

Welcome To Year 3

Happy New Year Everyone. We just want to take this opportunity to thank you all for your support over the last term. We feel all the children settled into Junior School life extremely well and have adapted to the new timings of the day. All the children are working hard and trying to be the very best they can be.

This term, we are going to continue to weave our Golden Threads of **Character, Ambition** and **Diversity** throughout our curriculum, so your child can reach their full potential academically, as well as continuing to develop socially and emotionally.

If you have any queries, please do not hesitate to speak to us on the yard any night or just give us a phone call, we are more than happy to talk.

Year 3 Key Information

The school day begins with a soft start from 8.40am, with registration at 8.50am. Year 3 will finish at 3.25pm.

P.E. PE will continue be on a Wednesday and Thursday . Wednesday will be outdoor in the forest and Thursday indoor. Children come into school wearing the correct PE kit of a plain white t-shirt and black shorts/ black joggers on these days. Please can hair be tied up on these days. Reminder, no ear-rings other than small plastic ones.

PPA Friday—alternate morning or afternoon session taught by Mrs Mather.
Please remember water bottles, reading books and reading records every day.

Home Learning

Reading Please can pupils have reading books and records in school everyday. Children have a reading book in school and will bring home a banded reading for pleasure book that they can change when they like. Please try to read every night for at least 10 minutes.

Maths and English This homework will be set in their CGP workbook on a Friday to be completed by the following Thursday.

TTRS Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 minute sessions a week.

Purple Mash Each pupil has a Purple Mash log in and some work may be set to be completed at home.

Oakfield
Schools Federation
Guiding the futures of our children



Year 3 Newsletter

Spring 2025

How can you help at home?

In Maths, we are working on explaining our thinking, and revising the key concepts covered. So talking through problems given and getting your child to tell you how they solved a calculation would be an excellent way to support their learning.

We would appreciate if you could explore the spelling list for Year 3 with your child at home, by not only discussing the spelling rules, but also the meaning of the words; this will enable the children to learn to use them in context.

The children are also asked to continue to practise their times tables (we have just introduced the 4 times table) and read at least 3 times outside school. Please check their reading records and record a comment when you hear them read and enjoy their books with them! We aim to instil a lifelong love of reading in

Year 3 Curriculum Coverage

Spring Term 2025



As a mathematician, we will develop our number fluency, reasoning and problem solving skills. We follow a mastery approach using varied fluency and use a range of concrete apparatus, pictorial representations and abstract number work.

In geometry, this term, we will be exploring shapes with right angles and angles smaller or bigger than a right angle. We will be drawing regular and irregular polygons and using the geo-boards to think like mathematicians by exploring hypotheses about the angles in regular polygons. We will then look at the additive relationship to secure our mental strategies. We will look at ways to manipulate numbers in order for us to be efficient in our approach to calculations by using partitioning, adjusting and redistribution. We will evaluate the efficiency of these strategies when beginning to subtract across the tens and hundreds boundaries. We will apply our mental strategies to solve multi-step addition and subtraction problems.

As a Linguist, we will develop our understanding of spoken and written English.

In reading, we will be following a new approach to reading. Guided reading lessons happen everyday. Some of these lessons are independent comprehensions and some are demonstration comprehension. We look at a wide variety of different texts from fiction and non-fiction to poems and music. We explore a new text most days and the children complete 'independent thinking', 'partner talk' and 'solo work' questions. This is great for developing comprehension skills such as skimming a text and making inferences.

In writing we are following the 'Talk for Writing' approach. Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. This term we will be looking at meeting tales, writing instructions and poetry. This scheme allows us to explore different genres through talk, acting and writing. We are able to work closely with the children and provide them with individualised targets to use in their writing such as: expanded noun phrases, using speech, sentence types, a range of conjunctions, handwriting and using adverbs.

As a Scientist, we will learn about world-renowned male and female scientists (from different multi-cultural backgrounds) from past and present. We will discuss their character traits and explore how they had ambition to succeed. We will explore careers in science and discuss the skills and attributes required.

This term our first topic is 'Rocks'. We will learn about the different types of rocks, and be able to identify them from their physical properties. We will be able to explain how igneous, metamorphic and sedimentary rocks are formed and explain the rock cycle. We will learn how fossils from previously living animals and plants are formed and how they tell us about living things millions of years ago. We will also describe how soils are formed and include organic and inorganic matter. Our second topic is light, we will explore light sources and ways to protect our eyes from harm. We will describe how shadows form and recall factors that affect the way a shadow appears and what causes shadows to change throughout the day. We will investigate how the light source's distance affects the shadow's size.

