

## Year 3 - Spring Curriculum Letter

Welcome back! We hope you all had an enjoyable and restful Christmas break. This newsletter contains a few general year 3 reminders and information about what we will be learning about this term.

### General reminders

Please ensure that your child reads **DAILY** and that this is noted in their home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary. Your child needs to have their reading book and diary in school each day.

All of your child's belongings need to be clearly name-labelled and children need to be in the correct school uniform each day.

Our PE days are **Monday** and **Wednesday**. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Spelling homework will be set on a Friday and due back the following Friday. Please also practise the Year 3 and 4 spelling words in the front of the children's diaries as we test these termly. Children will also need to practice their times tables regularly, as this is especially important now they are in KS2.

If you wish to schedule a meeting, please contact the school office with a summary of what it is you wish to discuss first and we will get back to you as soon as possible.

# Curriculum

## RE

Our topics for R.E. this term are 'Galilee to Jerusalem' and 'Desert to Garden'.

	<b>Galilee to Jerusalem</b>	<b>Desert to Garden</b>
Hear	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <p>Miracles, either:</p> <ul style="list-style-type: none"> <li>• Cure of the centurion's servant (Matt 8:5-13) or</li> <li>• Cure of a paralytic (Matt 9:1-8)</li> </ul> <p>Parables, either:</p> <ul style="list-style-type: none"> <li>• Parable of the Sower (Matt 13:4-9)</li> <li>• Parable of the Sower explained (Matt 13:10-17) or</li> <li>• Parable of the yeast (Matt 13:33)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Parable of the treasure and of the pearl (Matt 13:44-46)</li> </ul> <p>For Epiphany:</p> <ul style="list-style-type: none"> <li>• The visit of the Magi (Matt 2:1-12)</li> </ul>	<p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The miracle of the loaves (Matt 14: 13-21).</li> <li>• The last supper (The institution of the Eucharist) (Matt 26: 26-29).</li> <li>• Extracts from a Eucharistic Prayer</li> </ul>
Believe	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.</li> <li>• The kingdom of God begins in all those who open their hearts to God's love.</li> <li>• The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning.</li> <li>• Jesus' parables to show the choices people must make to accept his invitation to the kingdom.</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to 'Do this in remembrance of me' (1 Cor 11:23-25, Eucharistic prayer).</li> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p>

		<ul style="list-style-type: none"> <li>• A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church.</li> <li>• The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe.</li> <li>• That at the Last Supper Jesus instituted the Eucharist.</li> <li>• People give themselves to Jesus when they receive the Eucharist (Holy Communion)</li> </ul>
Celebrate	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some prayers and responses Catholics say during Mass.</li> <li>• Some prayers and responses Catholics sing during the Eucharistic Prayer.</li> <li>• Some ways people celebrate their first Eucharist (First Holy Communion)</li> </ul>
Live	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• About the life of a saint who worked to build the kingdom of God.</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The ways in which Catholics are called to live Eucharist by following the example of Jesus.</li> <li>• Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany).</li> </ul>

## Maths

Our areas for study for this term are 'Multiplication and Division', 'Length and Perimeter' and Fractions. Children will develop their fluency, reasoning and problem-solving skills in these areas.

<b>Multiplication and Division</b>	<b>Length and Perimeter</b>	<b>Fractions</b>
<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm) including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p>Measure the perimeter of simple 2-D shapes</p>	<p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Solve problems that involve all of the above</p>

## English

Children will continue to develop their reading skills through study of our class texts - 'Sam Wu is not afraid of the dark' and 'Operation Gadgetman'. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

<b><u>Reading</u></b> <b>Learning focuses</b>	<b><u>Writing (inc. SPAG)</u></b> <b>Learning focuses</b>
<p>Listen to and discuss a wide range of fiction, poetry and non-fiction.</p> <p>Read books that are structured in different ways and read a range of purpose.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organise paragraphs around a theme, in narratives, create settings, characters and plot, In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p>

<p>Prepare poems to read aloud and to perform.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. Identifying how language, structure and presentation contributes to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements, proposing changes to grammar and vocabulary to improve consistency.</p> <p>Use pronouns accurately in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell homophones.</p> <p>Learn to spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.</p>
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In writing this term, we will be focusing on instructional writing, a first person narrative description, non-chronological reports, performance poetry and a third person narrative linked with animals.

## Science

Our topic for Spring 1 is 'Forces'.

# PHYSICS

## Forces and magnets



Contact forces and friction



What are contact forces?

How do surfaces affect the motion of an object?

How does friction affect moving objects

Non-contact force



What is a non-contact force?  
How is this different to a contact force?

Magnetic force



How do magnets attract and repel?

Which materials are magnetic?  
Forces and magnetism summary



We will then begin to look at plants in Spring 2.

# BIOLOGY

Y3 Plants



Flowering plants

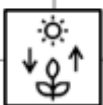


What are the parts of a flowering plant?  
What do they do?

Food and survival



Do all plants need the same things to thrive and grow?



How do leaves make food for the plant?



How does water move through a plant?

Flower function



What do flowers do?

