

Executive Headteacher: Ms Sarah Jane Bellerby

Dear Parents and Carers,

We hope you had a restful and enjoyable break and would like to wish you all a happy New Year. As we begin the Spring 1 half term, we are delighted to welcome the children back and start the year with renewed enthusiasm, positive routines and high expectations. This half term provides valuable opportunities for children to extend their skills, deepen their understanding and develop independence across all areas of the curriculum.

(ABC)

English

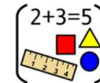
The children will also have the opportunity to write their own fantasy narrative inspired by [Leon and the Place Between](#). Before writing, they will explore the magical world of the story in depth, thinking carefully about how setting, atmosphere and character can work together to create excitement and mystery. To develop their ideas, the children will take part in a range of drama activities. Through hot seating, they will step into the role of a character and answer questions from their classmates, helping them to understand motivations, emotions and relationships more clearly. They will also create freeze frames, where they work in groups to form still images that represent key scenes. This will allow them to explore plot development, body language and mood. These drama techniques will support pupils in planning their own stories, encouraging them to build vivid settings, develop strong characters and create imaginative, engaging plotlines that reflect the magical tone of the original book.

Later in the half-term, the children will write a newspaper article linked to [Escape from Pompeii](#). They will learn how journalists organise information so that readers can quickly understand the key events. This will include writing a clear, attention-grabbing headline, organising facts into chronological paragraphs, and using formal language to suit the style of a news report. The children will also learn how to include direct quotes from witnesses to add realism and detail to their writing. By studying a range of real news articles, pupils will identify common features such as captions, subheadings and the 5 W's (who, what, where, when, why) and use these to structure their own reports. Drawing on their reading of *Escape from Pompeii* and their understanding of life in ancient Rome, they will write a factual recount of the eruption of Mount Vesuvius, imagining how people at the time might have experienced this dramatic historical event.

Reading

In reading, the children will be studying [Leon and the Place Between](#) by Grahame Baker-Smith and [Escape from Pompeii](#) by Christina Balit. These exciting and contrasting texts will help pupils develop their key reading skills. They will practise retrieving important information, summarising what they have read, and forming their own opinions using evidence from the text. Through class discussion and guided reading, the children will explore how each author creates atmosphere, builds tension and uses descriptive detail to bring settings and characters to life.

Maths



In Maths, children will be finishing their unit on [multiplication and division](#), developing confidence with times table recall and the use of formal written methods. Pupils will also explore scaling, learning how quantities can be increased or decreased by a given factor. Alongside this, they will take part in weekly arithmetic lessons designed to strengthen calculation fluency and retrieval of key number facts.

Once secure in these skills, pupils will move on to length, [area and perimeter](#), learning how to measure accurately, calculate the distance around shapes and find the space within them. Lessons will be linked to real-life contexts, such as calculating the perimeter of a playground, working out how much fencing is needed for a garden, scaling ingredients in a recipe, or finding the area of a rug to see how much space it covers. Pupils working at greater depth will be challenged with reasoning tasks, multi-step word problems, mixed-unit calculations and opportunities to explain and justify their thinking.

To support learning at home, you can help by practicing quick recall of number bonds and times tables (especially 3s, 4s, and 8s), playing number games, or involving your child in real-life maths activities. For example, when cooking or baking, you can explore [area](#) by comparing the surface of baking trays or chopping boards, or measure ingredients for different-sized containers. When gardening, building, or arranging furniture, you can explore [perimeter](#) by measuring the edges of a garden bed, a table, or a room. Encouraging your child to explain how they worked out measurements will also strengthen their reasoning skills and confidence in maths.

Science



Through science, pupils will study [forces](#), learning about contact and non-contact forces, including gravity, friction and magnetism. They will explore how gravity pulls objects towards the Earth, how friction affects movement on different surfaces and how magnets can attract or repel certain materials. Throughout the unit, children will take part in practical investigations, such as testing how surface types influence speed or comparing the strength of different magnets. A strong focus will be placed on developing scientific enquiry skills, with pupils learning to plan and carry out fair tests, identify variables, make predictions, measure accurately and record their results using tables and charts. As their confidence builds, they will move from guided investigations to designing and evaluating their own simple experiments.



History

During history lessons, pupils will continue their study of the [Stone Age to the Iron Age](#), focusing on how daily life changed over time. Children will explore developments in farming, the use of tools, and changes in housing from the Stone Age through to the Bronze and Iron Ages. They will examine how these changes improved the way people lived and worked, and will begin to understand concepts such as continuity and change.

Later in the half term, pupils will begin a new history unit on the [Romans in Britain](#), which will prepare them for their visit to the British Museum on 30th January. They will learn why the Romans chose to invade Britain, exploring reasons such as gaining valuable resources, expanding their empire and increasing Rome's power. Children will compare life in Roman Britain to earlier periods, discovering how Roman roads, buildings, food, clothing and daily routines changed life for the people already living here. As part of this topic, pupils will also learn about Septimius Severus, a Roman emperor who played a key role in strengthening Roman control in Britain. They will find out about his leadership, his time spent in Britain and why he remains an important figure in Roman history. This background knowledge will help the children get the most out of their museum visit, giving them a deeper understanding of the objects and artefacts they will see.



