

YEAR 3 SUMMER NEWSLETTER 2026

I hope you all had a restful break and enjoyed some quality time with your families over Easter. It's hard to believe how quickly the year has gone! I'm really looking forward to making the most of our last term, continuing our learning, and creating some wonderful memories.

Our classroom is a happy and caring environment where we support and encourage one another to achieve our full potential. We will always **'Love one another as Jesus loves us.'**

Listed below are some of the topics that we will cover this term.

English

At St Mary's CE, we strive to be creative and reflective writers. We aim to inspire a love of writing, words, and the English language in all of our children. Throughout the Summer term, we will cover a range of text types including information texts, character descriptions, persuasive writing, letters and poetry. We will also focus on writing a range of sentence structures and developing the variety of punctuation which we use.

Some of our targets are

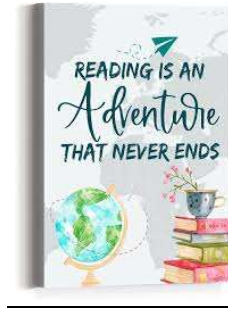
- To use possessive apostrophes
- Organise writing into clear paragraphs
- Use and understand grammatical terminology

This term, we will continue to revisit punctuation taught this year and in previous year groups to ensure consistency (capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes to mark omission and singular possession in nouns, inverted commas).

Throughout Year 3, we aim to increase legibility, consistency and fluency in handwriting. The children have made further progress this term in their handwriting books and we will continue to focus on transferring these handwriting skills across all subjects.

Spelling is an important component of writing. Spellings are best learnt little and often rather than all in one go. In Year 3, spellings and a related spelling activity will be sent home each Wednesday.

Reading



The National Year of Reading 2026 has the theme 'Go All In'. Everyone is encouraged to explore all kinds of stories, books, comics, magazines, websites and even audiobooks.

In Year 3, pupils should spend time reading for at least 15 minutes each day. There is an expectation of at least 3 recorded reads weekly.

- Children need to record what has been read and should collect NEW or INTERESTING vocabulary in the comment boxes. They should discuss the meaning of new words encountered.
- Please ensure that your child's green reading record is in school daily.



Maths

This term in maths, we will look at fractions in further detail. We will also look at money, time, shape and statistics. We will also consolidate all of the skills that we have practiced so far this year.

It is imperative that your child continues to regularly practise times-tables and be able to recall them rapidly (x2, x5, x10, x3, x4, x8). It is also important that your child continues to develop their arithmetic skills.

To help with maths progress, they must know their times tables with confidence. Each child has an account for TT Rockstars which will help them to improve. The children should spend a minimum of 30minutes per week practicing.