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As Geographers, we will be taking an enquiry based approach to geography with our topic entitled "Who lives in Antarctica Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. We will be learning about and be able to lines of latitude and longitude, climate zones and how seasons are different in the Northern and Southern Hemisphere. We will learn about the climate and landscape of Antarctica. We will learn about the research carried out there by scientists and will study Shackleton's expedition. We will also be conducting some mapping work on the school grounds. We will be learning about 4 figure grid references, planning an expedition around the school grounds and creating a map of our grounds. We will then evaluate our expedition.



Within P.E., we will be developing our skills in hockey, gymnastics and street dance. In hockey (Spring 1), we will continue to develop our knowledge of invasion games and improve our control and coordination when dribbling and passing the ball. We will develop our understanding of the rules of hockey and will develop our team skills through mini matches. In street dance (Spring 1 and 2), we will begin by focussing on tutting (precise arm and hand movements) we will develop these into a class routine and create our own movements. In Spring 2, we will work in groups to develop our own dance routine to music. In all of our PE lessons we will learn to assess safety, warm up and cool down to avoid injuries.

Within **R.E.**, we will be studying "Is scripture central to religion?"

Within this topic we will study different religions including: Christianity, Islam, Judaism, Hinduism and the Quaker movement. We will look at extracts from scriptures belonging to these religions, assess why they might be seen as important, discuss how they are treated and think about how they can help people to live a good life.

As Global Citizens we will be looking at communities and teamwork. We will be looking at our school community and its place within the local community. We will think about diverse communities and how to build links between different community groups. We will also be focussing on teamwork, what it is to be part of a team and how to work effectively as a team member.

As Historians, we will be exploring why the Romans invaded Britain.

"We are using an enquiry based approach where we will focus on a key question each lesson to build up an answer throughout the term to address the overarching topic title. Within this topic we will discover why the Romans wanted to invade Britain and how did Britain respond. We will learn about significant people during this time such as Boudica and make links within the chronology of pre-history. We will learn about the Roman army and evaluate how and why they were so successful. To do this the children will become Roman soldiers! We will also investigate sources from the Roman times and evaluate their usefulness. This will lead us to the end of our topic in which we will discover how the Roman invasion impacted Britain and how it has affected our lives today. This topic also allows us to take our learning out of school to Segedunum, a Roman fort, where the children will learn all about life as a Roman.

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Our study of a **Modern Foreign Language** takes us to China. Lessons are taught by our specialist Chinese language teacher. Within the Chinese language, we will be learning Chinese greetings, numbers 1-20 and numbers using characters, months of the year and talking about birthdays. We will also learn about Chinese culture and festivals.

As Artists, we will be developing our skills in mixed media through our prehistoric painting topic. We will observe animals, thinking about form and shape and sketching with charcoal. We will make our own natural paints using materials foraged on the school grounds. We will study the features of cave paintings and recreate our own cave painting collaborative artwork in groups.

In **Computing**, we will be discussing how to stay safe online and the ways we can report unacceptable content. In Spring 1, we will challenge the children to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

Spring 2 our focus is on branching databases. We will select, use and combine a variety of software to accomplish a given goal. We will also be introducing computational thinking and coding through the Scratch Jr coding app to create and debug simple programmes.



As Musicians, we will paint pictures with sound. This term begins with activities designed to help children identify and describe the ingredients (dimensions) that make up music. The children will explore instruments, learning about instrumental timbres associated with different countries and use this knowledge to create simple accompaniments to songs. As the term moves on, the children will learn how to vary the dimensions of music to evoke mood and atmosphere. They will create suitable music to accompany song lyrics and poetry, as well as improvising a musical phone call to express a suggested mood! The term ends with an opportunity to compose music inspired by stories and settings. The children will create and organize layers of musical sound to create interesting textures and have fun representing these sounds using different forms of notation such as storyboards and composition wheels!

As Design Technologists, we will design, construct and evaluate a castle. We will recognise how multiple shapes are combined to form a strong and stable structure as well as taking inspiration from other castles to help our design process. We will then design our own castle, thinking carefully about the structure. We will then move on to creating and making nets to add as part of our castles. Finally we will decorate our nets and construct our castles before we evaluate them.