

Executive Headteacher: Ms Sarah Jane Bellerby

Dear Parents and Carers,

We hope you enjoyed a refreshing half-term break and are ready for an exciting start to Spring 2. As we welcome the children back, we look forward to building on the progress made so far this year with renewed enthusiasm, positive routines, and high expectations. This half term offers valuable opportunities for pupils to further develop their skills, deepen their understanding, and grow in independence across all areas of the curriculum.

## Writing

(ABC)

In writing, children will create their own narratives imagining a world without their favourite food. They will focus on using fronted adverbials, dialogue, expanded noun phrases, and precise vocabulary to make their writing vivid and engaging. They will also write diary entries to explore character and perspective. Additionally, children will compose their own nonsense poems, experimenting with structure, inventing words, and using figurative language to enhance creativity and expression.

## Reading

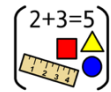
In reading, children will explore *The Great Chocoplot* by Chris Callaghan, where they will practise predicting events, making inferences about characters' thoughts and feelings, summarising key points, and identifying themes and ideas. They will also read nonsense poems, including *Jabberwocky*, focusing on poem structure, decoding invented words, exploring rhythm and rhyme, and interpreting meaning from context. These activities support comprehension, analytical thinking, and vocabulary development.

On Thursday **5th March**, children will be visiting Canary Wharf, where they will take part in a range of reading activities designed to build confidence and enjoyment in literature. **Children are invited to dress up as their favourite book character on this day.**

On Friday **6th March**, we will celebrate **World Book Day** in school with another dress-up day to celebrate favourite characters and stories.

On **11th March**, the children will have the thrilling opportunity to meet an author, an inspiring experience to encourage their love of reading.

## Maths



This half term in Maths, pupils will focus on **fractions and mass and capacity**, building on their prior number work and applying skills to practical, real-world contexts. In the fractions unit, pupils will learn to recognise, represent, and compare fractions, including unit and non-unit fractions, and find equivalent fractions. They will practise adding and subtracting fractions with the same denominator and solve problems 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.

In the mass and capacity unit, pupils will learn to measure mass in grams and kilograms, and capacity in millilitres and litres. They will estimate, compare, and record measurements accurately, and solve problems involving simple conversions between units, such as grams to kilograms. Pupils will be encouraged to think carefully about how to compare and combine measurements in everyday contexts.

Alongside these topics, pupils will continue regular arithmetic practice, reinforcing their confidence and speed with addition, subtraction, multiplication, and division. This daily practice supports the new topics, helping pupils apply number skills to fractions, mass, and capacity 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 items from around the house and ask your child to find the total mass or capacity;
- practise fractions by cutting fruit, sharing snacks equally among people, or folding paper to show halves, quarters and thirds.

## Science



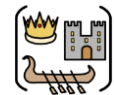
In Science this half term, pupils will study **Plants**, exploring how they grow, function, and reproduce. Pupils will identify and describe the functions of different parts of flowering plants: including roots, stems, leaves, and flowers and learn what plants need to grow and thrive, such as light, water, air, nutrients and space. Through practical investigations, they will explore how

water is transported through a plant and how pollination, seed formation and seed dispersal contribute to the plant life cycle. Pupils will learn scientific vocabulary and practise working scientifically skills, such as planning fair tests, making careful observations, recording measurements, and drawing conclusions. Greater depth learners will design and carry out their own investigations, for example by comparing growth under different conditions, presenting results in graphs, and explaining patterns they observe.

To support learning at home, you might:

- grow plants from seeds and observe them over time, recording growth in a simple journal;
- compare how different conditions (e.g. light vs shade) affect plant growth;
- discuss how seeds are spread in nature (e.g. wind, animals) and find examples in your local environment.

## History



In History this term, pupils will continue their study of **Roman Britain**. They will explore how the Romans transformed life in Britain through innovations such as roads, buildings and public baths, and how everyday life changed for people living at that time. Pupils will develop an understanding of the reasons behind the Roman invasion and the legacy the Romans left behind. They will learn about significant individuals, including the emperor Septimius Severus, and consider how his leadership affected Roman control in Britain. Pupils will engage with a range of sources, including maps, artefacts, and pictures, to compare life before, during and after the Roman period. Greater depth learners will analyse and explain the impacts of Roman rule on different groups of people and organise evidence to support their conclusions.

## PSHE




In PSHE, pupils will continue to work through the **Healthy Me** unit. They will explore what it means to live a healthy lifestyle, including the importance of physical activity, balanced nutrition, sleep and making safe, responsible choices. Pupils will discuss how different routines and habits affect their physical and emotional wellbeing, and practise setting realistic goals to improve personal health. They will also consider strategies to manage risks and peer pressure, and reflect on their feelings in different situations. Through group discussions, role-play and reflection exercises, pupils will develop empathy, resilience and self-awareness. Greater depth learners will be

encouraged to take the lead in group tasks, explain and justify choices about healthy living, and evaluate the impact of their decisions over time.



## Design and Technology

This term in Art, Year 3 pupils will focus on **textiles and collage**, exploring a wide range of materials and techniques to create visually engaging pieces. In lessons, they will experiment with cutting, layering, and combining fabrics, threads, and papers, developing textures, patterns, and depth in their work. Pupils will study the work of artists such as **Faith Ringgold** to understand how art can tell a story or convey ideas, and then apply these inspirations to plan and design their own compositions, making thoughtful choices about colour, materials, and layout. Throughout the unit, children will develop practical skills, precision, and control, while also learning to critically evaluate their own and that of their peers using appropriate artistic vocabulary. By the end  unit, pupils will have created completed textile collages that demonstrate creativity, an understanding of layering and texture, and growing confidence in expressing themselves through a range of artistic techniques.

