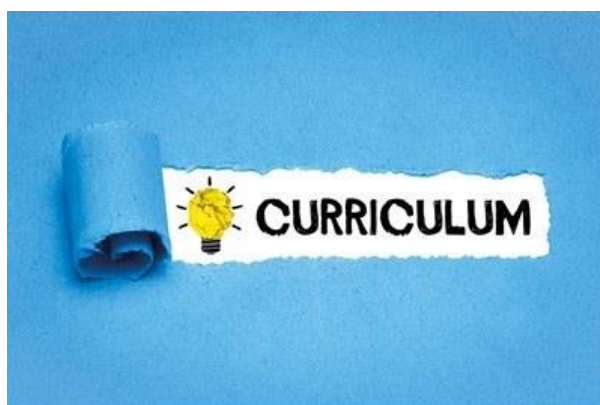
They will then go on to learn their 3s, 4s and 8s.

As you may know, we use Times Table Rock Stars to help children develop their knowledge and recall. It will be set as homework each week but it is encouraged for children to practice little and often beyond these parameters.

Please support your child by chanting or playing games with times tables anywhere and everywhere!

Knowing their times tables will support them with their mathematical learning and understanding in all areas of the maths curriculum.

Connected Curriculum





9 - Art

In My Element Architecture

Children will explore the work of Friedrich Hundertwasser and others, to draw their own architectural technical drawings of a future home. They will use mixed media to do this.



10 - Computing

Unit 3 - Programming - Sequencing Sound

Children will be introduced to programming through coding. They will develop to include motion, sound and event blocks which they will use to create their own programs featuring sequences.

Unit 4 - Data and Information - Branching Databases

Children will develop an understanding of what a branching database is and create several types before creating their own identification tool using a branching database.



11 - R.E.

R.E

Islam

How do festivals and worship show what matter to Muslims?

By the end of this learning journey, children will have a better understanding of two more of The Five Pillars - prayer and fasting. This builds upon their learning in Year 1.

Judaism

How do festivals and family life show what matter to Jews?

By the end of this learning journey, children will have a greater understanding of how important family and the home is in Judaism and how Jewish people show this through special festivals.



12 - PSHE

PSHE

Diversity and Communities

In this unit, children will explore what makes up their identity and begin to understand aspects of other people's identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. They will

understand about stereotyping and the importance of challenging it. There will be the opportunity to explore and share the different groups and communities they belong to, and the roles of different people in the community. They will learn about their local environment and how they can help to care for it.

Drug Education

This unit looks at developing their understanding of medicine and the roles of health professionals and others who handle these drugs at work. They will further develop their awareness and understanding of safety rules relating to medicines and extend these to consider ways of keeping safe with a broader range of items, including syringes. They will reflect upon realistic sources of support from trusted adults and consider how to tell and ask for help.

They will focus on two legal drugs –nicotine and alcohol – considering the effects, why some people choose to use them and skills for reducing risk and harm.

They will consider the impact of influence and persuasion and practise skills to help manage these

Relationships and Sex Education

Children will build upon their prior learning to know the scientific names for male and female body parts. They will develop an understanding about times to talk about private body parts and know who their trustworthy and approachable adults are. Children will learn about valuing and respecting their own bodies and how every body is unique. Lastly, they will learn about personal hygiene and how to reduce the spreading of common ailments.

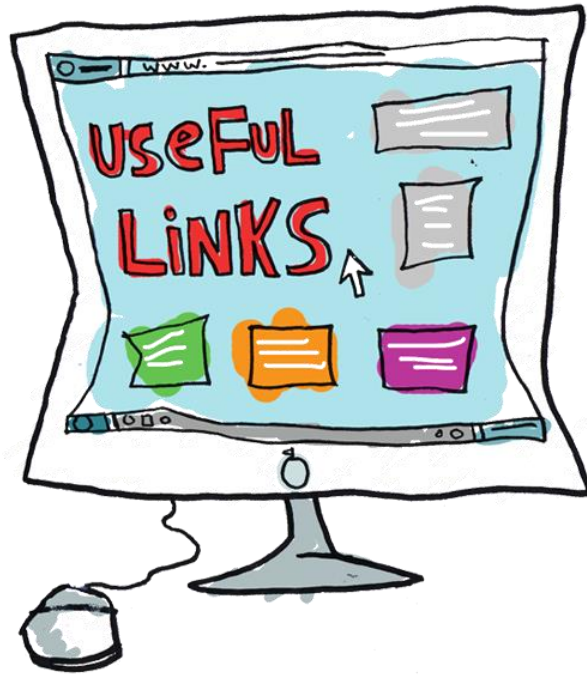
How can you help your child at home?

FUN ACTIVITIES AT HOME

How can you help you child at home?

- **Baking Soda Volcano:** Create a classic baking soda and vinegar volcano. Use a plastic bottle, baking soda, vinegar, and red food colouring to simulate an eruption.
- **Volcano Painting:** Use paints to create vibrant volcano artworks.
- **Shake Table Experiment:** Build a simple shake table using a flat board and rubber bands to simulate earthquakes. Place a small building made of blocks on it and see how it reacts to shaking.
- **Earthquake Safety Drill:** Practice an earthquake safety drill at home. Teach children to “Drop, Cover, and Hold On” during an earthquake.
- **Rock Collection:** Start a rock collection. Go on a nature walk and collect different types of rocks. Use a magnifying glass to examine their features.
- **Rock Painting:** Paint rocks with different designs or turn them into rock pets. This is a creative way to learn about different rock textures and colours.
- **Make Your Own Fossils:** Use clay or playdough to create fossil imprints. Press shells, leaves, or small toys into the clay to make impressions.
- **Fossil Storytelling:** Read books or watch videos about famous fossil discoveries and palaeontologists. Encourage children to create their own stories about finding fossils.

Please bring in the work to share at school, we would be delighted to see it!



13 - Useful Websites

<https://trockstars.com/> - Support your child with their times tables

<https://www.century.tech/> - Individual learning programs

[Renaissance Learning Login](#) - AR Reader

<https://home.oxfordowl.co.uk/> - Support your child with reading and E-books

[Primary Homework Help | Online Games For Kids - BBC Bitesize](#) - You will find curriculum related learning here!