



Year 3 Curriculum Newsletter Spring 2 (2025)

Welcome

Dear Parents and Carers,

We hope that you and your children enjoy a much-deserved half-term break and return well-rested to embark upon the second half of the Spring term.

Thank you to those who supported their children with their homework, daily reading, and their topic 'projects', whatever shape, size, or medium they took. Support from home is vital to the children's continued progress and achievements in school.

A good relationship between home and school is important. Please feel free to speak to us about your child's progress or any concerns you may have. We are available to talk after school on most days.

We look forward to working with you and your child.

Best wishes,

The Year 3 Team



Dates for your diary

Key dates including class assemblies, enrichment days / events and coffee mornings can be found on our school website calendar or on our parent dates letter sent out at the beginning of every half term.

Trips take place each half term and are planned to support the half termly learning. A separate letter is sent to inform you of details for upcoming class trips. These are also added to the school's website calendar.

PE

Please ensure your child has the correct PE kit in school on their timetabled PE days. It is advised that your child keeps their kit in school throughout the week in case of any timetable changes. Children must have a full PE kit (a white t-shirt, black shorts and plimsolls) to ensure personal hygiene and safety.

PE Days:

- Sunflower Class - Wednesday
- Poppy Class - Wednesday

Homework

Children in Year 3 should spend a set time each day completing homework to ensure good routine. This should include:

- Completing the weekly Literacy and Numeracy tasks which will be set on Thursday and is to be returned the following Monday.
- Reading their home reading book for 15 minutes each evening (please sign the diary to show this has been completed).
- Learning their weekly spellings which will be set on Thursday and tested on the following Friday.
- Learning their 6, 8 and 11 times tables.
- Accessing the home learning sites, Times Tables Rockstars and Mathletics.



Literacy

As writers, we will be developing our skills as narrative writers. We will be creating suspense and adding dialogue. We will also be writing a report about earthquakes, using a range of technical vocabulary.



Maths

As mathematicians, we will be developing our understanding of fractions, finding fractions of amounts and comparing them. We will also be consolidating our learning from earlier in the year, revisiting place value and addition and subtraction.



Science

As scientists, we will be learning about magnets. We will be exploring and explaining how magnets behave, how they react with one another, and what happens when they are near other materials. We will carry out an investigation to find out what materials are magnetic and those that are not.



Recommended Reads

- Voices in the park by Anthony Brown.
- Harry and the Poisonous Centipede by Lynne Reid Banks,



Music

- Carnival of the Animals.
- Listening and performance.
- Keyboards.



RE & PSHCE

RE: Why is Buddha's life significant to Buddhists today?

PSHCE: Relationships.



Computing

We will learn to use Google Slides, a similar programme to MS PowerPoint to create presentations.



Art and Design Technology

In design technology, we will be analysing and investigating a range of survival shelters. We will then carefully select and use a range of tools and materials in order to build our own. Finally, we will evaluate how successful we have been.



Geography

As geographers, we will be looking at earthquakes. We will be finding out where they happen and the reasons for them. We will be looking at the impact they have on the places they occur and some of the precautions that are taken in high-risk areas to limit damage. Our case study will be the 2011 Tōhoku earthquake.



Physical Education (PE)

As dancers, we will be choreographing routines around the theme of forces and magnets. We will be using routines to depict how forces and magnets behave together and with other materials.