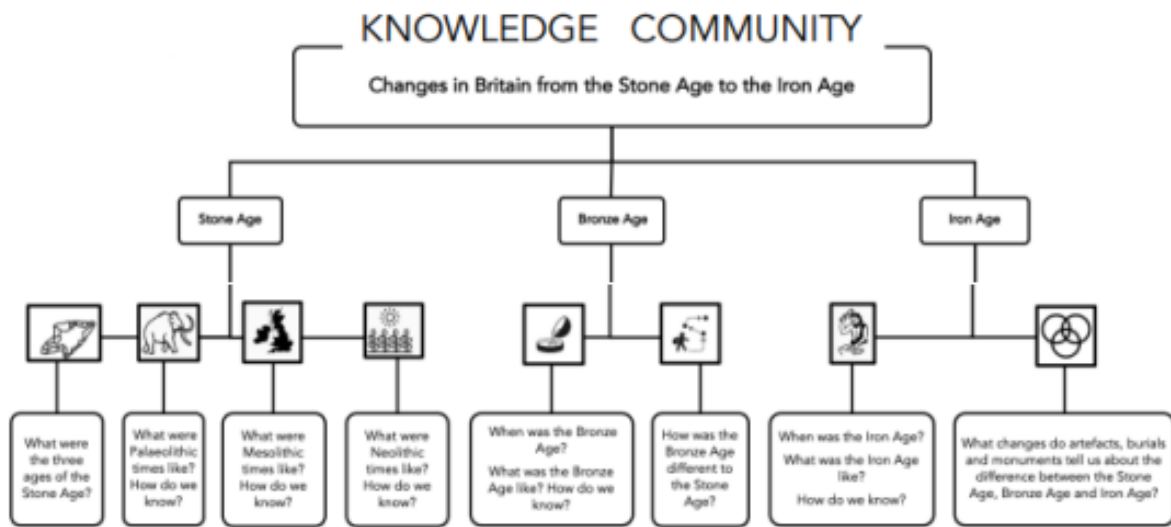


What is pollination?

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

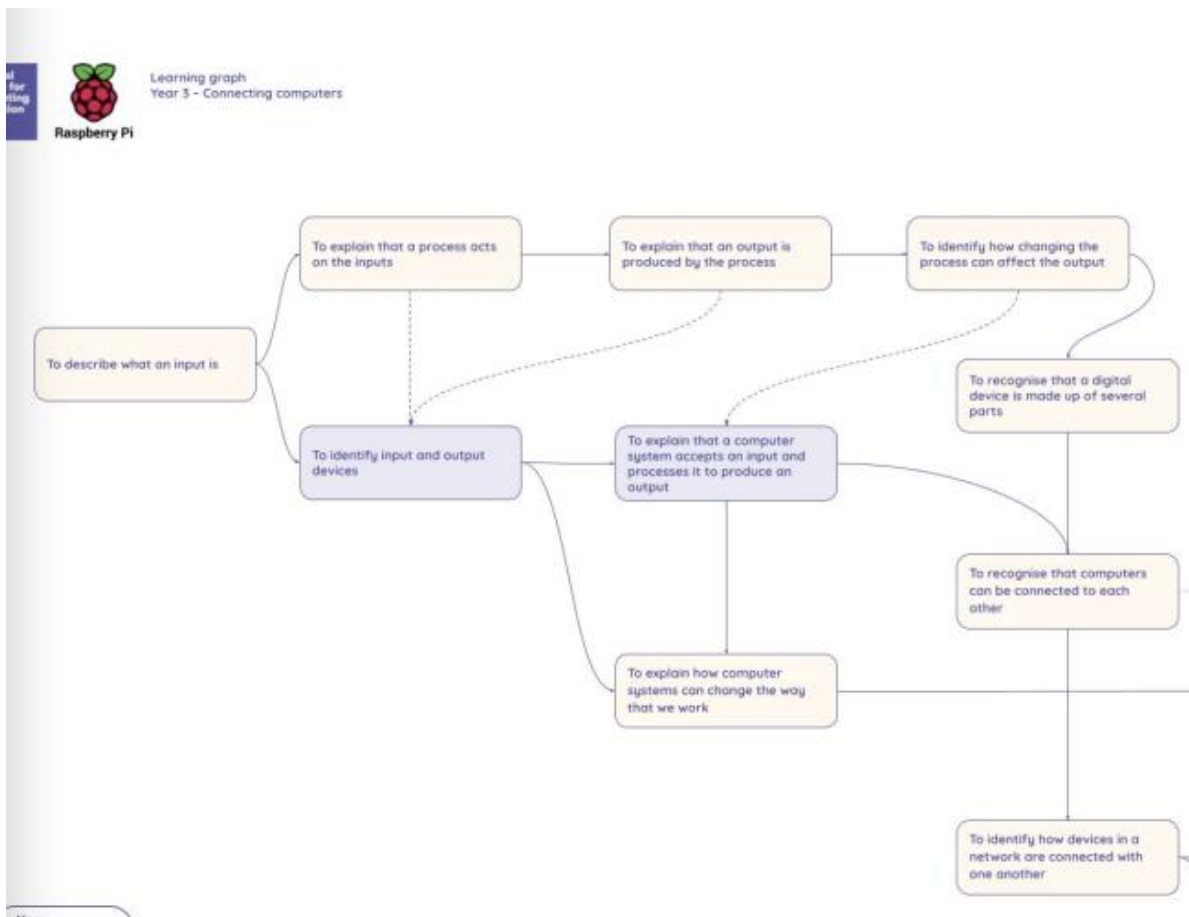
# History

Our topic for the term is 'Stone Age to Iron Age.'



# Computing

In computing, during Spring 2, our topic is computing systems and networks.



## Art

Our topics for the term are Textiles and Collage.

## DT

Our topics for this term are 'Textiles'.

Textiles	
At the end of this block, pupils will ...	
Know:	Be able to:
Fabric can be stiffened	Select and apply solutions to stiffen fabric
Stiffened fabric can hold a form	Make a box using stiffened fabric

In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.

## PE

PE will be taught by Mr Hurd on Wednesday mornings and Miss Godbold on Monday afternoons.

## Music and French

Music and French will be taught by Mrs Dyer on Wednesday mornings.

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We look forward to working closely with you over the term. Should there be any questions or problems, please make an appointment via the school office.

With very best wishes,  
Miss Godbold & Mrs Veitch.