

Executive Headteacher: Ms Sarah Jane Bellerby

Dear Parents and Carers,

We are excited to welcome the children back for the **Summer term**, a season full of new opportunities and exciting learning experiences. Over the coming weeks, pupils will build on the progress they have made so far, exploring engaging topics across all areas of the curriculum. From creative writing and poetry to hands-on science experiments, practical maths, and real-world problem solving, there are plenty of opportunities for children to develop their skills, deepen their understanding, and grow in confidence and independence. We can't wait to see them dive into this term's challenges with curiosity, creativity, and enthusiasm!

Reading

In reading, children will explore *Tales of a City: London Adventure Walks*, focusing on identifying text features, key facts, and summarising information. These activities will help develop their comprehension, analytical skills, and understanding of non-fiction texts. They will also continue studying nonsense poetry, including *Jabberwocky*, where they will explore poem structure, decode invented words, examine rhythm and rhyme, and interpret meaning from context.

Writing

In writing, children will use *Tales of a City* as inspiration to plan and create their own London travel guide. They will focus on structuring non-fiction texts effectively and applying grammar and punctuation skills. This includes using subordinating conjunctions, expanded noun phrases, appropriate prepositions, imperative verbs, a range of sentence types, adverbs, and fronted adverbials of time and manner. These skills will help make their writing clear, engaging, and informative.

In addition, children will explore poetry writing, inspired by nonsense poems such as *Jabberwocky*. They will focus on poem structure, inventing words, experimenting with rhythm and rhyme, and using figurative language to make their poems imaginative and expressive. These activities support creativity, vocabulary development, and analytical thinking, helping children to become confident and versatile writers.

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, pupils will continue developing their skills in **fractions** and exploring **money**. They will build on prior number work and apply their learning to practical, real-world contexts.

In the **fractions** unit, pupils will recognise, represent, and compare fractions, including unit and non-unit fractions, and find equivalent fractions. They will practise adding and subtracting fractions and solve problems involving fractions of amounts, such as sharing quantities or dividing objects equally. Pupils will also be challenged with reasoning tasks that encourage them to explain their thinking and solve multi-step fraction problems.

The children will also apply their understanding of fractions, addition, and subtraction to **money**, solving practical problems involving coins and notes. They will practise calculating totals, giving change, and working with fractions of amounts of money, making their learning relevant and useful in everyday situations.

Alongside 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:

- Cook or bake together and ask your child to measure ingredients using scales, comparing weights.
- Play “shopping” games using coins and notes, asking your child to calculate totals or give change.
- Practise fractions by cutting fruit, sharing snacks equally among people, or folding paper to show halves, quarters, and thirds.

Science

In Science, pupils will be exploring the topic of **light** and its role in how we see the world around us. They will learn that we need light to see and that darkness is the absence of light. Children will investigate how light is reflected from surfaces, such as mirrors, windows, or shiny objects, and how shadows are formed when an opaque object blocks a light source. They will explore patterns in shadow size and shape, noticing how shadows change depending on the position of the light, just like the long shadows in the morning or short shadows at noon. Pupils will also learn that sunlight can be dangerous for our

eyes and discover practical ways to protect themselves, such as wearing sunglasses or hats. Through hands-on investigations with torches, natural sunlight, and everyday objects, pupils will develop their observation skills, ask questions, and test ideas, linking their learning to real-life experiences in their home and school environment.

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 maps, fieldwork, and digital resources, they will compare the different nations—England, Scotland, Wales, and Northern Ireland—observing their unique characteristics and topographical patterns. Children will also develop the skills to **summarise, present, and explain** their findings about regions, counties, cities, and landmarks, making connections between the natural and human environments.

PE

In PE this half term, Year 3 pupils will develop their **cricket and ball skills** through a range of fun team activities. Children will practise catching, underarm and overarm throwing, bowling, fielding on the move and striking a ball using a bat. They will build coordination, balance and hand-eye skills while learning how to work positively as part of a team, communicate with others and follow safe techniques when using equipment. As the unit progresses, pupils will apply their skills in small games and challenges, showing increasing confidence, accuracy and control. In addition to this, the children will be building on their athletics skills with Premier.