TIMES TABLES

X1	X2	X3	X4	X5	X6
1 x 1 = 1 1 x 2 = 2 1 x 3 = 3 1 x 4 = 4 1 x 5 = 5 1 x 6 = 6 1 x 7 = 7 1 x 8 = 8 1 x 9 = 9 1 x 10 = 10 1 x 11 = 11 1 x 12 = 12	2 x 1 = 2 2 x 2 = 4 2 x 3 = 6 2 x 4 = 8 2 x 5 = 10 2 x 6 = 12 2 x 7 = 14 2 x 8 = 16 2 x 9 = 18 2 x 10 = 20 2 x 11 = 22 2 x 12 = 24	3 x 1 = 3 3 x 2 = 6 3 x 3 = 9 3 x 4 = 12 3 x 5 = 15 3 x 6 = 18 3 x 7 = 21 3 x 8 = 24 3 x 9 = 27 3 x 10 = 30 3 x 11 = 33 3 x 12 = 36	4 x 1 = 4 4 x 2 = 8 4 x 3 = 12 4 x 4 = 16 4 x 5 = 20 4 x 6 = 24 4 x 7 = 28 4 x 8 = 32 4 x 9 = 36 4 x 10 = 40 4 x 11 = 44 4 x 12 = 48	5 x 1 = 5 5 x 2 = 10 5 x 3 = 15 5 x 4 = 20 5 x 5 = 25 5 x 6 = 30 5 x 7 = 35 5 x 8 = 40 5 x 9 = 45 5 x 10 = 50 5 x 11 = 55 5 x 12 = 60	6 x 1 = 6 6 x 2 = 12 6 x 3 = 18 6 x 4 = 24 6 x 5 = 30 6 x 6 = 36 6 x 7 = 42 6 x 8 = 48 6 x 9 = 54 6 x 10 = 60 6 x 11 = 66 6 x 12 = 72
X7	X8	X9	X10	X11	X12
7 x 1 = 7 7 x 2 = 14 7 x 3 = 21 7 x 4 = 28 7 x 5 = 35 7 x 6 = 42 7 x 7 = 49 7 x 8 = 56 7 x 9 = 63 7 x 10 = 70 7 x 11 = 77 7 x 12 = 84	8 x 1 = 8 8 x 2 = 16 8 x 3 = 24 8 x 4 = 32 8 x 5 = 40 8 x 6 = 48 8 x 7 = 56 8 x 8 = 64 8 x 9 = 72 8 x 10 = 80 8 x 11 = 88 8 x 12 = 96	9 x 1 = 9 9 x 2 = 18 9 x 3 = 27 9 x 4 = 36 9 x 5 = 45 9 x 6 = 54 9 x 7 = 63 9 x 8 = 72 9 x 9 = 81 9 x 10 = 90 9 x 11 = 99 9 x 12 = 108	10 x 1 = 10 10 x 2 = 20 10 x 3 = 30 10 x 4 = 40 10 x 5 = 50 10 x 6 = 60 10 x 7 = 70 10 x 8 = 80 10 x 9 = 90 10 x 10 = 100 10 x 11 = 110 10 x 12 = 120	11 x 1 = 11 11 x 2 = 22 11 x 3 = 33 11 x 4 = 44 11 x 5 = 55 11 x 6 = 66 11 x 7 = 77 11 x 8 = 88 11 x 9 = 99 11 x 10 = 110 11 x 11 = 121 11 x 12 = 132	12 x 1 = 12 12 x 2 = 24 12 x 3 = 36 12 x 4 = 48 12 x 5 = 60 12 x 6 = 72 12 x 7 = 84 12 x 8 = 96 12 x 9 = 108 12 x 10 = 120 12 x 11 = 132 12 x 12 = 144

Science

In Science, we will be looking at Plants. We will be looking at the function on flowering plants and what plants need for life and growth. We will also look at the life cycle of flowering plants and seed dispersal.

Year 3: How well does your garden grow?(Biology)

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge
roots	Part of the plant that is underground. Anchors the plant. Takes up nutrients and water from the soil.		<p>*Identify and know the names of: roots, stem/trunk, leaves and flowers.</p> <p>* Know the function of the different parts of the flowering plant (root, stem, trunk, leaf, flower).</p> <p>*know that Light, air, water, nutrients from soil and room to grow are all important for plant growth(amount needed varies from plant to plant.)</p> <p>*Know water is absorbed from the soil by the roots. It is transported from the roots to the stem, then to the rest of the plant.</p> <p>*Know plants create their own food</p> <p>*Know the parts of a flower</p> <p>*Know that flowers are important for reproduction and describe how seeds form (observe parts of life cycle)</p> <p>*Pollination occurs when seeds are transported from one plant to another.</p> <p>*Seeds have different structures so that they are dispersed in different ways so pollination can begin again.</p>
stem	Part of the plant that grows up and holds the plant together (including tree trunk).		
leaf	Part of the plant that's usually green. Makes food for the plant using sunlight and carbon dioxide.	<p>Interesting Facts</p> <ul style="list-style-type: none"> Trees absorb carbon dioxide and produce breathable air. A large tree can consume 100 gallons of water out of the ground in one day. The oldest known living tree is 4,800 years old. Broccoli is actually a flower. 	
flower	Part of the plant that is often brightly coloured. Petals attract insects. Makes seeds.		
seed dispersal	Seed dispersal is the movement or transport of seeds away from the parent plant. (Wind, animal, water dispersal)	<p>Life Cycle of a Flowering Plant</p>	
nutrients	Substances needed by living things to grow and survive.		
pollination	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.	<p>Seed Dispersal</p> <p>Seeds can be dispersed by:</p>	
fertilisation	When the male and female parts of the flower combine to make new seeds.		
germination	When the seed, bean, bulb soaks up water, swells allowing the new plant to shoot out of its shell.	<p>The flower's job is to create seeds so that new plants can be grown.</p>	
stamen	The male part of the flower. The stamen is made up of the anther and the filament. The filament holds the anther up. The anther makes the pollen.		
carpel (pistil)	The female part of the flower. Made up of the stigma, style and ovary. The style holds the stigma up. The stigma collects the pollen. The ovary contains ovules. The ovules get fertilised and becomes the seed.		

