

Year 3 Spring Newsletter

Dear Families,

We are in the second term already! This term in Year 3, the children will be enjoying a wide range of exciting learning opportunities across the curriculum. The lessons planned will build their knowledge, develop key skills, and encourage curiosity and confidence in their learning.

We will be supporting the children to work collaboratively, ask thoughtful questions, and reflect on their learning as they explore new ideas. There will be lots of opportunities for creative work, discussion, and practical activities to help bring learning to life.

We are really proud of the enthusiasm the children show each day and appreciate your continued support at home. Please take time to talk with your child about what they are learning - this makes a huge difference.

Thank you for your ongoing support.

Kind Regards,

Mrs Doyle and Miss Rossiter



Dates for your diary:

Spring 1 PE days - Tuesday and Friday (come to school in kit)

Friday 13th February - Popcorn Smiles & Movie Fun afternoon



Reminder: If your child is on phonics their reading books need to be in school to be changed each Friday. Leave it by the front door so you don't forget!

Please read for 10 minutes at least 4 times per week with your child.

Homework is due back on Wednesdays

School Spider

Have you downloaded the School Spider app? From time to time we will need to send you a message about school events, and the easiest way for us to do this is via the app. If you aren't already using it, please give it a go.

Our Spring Learning

Subject	Key Learning
Reading	Spring 1: The Pied Piper of Hamelin - The Pied Piper of Hamelin is a tale concerning the mysterious disappearance of a great number of children from a town in Lower Saxony, Germany - originating in the Middle Ages. This particular version (in the form of a children's poem) is penned by Robert Browning (1812 - 1889), an English playwright and lyricist whose mastery of dramatic verse made him one of the foremost Victorian poets.

	<p>Spring 2: The White Fox - This novella paints the story of young Sol, living in Seattle but yearning for his roots. His dad is distant and sad, having moved the family from their home in Alaska for a better life and then tragically losing his great love - Sol's mother - when she is knocked down by a car. At the docks where his father works, Sol discovers an Arctic Fox and an unlikely friendship begins. Sol's school-life is miserable and he regularly encounters bullies; he doesn't fit in. But knowing he can go and visit his fox is what keeps Sol going. So when the fox is captured, Sol and his father, Ben, know that they need to return this beautiful creature to her homeland. They make the six-day drive north to Alaska and the discovery of this little fox proves to be the salve needed by the whole family. The fox released, Sol has the opportunity to bond with his grandparents, even teaching them to read, and learns about the way of life of his Inuit relatives. Then he takes perhaps the bravest step of all and persuades his dad to return them both to Alaska permanently.</p>
Writing	<p>Spring 1: The Tin Forest - The sequence of learning begins with children arriving to class to find that rubbish has been emptied out all over the floor! They look at ways that the rubbish could be sifted and sorted, and even recycled into something new. Children will explore the main character and the journey he goes through in clearing up the rubbish around his little house and transforming it into a beautiful forest of tin. Through the sequence, children write in role as the old man, producing diary entries and wishes and also write a postcard to him to pass on some advice. The Writing Root finishes with children writing a persuasive information leaflet to encourage others to protect an area in the local environment. Escape from Pompeii - Children begin by exploring a range of artefacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of Mount Vesuvius.</p> <p>Spring 2: Cloud Tea Monkeys - This unit begins with the arrival of a Royal Tea. The children experience an immersive session where they smell and taste a range of different teas before creating descriptive statements to describe a tea. A basket is then delivered and inside is a magical and moving story about Cloud Tea and how monkeys save a young girl and her mother. As the text is read, the children are exposed to range of language activities to stimulate grammatical development and reading comprehension skills. The children then write letters of thanks to the monkeys. Using the authors' note as further stimulus, children research, plan and then write a non-chronological report on tea, the tea-trade and traditions relating to tea. Black Dog - In this unit, children will be reading the book Black Dog by Levi Pinfold and identifying the structure of the text. They will look at the issue of the size of the dog and how it relates to fear and worry. Children will write their own suspenseful story based on a fear they might have using the structure of Black Dog. This will provide opportunities to embed speech, and adverbials for how, where and when, which they will apply within their own writing.</p>
Maths	<p>Spring Term: Multiplication, division, money, statistics, length, perimeter and fractions</p>
Science	<p>Spring 1: Rocks and Soil</p> <p>Spring 2: Light and Shadows</p>

RE	<p>Spring 1: Galilee to Jerusalem - In this branch, pupils will encounter the Gospel of St Matthew. Matthew's gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus. In parts of this gospel, St Matthew gathers similar stories and accounts as they all point to the same message. The scriptural texts studied in this branch draw from two sections: a narrative section on ten miracles and a sermon on parables. Jesus may not have performed ten miracles in sequence or told parables one after the other, but St Matthew puts them together as they all indicate a greater truth about building the Kingdom of God.</p> <p>Spring 2: Desert to Garden - In this branch, pupils will learn about feeding of the 5000, the last supper, Body of Christ, Describe the Mass - focus of Liturgy of the Eucharist - offertory prayer. As well as learning about Mass factually, this branch offers the opportunity to think about the prayers that are said and sung at Mass and are a way people are invited to participate in responses.</p>
History	<p>Spring: The Romans - In this unit, pupils will explain what was important to people in Ancient Rome. Explain the meaning of the words 'empire', 'invasion' and 'settlement'. Analyse the different reasons for the Roman invasion of Britain. Explain how the Celts responded to the Roman invasion. Explain how the Roman army's structure, discipline and equipment made it so successful. Use artefacts to make deductions about the lives of Roman soldiers in Britain. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>
Geography	<p>Spring: Who lives in Antarctica - Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothing researchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.</p>
Design Technology	<p>Spring Term: Cross Stitch and Applique - making a cushion.</p>
Art	<p>Spring Term: Ancient Egyptian scrolls, using art by Ancient Egyptian artists as inspiration.</p>
Computing	<p>Spring 1: Dancing Robots - This unit continues the children's journey with visual programming. The children will explore computational thinking concepts in the first half of the activity. In the second half, they will focus on becoming independent programmers with the Scratch Jr app.</p> <p>Spring 2: Online Detectives - This activity is designed to support children in mastering the art of advanced internet searching and using the web as a research tool. They will learn new tricks to improve their searches while they try to solve puzzles and challenges.</p>

Music	Spring Term: Reggae
PSHE	<p>Spring 1: Why should we be healthy?</p> <p>Spring 2: First Aid - How do we treat bites and stings? Money - How do we pay in different ways?</p>
RSE	Spring Term: How we live in love To describe and give reasons how friendships make us feel happy and safe
Spanish	<p>Spring 1: Animals - The children will start this half term with a topic on animals. This unit will introduce the children to nouns then they will learn the plurals of animal nouns and express which animal they have as well as which one is their favourite. The children will go on to follow a story about animals and use this as a model to write their own sentences.</p> <p>Spring 2: Carnival & Numbers - This half term is a great opportunity to revisit some core language the children were introduced to in Autumn Term, and to introduce the children to an important celebration in Spain: carnival!</p>