

Executive Headteacher: Ms Sarah Jane Bellerby

Dear Parents and Carers,

We are delighted to welcome the children back for the final half of the Summer term. This is always a busy and exciting time of year as we celebrate the progress the children have made and continue to build their confidence and independence. Over the coming weeks, pupils will take part in engaging, practical learning across the curriculum, applying the skills they have developed throughout the year and preparing for the next stage of their learning.

Reading

In reading, children will explore how stories build setting, mood, and tension through *Wolves by Emily Gravett* and *Into the Wildsmith Dark Forest by Liz Flanagan*. They will focus on identifying key events, character responses, and how each author uses language and (where relevant) illustration to create atmosphere and guide the reader's understanding.

Children will develop comprehension skills by making predictions, retrieving key details, and summarising sections of the texts. They will also compare how Gravett and Flanagan present themes of journeys into the unknown, considering how structure, vocabulary, and narrative choices shape meaning and influence the reader's interpretation.

Writing

In English, the children will be writing a diary entry inspired by *Wolves*, where they will practise building clear and interesting sentences. We will focus on using conjunctions (such as *and*, *but*, *because*, *when*) to join ideas and extend their writing. The children will also learn to use "show not tell" techniques by describing feelings and actions through detail, for example describing a character's reactions, sounds and surroundings rather than simply stating emotions. This work will help develop sentence structure, creativity and descriptive writing skills.

This term, pupils will continue to **practise their cursive handwriting and joining letters** to improve fluency, neatness, and consistency. They will focus on forming letters correctly, maintaining even spacing, and developing a smooth, joined style in their everyday writing. As children make progress and demonstrate consistent control, they will have the exciting opportunity to

receive their pen licences, celebrating their achievement and encouraging pride in their handwriting skills.

Maths

This half term in Maths, children will focus on *time and statistics*, applying their learning to real-life situations they experience every day. In *time*, pupils will learn to read Roman numerals on a clock and tell the time to the nearest minute using both analogue and digital clocks. They will explore a.m. and p.m., understand days, months and years, and work out durations using start and end times. We will link this learning to real life by planning daily routines, reading timetables, calculating how long activities last, and solving problems such as working out travel times or how long it is until an event.

In *statistics*, children will collect, present and interpret data using pictograms, bar charts and tables. They will ask and answer questions about information and learn how data helps us make decisions. Real-life links will include surveying favourite foods or hobbies, recording weather over time, and interpreting information such as charts, timetables and simple reports. Throughout the unit, children will explain their thinking, solve practical problems and see how maths is used in everyday life.

In addition to these topics, pupils will continue regular *arithmetic practice*, reinforcing confidence and speed with addition, subtraction, multiplication, and division. This daily practice supports all areas of Maths, helping children apply their number skills with greater ease.

To support learning at home, you can:

- Encourage your child to practise recognising and counting coins and notes, and to make different amounts using mixed coins.
- Involve your child in real-life shopping by comparing prices and working out change from £1 or £5.
- Help your child collect simple data at home (e.g., favourite foods, weather, number of cars) and talk about the results.
- Create simple bar charts or pictograms together and ask questions such as Which is most? Which is least? How many altogether?

Science

In Science, pupils will be revisiting and building on their prior learning about rocks, soils, and plants. They will explore different types of rocks and compare their properties, including hardness, texture, and permeability, and consider how these features affect how rocks are used in the natural and human world. Children will then investigate soils, identifying that there are a range of soil

types with different properties, and explore how this influence plant growth by affecting drainage, nutrient content, and root development.

Pupils will deepen their understanding of the requirements of plants for life and growth, including air, light, water, nutrients from soil, and space, recognising that these needs can vary between different plant types. They will investigate how water is transported within plants, observing how it moves from roots through stems to leaves. Children will also explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation, and seed dispersal, and how these processes ensure the continuation of plant life.

Geography

Children will develop a deeper understanding of the United Kingdom by exploring its countries, regions, counties, and major cities. They will study both physical features, such as hills, mountains, rivers, coasts, lakes, and wetlands, and human features, including towns, cities, landmarks, transport, tourism, farming, and land use. Pupils will learn to locate and name countries, capitals, regions, counties, and key cities, and will investigate how landscapes and communities have changed over time.

Using London as a key focus, children will carry out fieldwork to observe and investigate the local area, including land beyond Mulberry Wood Wharf. They will use maps, atlases, globes, and digital mapping tools to locate countries and describe features studied. Pupils will also use the eight points of a compass, including Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world, and will begin to use scale to measure distances and explore routes across London.

Through investigations, children will record, measure, and present human and physical features using sketch maps, plans, graphs, and digital technologies. They will compare different regions of the UK and develop skills in summarising and explaining their findings, making connections between physical landscapes and human activity.