PSHE

In PSHE, children will focus on [dreams and goals](#), with a strong emphasis on discussion and sharing ideas. They will reflect on their own aspirations, learn to set realistic and achievable goals, and discuss strategies to overcome challenges. Lessons will encourage children to listen respectfully to others, articulate their thoughts clearly, and develop resilience and perseverance. Activities will include group discussions, collaborative tasks and reflection exercises to support emotional and social development.



Design and Technology

Pupils will explore textiles and be introduced to the work of [Gisela Stromeyer](#), a New York-based artist, architect, and trained dancer. Children will learn how Gisela uses fabric creatively, starting with sketches and scale models, then cutting and joining materials to make visually and texturally interesting forms. Pupils will investigate her techniques and explore the guiding question: "[Can a box be made out of fabric?](#)" They will develop their skills in joining, cutting, folding, and shaping fabric, before planning, designing, making, and evaluating their own small fabric boxes. Greater depth pupils will be encouraged to experiment with more complex joining techniques, add decorative elements, and explain and justify their design choices.



Computing

Across computing lessons, pupils will focus on [online safety](#), learning how to keep personal information private and make safe, responsible choices when using devices and the internet. They will explore scenarios involving online communication, understand the

concept of a digital footprint, and learn how to identify trustworthy sources of information. Children will also practise basic coding and problem-solving tasks to develop logical thinking and computational skills. Lessons will include discussions, group tasks and practical activities that encourage pupils to apply their learning in real-life situations.

PE

In physical education, pupils will develop **basketball skills** including dribbling, passing, shooting, positioning and teamwork. Lessons will focus not only on technical skills but also on tactical understanding, helping children make decisions in game situations. Emphasis will be placed on sportsmanship, cooperation and resilience, as well as developing physical fitness, coordination and agility. Children will also learn to evaluate their own performance and set personal targets to improve skills. Greater depth pupils will be encouraged to demonstrate leadership within games, make strategic decisions, and support their peers in understanding tactics.

The children will have tennis lessons in February with a tennis coach. It is very exciting for them to learn new skills and play together. They are looking forward to practicing, having fun, and improving their tennis.

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.

Music



In music, the focus will be on singing and developing **musical control**. Children will learn songs by heart, practise maintaining pitch, explore rhythm and understand how dynamics and expression can change the feel of a performance. They will also have opportunities to perform to their peers and respond constructively to feedback. Through these activities, pupils will develop confidence, teamwork and an appreciation of how music can communicate mood and meaning.

RE

In RE, pupils will explore the key question, “**Why is the Bible so important for Christians today?**” They will learn how the Bible is used in churches, how it guides Christians in their daily lives and influences moral decision-making. Through storytelling, discussion and

reflection, pupils will explore Christian beliefs and values and be encouraged to ask thoughtful questions, express their own ideas and consider the perspectives of others.

Reading



We believe fostering a love for reading in our pupils will open the door to endless opportunities throughout their lives. If you have any questions about your child's reading habits or progress, please do come and speak with us. Pupils are offered a wide range of texts, and we understand that it can sometimes feel a little confusing.

One of the most important things you can do with your child is to read, read, read! This week the children have really enjoyed exploring different stories and discussing their favourite parts. Please try to take at least 20 - 30 minutes each evening to read together. Please ensure that this time includes an opportunity for your child to read independently, as well as time for your child to enjoy listening to you read. The children will continue to borrow a book from the class library each week to enjoy at home.

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

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 Thursday afternoon
Give me 10	Tuesday 8.50-9.00
Home Learning	Every Wednesday
Spelling	Every Wednesday
Class Library	Every Friday
Celebration Assembly	Friday 9.05-9.30

Cubitt Town Library Trip: Wednesday 14th January 2026

Trip to the British Museum: Friday 30th January 2026

**Artist-led Workshop for The John Ruskin Prize Exhibition at Trinity Buoy Wharf:
Friday 6th February 2026**

Homework:

Homework will include spelling, maths, handwriting and TimeTable 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.

As part of our learning about [Ancient Rome](#) and their impact on Britain, children are invited to take part in a creative home learning project. They can choose to [research how Roman buildings and developments influenced life in Britain](#) and either [create a colourful poster or leaflet](#) showing the changes since the Romans, including pictures, drawings, key dates, and short explanations, [or write a short story](#) imagining what life was like in Roman Britain, including buildings, roads, or daily life. This project will help children explore history, practise presenting information clearly, and use their creativity to show what they have learned.

Financial Literacy Project

This term, the children will be taking part in the *Make £5 Grow* programme. The project will be introduced in class, where pupils will learn the basics of planning a small business, budgeting and developing creative ideas. However, the majority of the project will be completed **at home**, and children will need support from parents and families as they work through each stage.