Music

In Music this half term, Year 3 pupils will learn the basics of songwriting using glockenspiels. They will explore simple techniques to help them create their own songs, choosing a theme and audience and composing music to match their ideas. Children will build their musical vocabulary each week, experiment with techniques such as call and response and echo phrases and listen to and analyse songs before adapting and improving their own work. This unit also supports English skills, as pupils use their reading and writing to help develop lyrics and musical ideas.

Computing

In iMedia this half term, pupils will be learning how to create their own music using the GarageBand app on iPads. They will be introduced to the role of a music producer and will explore how songs are structured by creating their own pieces with an introduction, verse, chorus, bridge and outro. Children will experiment with tempo, rhythm, instruments and digital sound loops, while developing creativity, teamwork and critical listening skills as they review and improve their work. By the end of the unit, pupils will have produced a complete song and written a short press release about their music using word-processing 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 this half term, pupils will continue to explore the key question: **“Why do people pray?”** Through this unit, they will investigate the practice of prayer in different religions and worldviews, such as Christianity, Islam and Hinduism. Pupils will learn about varied ways believers pray, including set forms of words, silent reflection, and spontaneous expressions of belief, and the meanings behind key prayers such as the Christian Lord’s Prayer or the Muslim first Surah of the Qur’an. They will explore symbols and actions associated with prayer, such as gestures, sacred spaces, and meditation, and consider how prayer can impact people’s lives by offering comfort, hope or strength. Pupils will also reflect on different perspectives, including spiritual but non-religious practices.

PSHE

In PSHE this half term, Year 3 pupils will focus on **Relationships**. They will learn about family roles and responsibilities, how to build and maintain positive friendships, and how to solve problems and manage conflict in a respectful way. Children will also explore how to stay safe online, understand the

importance of rights and wellbeing, and learn about being a global citizen by appreciating different cultures and recognising stereotypes. Throughout the unit, pupils will develop empathy, communication skills and emotional awareness, finishing by celebrating the important relationships in their lives.

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 |

Wednesday 29th April 2026- Changing me Parents information meeting

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 18th 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,