PE

In PE, pupils will take part in an Athletics unit where they develop the core skills needed to become confident young athletes. They will practise running, jumping, and throwing, learning how to link and apply these skills with increasing precision, control, and fluency. Children will learn how to adjust their speed, balance, and body position to improve performance and understand when to apply different techniques in a range of athletic activities. Through regular practice and challenges, pupils will build coordination, resilience, and

confidence while working both independently and as part of a team. In addition to this, the children will be building on their athletics skills with Premier.

Music

In Music, Year 3 pupils will develop their singing skills by learning a range of unison songs in different styles using a comfortable pitch range (do–so). They will focus on singing tunefully and with expression, exploring dynamics such as forte and piano (loud and soft). Songs are carefully selected from the Junior Jam song bank to suit developing voices and introduce key musical dimensions.

Children will practise keeping a steady beat by walking, moving, or clapping in time, and will learn to recognise and respond to changes in tempo within songs. Actions will be added to support memory, coordination, and confidence, helping pupils perform accurately and expressively.

Throughout the year, pupils will build performance skills by singing as part of a whole class, in small groups, and through solo opportunities, developing confidence and enjoyment in performing music together.

Computing

In Computing, pupils will take part in an exciting unit where they learn how technology is used to solve real-world problems. Acting as crime scene investigators, children will explore how digital tools help collect, analyse, and present evidence.

They will begin by learning about fingerprints and databases, capturing and analysing their own prints and creating photo-fit images from eyewitness descriptions. Pupils will then reconstruct a crime scene using photographs and mapping software, organising their findings using digital mind maps.

As the investigation develops, children will explore eyewitness reliability, GPS tracking, and digital forensics, using problem-solving, pattern recognition, and simple coding to unlock clues from digital devices. The unit concludes with pupils presenting their evidence and conclusions through a digital presentation, building teamwork, communication, and digital literacy skills.

French

In French this half term, the children will be learning to talk about themselves, their **families, and animals**. They will build vocabulary to describe their name,

age, and how they are feeling, before moving on to naming and describing members of their family. Later in the term, they will learn the names of common animals and begin using simple adjectives to describe them. These lessons will support children in developing early sentence structures, asking and answering simple questions, and improving pronunciation through songs, games, and speaking activities. The focus is on building confidence and enjoyment in learning a new language while developing key vocabulary and conversational skills.

RE

In RE, Year 3 pupils explore the question *What does it mean to be a Christian in Britain today?* They learn that Christians believe in one God and follow the teachings of Jesus, using the Bible as a special and holy book that guides how they live.

Children will learn about key Christian beliefs such as love, forgiveness, kindness, and helping others. They will explore how Christians show these beliefs in everyday life, for example through prayer, going to church, celebrating festivals such as Christmas and Easter, and helping people in their communities.

Pupils will also learn that not all Christians practise their faith in the same way and that there are different denominations and traditions. They will consider how Christian values influence family life, charity work, and the wider community in Britain. Through discussion and reflection, children will develop respect for different beliefs and begin to understand how faith can guide people's choices and actions.

PSHE

In PSHE we will be exploring the unit 'Changing me'. Children will explore how people grow and change over time, helping them to understand themselves and the world around them. Pupils will reflect on their feelings when seeing babies and consider how care, love, and support are important for healthy development and discuss about how babies learn and change as they grow older. Children will reflect on what they can do now compared to what they could do as a baby.

Pupils will revisit vocabulary to name the scientific names for body parts. They will learn how to keep themselves clean and healthy to protect themselves from some infections.

They will also consider how ideas about families and roles can sometimes be stereotypical and will be encouraged to challenge assumptions and recognise

that responsibilities can be shared in many different ways. Finally, children will reflect on their transition into Year 4, thinking about what they are looking forward to, what might feel challenging, and how they can manage change positively as they continue to grow and develop.

Times Table and Key instant recall facts:

Children should practise their times tables up to 12×12 regularly. A quick and fun game to play at home is “Beat the Clock,” where children try to answer as many multiplication facts as possible in one minute. Regular practice improves maths fluency, speed of recall, confidence and the ability to solve more complex problems. Children are expected to use **Times Tables Rock Stars for at least 30 minutes each week**, and additional games and practical maths activities at home are strongly encouraged.

To support this at home, here are some useful online resources:

- Daily 10 – Topmarks: Quick-fire mental maths including times tables
- Super Maths Bowling – ICT Games: Knock down pins and answer multiplication questions!
- Hit the Button – Topmarks: Quick recall of multiplication and division facts
- BBC Super Movers – Times Tables: Songs and dances to help learn times tables
- <https://uk.splashlearn.com/s/maths-games/add-multiples-of-100>
- BBC Bitesize KS2
- Top Marks- English Games
- Vocabulary Ninja <https://games.vocabularyninja.co.uk/kids/>

Uniform

Please make sure all jumpers/ cardigans are labelled.



Our uniform consists of the following:

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- Black shoes
- If a headscarf is worn this should be black, white or purple

PE Kit

Please can all PE clothing items be labelled with your child's name.

Our PE kit consists of the following:

- A white polo shirt with school logo
- Black jogging bottoms or black shorts
- Black plimsolls or suitable trainers

Water

Please make sure your child brings a water bottle to school.