RE

In RE, we will be completing two topics: What is the Trinity and why is it important for Christians?; How and why do people try to make the world a better place?

What is the Trinity and why is it important for Christians?

Year Three
Knowledge
Organiser

Wonderful words

Trinity: The Christian belief that God is Father, Son and Holy Spirit; three in one

Holy Spirit: the third person of the Trinity; God's power on earth

Messiah: a saviour from God promised in the Hebrew texts

John the Baptist: Jesus' cousin, a prophet for told of the coming Messiah and who baptised people in readiness for this.

Believer's Baptism: a ceremony that welcomes a young person or adult into the Christian Church who has made the choice for themselves to become a Christian.

Father: the first person of the Trinity, who created everything

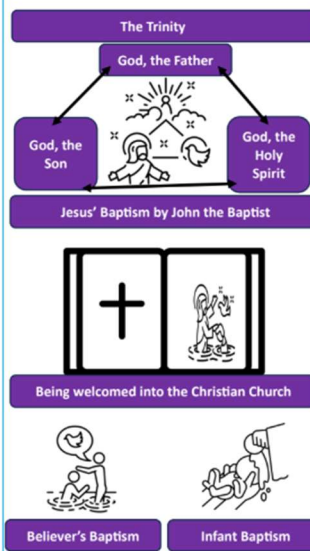
Jesus: The second person of the Trinity or the Son; God in the flesh

Scripture: the title given to the writings of Christianity, the Bible

Infant Baptism: a ceremony that welcomes a baby into the Christian Church

Denomination: a branch of the Christian church

So how does it all work?



Important information

At the time of Jesus many people were waiting for someone to come from God who would save them and to heal the rift between them and God and they called this person the Messiah.

Jesus' cousin was a man called John the Baptist. He told the people about the coming Messiah and baptised them, so they were ready for the Messiah's arrival. This is why he is called John the Baptist. The water symbolised the washing away of sin.

Jesus was baptised by John the Baptist in the River Jordan to show that Jesus was the Messiah, and this story can be found in scripture. At Jesus' baptism a dove appeared, and God's voice was heard to say that Jesus was his son, and he was pleased with him.

These events show the Christian belief in the Trinity, a belief in God the Father, God the Son, Jesus, and God the Holy Spirit. This is a very important belief for Christians.

When people join Christianity, they are baptised using water just as Jesus was. Different Christian groups or denominations will perform baptism differently. Some will have an infant baptism for a baby, and some will wait until a person can decide to become a Christian themselves and this is called a believer's baptism.

How and why do people try to make the world a better place?

Year Three
Knowledge
Organiser

Wonderful words

Tikkun Olam: in Judaism it is any activity that repairs the world.

Jewish: anything that is part of, or someone who follows Judaism.

Muslim: a person who submits to the will of Allah by following the religion of Islam.

Zakat: giving of charity usually 2.5% of income, this is the 2nd Pillar of Islam

Stewardship: the act of looking after and caring for something

Steward: someone who looks after or cares for something for someone else

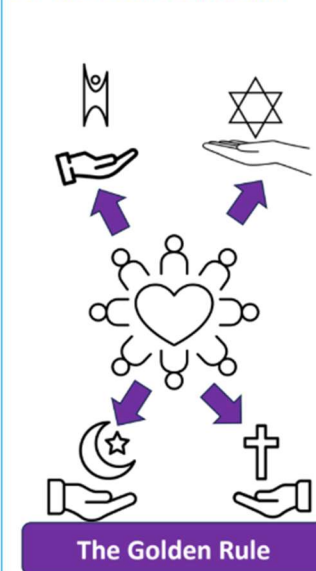
Salvation: being saved or rescued so that humans are no longer separated from God

Humanist: a person who does not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.