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. At home, children will carry out most of the practical work: choosing materials, creating their product, designing signs or advertising, and preparing for selling.

We kindly ask parents to support their children by helping them gather materials, encouraging them to plan carefully, and guiding them through decisions about spending and pricing. This is a valuable opportunity for children to develop real-life skills such as budgeting, creativity, problem-solving and teamwork, and parental involvement will help make the experience successful and enjoyable. To help with this, we will be sending out a parent guide and are hoping to offer a short workshop to share practical ways you can support your child at home. Further details will be shared in the coming weeks.

Once the products have been made and sold, children will repay the original £5 loan. Any profit made afterwards will go back to school, and classes may choose how to use it. We hope this project will be a fun and rewarding experience that allows children to take ownership of their ideas and build confidence through hands-on learning.

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 in the new year. Your support at home plays such an important role, and we truly appreciate it.

Yours sincerely,

Year 3 Team

Key Instant Recall Facts:

$3 \times 1 = 3$	$1 \times 3 = 3$	$3 \div 3 = 1$	$3 \div 1 = 3$
$3 \times 2 = 6$	$2 \times 3 = 6$	$6 \div 3 = 2$	$6 \div 2 = 3$
$3 \times 3 = 9$	$3 \times 3 = 9$	$9 \div 3 = 3$	$9 \div 3 = 3$
$3 \times 4 = 12$	$4 \times 3 = 12$	$12 \div 3 = 4$	$12 \div 4 = 3$
$3 \times 5 = 15$	$5 \times 3 = 15$	$15 \div 3 = 5$	$15 \div 5 = 3$
$3 \times 6 = 18$	$6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$3 \times 7 = 21$	$7 \times 3 = 21$	$21 \div 3 = 7$	$21 \div 7 = 3$
$3 \times 8 = 24$	$8 \times 3 = 24$	$24 \div 3 = 8$	$24 \div 8 = 3$
$3 \times 9 = 27$	$9 \times 3 = 27$	$27 \div 3 = 9$	$27 \div 9 = 3$
$3 \times 10 = 30$	$10 \times 3 = 30$	$30 \div 3 = 10$	$30 \div 10 = 3$
$3 \times 11 = 33$	$11 \times 3 = 33$	$33 \div 3 = 11$	$33 \div 11 = 3$
$3 \times 12 = 36$	$12 \times 3 = 36$	$36 \div 3 = 12$	$36 \div 12 = 3$

Key Vocabulary

What is 3 **multiplied by** 8?

What is 8 **times** 3?

What is 24 **divided by** 3?

They should be able to answer these questions in any order, including missing number questions e.g. $3 \times \bigcirc = 18$ or $\bigcirc \div 3 = 11$.

Science

Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
consequence	a direct result or effect	magnet	a material or an object that attracts other materials such as iron
contact	state of touching something else	resistance	a force that slows movement
force	something that causes movement	friction	force acting against the direction of movement
attract	draw something closer	repel	push something away
north	one end of a magnet	pole	one of the two ends of a magnet
south	opposite end of a magnet to north	magnetic field	area around a magnet in which its magnetic force acts

History

☰ Tier 2 multiple meaning or high frequency

ancient	relating to a very long time ago
community	a group of people living together in the same area (a social unit)
dense	covered thickly
extinct	no longer in existence
roaming	moving about without a set destination
prehistory	a period of time before any written records

☰ Tier 3 subject specific

domesticated	adapted from wild to tame
arid	little or no rain, barren
gatherer	a person who forages for food
nomad	a person who travels from place to place and has no permanent home
reared	to breed and raise an animal
submerged	completely covered in water

Vocabulary for explicit instruction



☰ Tier 2 multiple meaning or high frequency

previously	what came before
conquered	take control by force
rebellion	opposing a ruler or government, often by force
luxurious	expensive, elegant
culture	the ideas, arts and behaviour of a society
settlement	a place where people set up a community

☰ Tier 3 subject specific

amphitheatre	round building made up of seating tiers around a central area
emperor	the ruler of an empire
aqueducts	channels for carrying water across land
invasion	entering a country with the intent of conquering
barbarian	uncivilised person (historically a person who isn't Greek, Roman or Christian)
forum	a meeting to exchange views (in Roman times a square where public business was done)

Art and Design

Core Knowledge	Explanation
starch	Starch is a white substance from potatoes and some grains, used to make cloth stiff.
PVA glue	PVA glue is a synthetic polymer used as an adhesive for porous materials. PVA glue is used to secure or 'paste' things like clothing, paper and wood.
gelatin	Gelatin is a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation, photographic processes and glue.

Technical Vocabulary	Definition
stiffen	to make something, such as cloth, hard and unable to bend
interfacing	an additional layer applied to the inside of garments or other sewing projects, in certain areas only, to add firmness, shape and structure
cloth	woven or felted fabric made from wool, cotton or a similar fibre