## Computing

In Computing, pupils will continue to focus on **online safety and responsible use of technology**. They will learn how to keep personal information private, recognise trustworthy sources of information online, and understand the concept of a digital footprint. Pupils will also develop their coding skills through simple programming tasks, sequencing instructions and debugging their code. They will work collaboratively on problem-solving activities that promote logical thinking and creativity. The children will be encouraged to design their own interactive programs, explain how they structured their code, and evaluate how effectively it meets the intended purpose

## PE



In Physical Education, pupils will continue to develop skills in **basketball and tennis**. In basketball lessons, they will practise dribbling, passing, shooting, positional awareness and teamwork. Pupils will also learn tactical understanding, fair play and resilience in competitive situations. In tennis, pupils will work with a coach to learn racket skills, footwork and coordination, and apply these in games. Greater depth learners will be encouraged to make strategic decisions in play, support teammates in understanding tactics, and

evaluate their own performance to set personal improvement goals. The children will have tennis lessons on Monday afternoons with a tennis coach.

## **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, pupils will rhythm, ensemble performance, and Brazilian culture. Pupils learn all instruments in a bateria (Samba drum ensemble), including surdo, repinique, tamborim, and agogô. Lessons progress from learning individual rhythms to performing as a full ensemble, incorporating call-and-response techniques and Portuguese conducting cues.

## **RE**

In RE this term, pupils will 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.

## **Reading at home**



We believe fostering a love for reading in our pupils opens the door to endless opportunities throughout their lives. Pupils are encouraged to explore a wide range of texts, from storybooks to newspapers, which helps them develop comprehension, critical thinking, and curiosity. At school, they engage in questioning opportunities, discussing plot, characters, and key ideas, so they learn to think deeply about what they read. **Spending around 20–30 minutes** each day reading together at home allows children to continue this learning: sharing stories, exploring newspapers, asking and answering questions, and reflecting on meaning all give children the chance to develop their skills further while enjoying new texts. Each week, children continue to borrow a book from the class library to enjoy at home, building both confidence and a lifelong love of reading.

### **Times Table and Key instant recall facts:**

Children should practise their times tables up to  $12 \times 12$  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

**World Book Day Canary Wharf Group Trip: Thursday 5 March 2026**

**Word Book Day Dress Up: Friday 6<sup>th</sup> March 2026**

**Dental Session: Tuesday 10<sup>th</sup> March 2026 Author Visit: Wednesday 11<sup>th</sup> March 2026**

**Cosy read (PJ dress up): Wednesday 11<sup>th</sup> March 2026**

## 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 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. To help with this, we will be sending out a parent guide and are hoping to offer a short workshop. Further details will be shared in the coming weeks.

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 18<sup>th</sup> 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

## Key Instant Recall Facts:

### *I can recall facts about durations of time.*

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

There are 60 seconds in a minute.	<u>Number of days in each month</u>			
There are 60 minutes in an hour.	January	31	July	31
There are 24 hours in a day.	February	28/29	August	31
There are 7 days in a week.	March	31	September	30
There are 12 months in a year.	April	30	October	31
There are 365 days in a year.	May	31	November	30
There are 366 days in a leap year.	June	30	December	31

Children also need to know the order of the months in a year. They should be able to apply these facts to answer questions, such as:

- What day comes after 30<sup>th</sup> April?
- What day comes before 1<sup>st</sup> February?

## Science

### Vocabulary for explicit instruction



☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
cemented	glued together or strengthened	fossil	remains of life that have hardened in rock
compacted	pressed firmly together	igneous	when molten rock has solidified
decay	to rot or break down	magma	hot, fluid material beneath the earth's crust
prehistoric	relating to the time before written records	metamorphic	having been changed by heat or pressure
soil	upper layer of the ground	minerals	naturally occurring inorganic matter
transform	change the form of something	sedimentary	formed from matter that has settled in water

## History

### Vocabulary for explicit instruction



☰ Tier 2 multiple meaning or high frequency		☰ Tier 3 subject specific	
previously	what came before	amphitheatre	round building made up of seating tiers around a central area
conquered	take control by force	emperor	the ruler of an empire
rebellion	opposing a ruler or government, often by force	aqueducts	channels for carrying water across land
luxurious	expensive, elegant	invasion	entering a country with the intent of conquering
culture	the ideas, arts and behaviour of a society	barbarian	uncivilised person (historically a person who isn't Greek, Roman or Christian)
settlement	a place where people set up a community	forum	a meeting to exchange views (in Roman times a square where public business was done)

## Art and Design

<b>Core Knowledge</b>	<b>Explanation</b>
mandala	A mandala, which is Sanskrit for 'circle', is a geometric design that holds a great deal of symbolism in Hindu and Buddhist cultures. Mandalas are believed to represent different aspects of the universe and are used as instruments of meditation and symbols of prayer.
dye	Dye is a natural or synthetic substance used to add a colour to or change the colour of something.
quilt	A quilt is a multi-layered textile, traditionally composed of two or more layers of fibres. The top layer is often created from smaller fabric pieces joined together in patchwork. The pattern and colour of these pieces creates the design. Quilts can contain historical information about the creator. Quilting was often a communal activity.

<b>Technical Vocabulary</b>	<b>Definition</b>
radial	spreading out from a central point towards the edge of a circle
pigment	a substance that gives something a particular colour when it is present in it or is added to it
symbol	a sign, shape or object that is used to represent something else