Golden Rule: a belief that everyone should treat each other how they would like to be treated.

Christian: anything that is part of, or someone who follows Christianity.

So how does it all work?



Important information

Many religious and non-religious worldviews tell people what is wrong with the world and suggest how it can be put right. The Golden Rule is something that worldviews view as something that everyone can follow.

In Jewish worldviews there is the teaching of Tikkun Olam which means to mend or repair the world. This can be done through charity work and caring for the planet or acting as a steward because God asked people to look after the earth, he had created for them.

Stewardship is also important in Christianity and Islam as God asked humanity to look after the earth he had created.

Christians believe the Jesus came to bring them salvation so that rift between God and humanity at the Fall can be repaired. They believe that Jesus died on the cross so that they could have a new relationship with God.


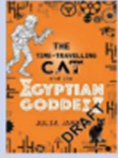

Muslims believe they have a duty to make the world a better place for the people who live in it as a form of worship to Allah. One of the five pillars of Islam, Zakat requires them to give charity to help people poorer than they are.

People who follow the Humanist worldview view believe that we have a duty to help everyone because we are human and not because of the commandment of God, as they do not believe in a god.

In History, we will be studying Ancient Egypt. We will be going on a trip to Bolton Museum to complete a workshop linked to our history topic – more information will follow in a separate letter.



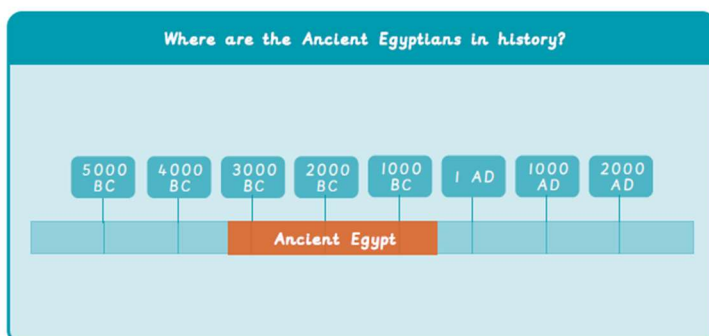
Year 3: Ancient Egypt - Could you be a tomb raider? (In depth study of Ancient Egypt and its achievements.)

Subject Specific Vocabulary			Exciting Books	
archaeologist	People who work out our history by looking at artefacts that have been found.		<h3>Sticky Knowledge</h3> <ul style="list-style-type: none"> <input type="checkbox"/> The first civilizations all grew up by rivers for sources of water, food, trade and transport. <input type="checkbox"/> The River Nile was the life source in Ancient Egypt. Each year, the river flooded and the lands around became fertile for Egyptians to live and farm on. <input type="checkbox"/> The Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever. <input type="checkbox"/> The most well known pyramids are in the Valley of the Kings. Built on the Western Bank of the River Nile, they took thousands of workers and over 20 years to build. <input type="checkbox"/> The Egyptians worshiped many gods and goddesses these could be human or part human part animal. Ra was the God of the Sun. He was the most important God. <input type="checkbox"/> Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter. <input type="checkbox"/> The Egyptians were the first civilization to invent writing. They used pictures and symbols as words called hieroglyphics. 	 
pharaohs	The title of an ancient Egyptian king and supreme ruler of all of Ancient Egypt.	<h3>Significant Individuals</h3> <p>Cleopatra ruled ancient Egypt for almost three decades. Cleopatra was the last pharaoh of Egypt before the Romans took over.</p> <p>Tutankhamen was known as the boy king, famous because his tomb was found in 1922.</p> <p>Howard Carter was a British archaeologist and Egyptologist who discovered the intact tomb of the 18th Dynasty Pharaoh Tutankhamun in November 1922.</p>		
tombs	A large vault, typically an underground one, for burying the dead. Ancient Egypt is known for its magnificent and beautiful tombs.			
pyramid	A monumental structure with a square or triangular base and sloping sides that meet in a point at the top and part of the burial complexes for Egyptian pharaohs.			
hieroglyphs	A type of writing that used a combination of pictures and symbols.			
vizier	The most powerful position after that of king in Ancient Egypt. A vizier was the equivalent of the modern-day prime minister.			
scribe	A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.			
sarcophagus	A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.			
mummification	The process of preserving a body.			
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form a paper.			
scarab	Amulets formed to look like the dung beetle, an animal associated, by the ancient Egyptians, with life, rebirth, and the sun god Ra.			
Civilization	A human society, usually made up of different cities, with cultural and technological development.			
shaduf	A hand-operated device for lifting water and to irrigate land.			