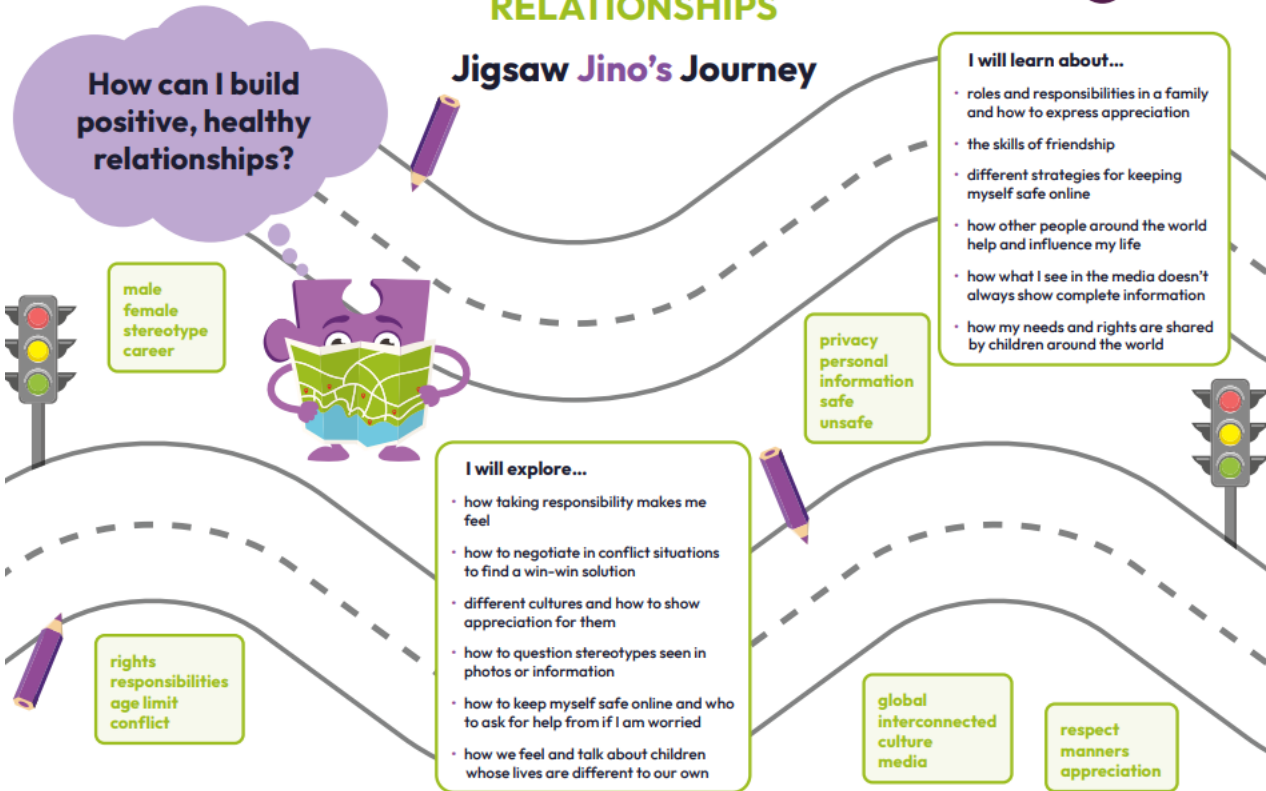
Year 3 Team

Geography

|  Tier 2 multiple meaning or high frequency | |  Tier 3 subject specific | |
|---|--|--|--|
| extensive | covering a large area | topography | describes a place |
| sophisticated | wide-spread, well connected and complex | landmarks | something, such as a large building, that you can see clearly from a distance and that will help you to know where you are |
| settlement | the place people live, for example a village, town or city | region | a large area of land, usually without exact limits or borders |
| terrain | the physical features of the land | county | one of a number of areas that some countries are divided into, each with its own local government |
| wilderness | a hard and unwelcoming place to live | scale | the size or extent of something, especially when compared with something else |
| barren | a bleak and bare landscape, it is difficult to grow plants or live in a barren place | contour line | a line on a map that joins points that are the same height above sea level |

RELATIONSHIPS

Jigsaw Jino's Journey



Science

Tier 2 multiple meaning or high frequency

| | |
|----------------|---|
| absence | lack of something |
| cast (shadow) | cause or throw |
| impenetrable | impossible to pass through |
| reflect | throw back or bounce back |
| shadow | dark area caused by an object placed between a light source and a surface |
| source (light) | origin of something such as light |

Tier 3 subject specific

| | |
|-------------|--|
| constant | something that does not change |
| dependent | unable to do without |
| independent | separate; not relying on others |
| illuminate | light up |
| translucent | allowing light to pass through partially |
| variable | something that can be changed |

Maths

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

| | | | |
|---------------------------|--------------------|------------------|---|
| <u>Count in 8s</u> | $0 \times 8 = 0$ | $0 \div 8 = 0$ | <u>Key vocabulary</u> |
| 8 | $1 \times 8 = 8$ | $8 \div 8 = 1$ | What is 4 times 8? |
| 16 | $2 \times 8 = 16$ | $16 \div 8 = 2$ | What is 8 multiplied by 8? |
| 24 | $3 \times 8 = 24$ | $24 \div 8 = 3$ | What is 24 divided by 8? |
| 32 | $4 \times 8 = 32$ | $32 \div 8 = 4$ | What is 48 shared between 8? |
| 40 | $5 \times 8 = 40$ | $40 \div 8 = 5$ | What is 72 divided into groups of 8? |
| 48 | $6 \times 8 = 48$ | $48 \div 8 = 6$ | |
| 56 | $7 \times 8 = 56$ | $56 \div 8 = 7$ | |
| 64 | $8 \times 8 = 64$ | $64 \div 8 = 8$ | |
| 72 | $9 \times 8 = 72$ | $72 \div 8 = 9$ | |
| 80 | $10 \times 8 = 80$ | $80 \div 8 = 10$ | |
| 88 | $11 \times 8 = 88$ | $88 \div 8 = 11$ | |
| 96 | $12 \times 8 = 96$ | $96 \div 8 = 12$ | |

They should be able to answer these questions in any order, including missing number questions, e.g. $4 \times \bigcirc = 32$ or $\bigcirc \div 8 = 56$.