Bookbag

Please check regularly and take out letters and communication.



Dates to remember

PE	Every Monday and Thursday
Give me 10	Tuesday 8.50-9.05
Home Learning	Every Wednesday
Spelling	Every Wednesday
Class Library	Every Friday
Celebration Assembly	Friday 9.05-9.30

Trip to Canary Wharf Idea Store: Tuesday 16th June (afternoon trip)

School Fete: Friday 10th July 2026

Summer show: Tuesday 14th July 2026

No clubs: Monday 13 July- Friday 17 July

End of year trip - TBC

Homework:

Homework will include spelling, maths, handwriting and Timetables Rockstars will be set each week. All homework is due to be handed in every Wednesday, and children are encouraged to try their very best.

To support learning in school, pupils also have access to online resources such as Mulberry Learn, where they can explore additional activities, revisit lessons, and deepen their understanding of key concepts across the curriculum ([Mulberry Learn](#))

Financial Literacy Project – Make £5 Grow

This term the children will continue with their **Make £5 Grow** project. The project was introduced in class, where pupils will learn the basics of planning a small business, budgeting, and developing creative ideas.

As part of the project, we will be giving each child a **business proposal template** to help them clearly write down and organise their plan. Before receiving the £5 loan, children will present their business ideas to Sarah Jane and the Year 3 Team, explaining their product or service, pricing, and how they plan to make a profit. The presentation process will help them develop confidence, communication skills, and a clearer understanding of financial planning.

Each child (or small group) will receive a £5 loan to develop a product or service they can sell. They will use lessons in school to explore what makes a successful idea, how to plan costs, and how to present their business effectively. However, much of the practical work will be completed at home, and children will need support from parents and families as they work through each stage.

To allow all children sufficient time to carefully develop and refine their ideas, **we are extending the project deadline**. This will ensure every child has the opportunity to create a thoughtful and well-prepared business plan. The children will be presenting their business plan this half term and the new deadline for the project will be **Thursday 25th June 2026**.

At home, children will carry out most of the practical work: choosing materials, creating their product, designing signs or advertisements, and preparing for selling. We kindly ask parents to support their children by helping them gather materials, encouraging careful planning, and guiding them through decisions about spending and pricing.

We would also like to keep the project flexible and open to a wide range of business ideas. Some children may wish to create and prepare their products at home, while others might develop business proposals that could be carried out in school: for example, making and selling ice creams, planting seeds and selling plants, or running a small craft stall.

The school can help to facilitate and support ideas that may work better on site. If your child has a proposal they would like to carry out in school, particularly one that involves the wider school community. We can support by providing an appropriate space to sell their product, helping them promote their project, and advertising their enterprise through the school newsletter.

We are very happy to work in partnership with parents to ensure a variety of ideas can be supported in a practical, safe, and manageable way within school.

Once the products have been made and sold, children will repay the original £5 loan. Any profit made afterwards will be discussed as a class. The children will decide how they would like to use the money, whether that is spending it on a class treat, donating it to charity, or contributing it to the school.

This is a valuable opportunity for children to develop real-life skills such as budgeting, creativity, problem-solving, teamwork, and decision-making. To support families, we will be sending out a parent guide and hope to offer a short workshop about the project. Further details will be shared in the coming weeks.

Thank you for reading our Year 3 curriculum share. We hope it has given you a helpful insight into your child's learning and the routines we are building together. The children are showing great enthusiasm, and we are excited to see their confidence and progress continue to grow. Your support at home plays such an important role, and we truly appreciate it.

Yours sincerely,

Year 3 Team

Geography

☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
area	part of a place or surface	geographical	relating to the study of the human and physical geography of a place
cardinal	most important	key	a list explaining the symbols on a map or table
historical	relating to the past	ordnance	large guns mounted on wheels
landscape	the visible features of an area of land	scale	a ratio of size on a map or plan
measuring	the act of finding out the size or amount of something by comparing it to a standard	survey	examine and record the features of an area of land
solar	relating to the sun or its rays	sustainable	of something that avoids using up natural resources

Science

☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
adapt	change to match the conditions	transpiration	how a plant gives off water vapour
essential	absolutely necessary	stoma	tiny hole in a leaf that lets gases in and out
glucose	simple form of sugar	pollination	the transfer of pollen during plant reproduction
transport	carry from one place to another	stamen	the male parts of a flower
variety	a range of different things	pistil	the female parts of a flower
vital	needed for life	photosynthesis	the process by which plants use sunlight to make food in the leaves

Tier 2 multiple meaning or high frequency

cemented glued together or strengthened

compacted pressed firmly together

decay to rot or break down

prehistoric relating to the time before written records

soil upper layer of the ground

transform change the form of something

Tier 3 subject specific

fossil remains of life that have hardened in rock

igneous when molten rock has solidified

magma hot, fluid material beneath the earth's crust

metamorphic having been changed by heat or pressure

minerals naturally occurring inorganic matter

sedimentary formed from matter that has settled in water