Art and Design

In Art, we will be creating some art work linked to our history topic of Ancient Egypt. We will be creating our own Ancient Egyptian scrolls.

Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something descendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form



Design and Technology

In DT, we will be looking at Structures: Joining, stiffening, strengthening linked to pyramids. This unit of work will take place in Summer 2 after the May half term.

Computing

In the Summer term, we will explore coding in particular using design documentation to code a program. We will also learn how to use a micro:bit to create an electronic name badge, to show animations on its LED display and to make sounds when movement is detected. We will also look at PowerPoint presentations which will finish with the children completing and presenting a slideshow.

Languages

At St Mary's. our chosen Modern Foreign Language is Spanish. We will recap our learning of phonics, greetings, number and animals in Spanish. We will also now be learning about instruments and vegetables.

1 Introduce yourself.

¡Hola!

¡Buenos días!

2 What would you like and how much?

Quisiera...



I would like...



un kilo de...



medio kilo de...

3 Which vegetables would you like?



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4 Anything else?

y



and

5 Say goodbye.

¡Gracias!



Thank you!

¡Hasta luego!



Goodbye!

	Spanish	English
	las berenjenas	the aubergines
	las espinacas	the spinach
	las cebollas	the onions
	los calabacines	the courgettes
	los tomates	the tomatoes
	las judías verdes	the green beans
	los guisantes	the peas
	los champiñones	the mushrooms
	las zanahorias	the carrots
	las patatas	the potatoes

	Spanish	English
	un kilo de...	one kilo of...
	medio kilo de...	half a kilo of...
	Quisiera...	I would like...
	por favor	please
	y	and
	¡Hola!	Hello!
	¿Puedo ayudarte?	Can I help you?
	¿Algo más?	Is that all/anything else?
	¿Cuánto cuesta?	How much is that?
	gracias	thank you
	¡Hasta luego!	Goodbye!
	En mi cesta tengo...	In my basket I have...

Music

At St Mary's CE we are Musicians! We want the children at our school to love music. We will continue to build on prior learning in music. In particular we will be exploring Vivaldi's Four Seasons and looking in detail at music terminology.



PE

PE is a part of the national curriculum and it is essential that children have the right kit for these lessons in order to participate. We will be completing topics on both rounders and athletics: running. An indoor and outdoor kit (in a small, string kit bag) should be **in school at all times**.

KIT REQUIREMENTS – PLAIN WHITE T-SHIRT/POLO SHIRT, DARK BLUE OR BLACK SHORTS / DARK BLUE SKIRT / BLACK PUMPS / TRAINERS / WARM OUTDOOR (hoodless) TOP

We will tell your child when they should take their kits home to be washed.

Homework

In Year 3

- 15 minutes daily reading and discussion of text. Children to record in green reading record newly discovered vocabulary or interesting words and discuss their meanings. At least 3 recorded reads per 7 days.
- Learn weekly spellings and complete a spelling related activity (test each Wednesday and new spellings are given out on the same day.)
- Times Tables Rock Stars - 30 minutes minimum each week.

PARENTS PLEASE NOTE: Please check the school websites regularly

www.stmaryscecrompton.oldham.sch.uk/

Look for the learning pages / class pages / Year 3 for updates on homework, messages for the children and other reminders.

If you have any questions, please come and speak to me before or after school or contact the office for an appointment.

Thank you for taking the time to read this newsletter.

Mrs Hepworth and Mrs Burke

‘Love one another as Jesus loves us.’