

Dear Parents and Carers,

Welcome to Year 3! I am looking forward to getting to know your child and supporting them as they grow in confidence, curiosity and independence. This year is full of exciting learning opportunities, and I'm eager to see each child's unique light shine.

I know this message includes quite a bit of information, but I hope you find it useful. I've included everything I believe will help you understand what to expect this year and how we can work together to make it a successful and enriching experience for your child.

If you have any questions or would like to discuss anything further, please don't hesitate to get in touch via the school office or speak to me at the end of the school day.

Thank you for your continued support—I'm excited to work together to make this a successful and joyful year.

Warm regards,

Mrs Tiffin
Willow Class Teacher

Who will be teaching my child:

Throughout the week, your child may also be taught by other members of our dedicated staff team for specific subjects. Mr Rose will be taking them for PE and Mr Atkinson will be teaching Ukulele in Autumn term. Mrs Holman will take the class on a Thursday morning and Mrs Knox will take the children on a Wednesday afternoon, including swimming. Together, we aim to provide a rich and varied learning experience, guided by our school values of being caring, courageous, Christ-like, and part of a celebratory community.

What your child will be learning about in Year 3: An overview

	Autumn	Spring	Summer
English	Fiction: Stone Age Boy by Satoshi Kitamura Non-Fiction: Earth-Shattering Events by Robin Jacobs Poetry New and Collected Poems for Children by Carol Ann Duffy	Fiction: George's Marvelous Medicine Non-Fiction: The Frozen Worlds Poetry: Colonel Fazackerley	Fiction: Escape from Pompeii Non-Fiction: I am the seed that grew the tree. The Story of Tutankhamun Poetry: The Pied Pieper of Hamelin Class Text: The Last Bear
Maths	Number and Place Value (numbers to 1000) Addition and Subtraction Multiplication and Division Geometry	Multiplication and Division Money Statistics Length Fractions Geometry	Time Angles and Properties of Mass Capacity Geometry
Religious Education	Hinduism - How to Hindus worship?	Christianity – Visiting a Church What can we learn about Christian worship and beliefs by visiting Churches?	Hinduism – What do Hindus believe?

	Christianity – How and why is advent important to Christians?	Christianity - Easter What do Christians remember on Palm Sunday?	
Science	<p>Rocks and Soils Children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock; recognise that soils are made from rocks and organic matter.</p> <p>Light and Shadows Children will recognise that they need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect their eyes; recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change.</p>	<p>Animals including humans Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Forces and Magnets Children will compare how things move on different surfaces; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Plants Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Art and Design	Stone Age and Iron Age (drawing, painting and collage)	Architectural Sculpture (sculpture and drawing)	Ancient Egyptian Printing
Computing	Computing Systems and Networks Pages - creating a document Creating Media Animation - Stop Motion	Coding – using Scratch, Keynote – Creating a Document Garage Band – Creating Music	Physical Computing - using Micro bits. Numbers – Creating Charts iMovie – Video Production
Design & Technology	Cooking and Nutrition – How can we eat seasonally?	Wearable Technology Mechanical Systems	Structures Textiles (cross stitch and appliqué)
Geography	Volcanoes	Antarctica	Comparing Settlements (UK vs New Delhi)
History	Stone Age, Bronze Age and Iron Age Britain	Stone Age, Bronze Age and Iron Age Britain	Ancient Egypt
Music	Whole Class Ukulele	<p>“I’ve been to Harlem” A traditional pentatonic song about travelling around the world, full of creative possibilities. Children will use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments.</p> <p>“Chilled-out clap rap” This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm.</p>	<p>“Just three notes” Children learn to create simple yet effective music using just three pitches and four rhythms, exploring notation, structure, and minimalism-inspired composition.</p> <p>“Samba with Sergio” Children explore call-and-response using word rhythms, vocal and body percussion, while gaining a glimpse into Brazilian samba and carnival as a celebration of freedom and community.</p> <p>“Fly with the stars” Children explore major and minor chords through the electronic dance song <i>Fly with the Stars</i>, developing listening and composing skills with crotchets and quavers, and performing their</p>

			own arrangement using voices and percussion.
French	<p>French Phonics Lesson 1 I am Learning French - Greetings and introductions</p> <p>Animals Learning about familiar animals and building simple sentences using the verb 'I am'</p>	<p>Instruments Vocabulary related to instruments and building simple sentences using the verb 'I play'.)</p> <p>I am able Expressing whether they are or are not able to do 10 familiar activities. Introduces the negative form.</p>	<p>Ice-creams Ice-cream flavours and the transactional language required to purchase them.</p> <p>Ancient Britain Exploring the Stone, Bronze and Iron Ages, using the verbs 'to be', 'to have' and 'to live'.</p>
Physical Education	<p>3-touch Ball Skittles Balancing Act Gymnastics Swimming</p>	<p>Machines Round the clock Target Baggers Swimming</p>	<p>Off, up and away Athletic Scores Run the loop Swimming</p>
PSHE	<p>Health and Wellbeing (what constitutes a balanced diet, bacteria and viruses, seeking and giving permission)</p>	<p>Relationships (recognising and responding to emotions in others, recognising positive, healthy relationships)</p>	<p>Living in the Wider World (the lives of people living in different places, the value of individual liberty)</p>

What your child will need:

Please send your child to school with **a clearly-named water bottle.**

In Year 3 fruit is no longer provided, so children can bring **one healthy snack** for break time, such as fresh/dried fruit, carrot sticks, bread sticks, crackers (**strictly** NO NUTS or SESAME seeds, crisps, biscuits, cake, cereal bars).

Please send your child to school with their **reading book and record** every day. Their book should be read regularly and recorded in their reading diary. **Please date and sign this reading record each week.** Some children may now be reading more complex books and may wish to read in their heads. We do request that **all children continue to read some pages aloud** as this is crucial for developing fluency and expression.

Please do not send your child with any toys (including footballs and keyrings), stationery or notepads. All stationery the children need will be provided.

Children will soon be able to borrow a book from the school library. They will be able to take these books home to keep for two weeks. If they haven't finished them and wish to keep them longer, they may bring them back into school and renew them.

Homework:

New spellings and one piece of maths homework will be sent home with your child on a Monday for return by the Friday of the same week. Spellings will be tested on the following Monday. Children will receive a SpellingShed login soon.

Swimming, PE, Ukulele and Forest Schools

Swimming: Wednesday (full swimming kit)

P.E: Thursday (come into school in PE kit)

Ukulele: Thursday (Ukuleles will be provided but children are welcome to bring their own. Please ensure it is labelled.)

Children will need a **full swimming kit every Wednesday** (swimming costume/trunks, swimming cap and towel - goggles are optional and toiletries are not required). As they will be walking to the pool for their lesson, please ensure they are dressed appropriately for the weather including warm layers and a **hat**, especially during colder months. While we aim to maintain a consistent schedule, please be aware that swimming sessions may occasionally be cancelled due to circumstances beyond our control, as we rely on an external provider.

P.E. takes place every Thursday and is led by Mr Rose. On this day, children should come to school dressed in their **P.E. kit**, ready for active learning.

Each class will take part in a **Forest School** session once per term. On these days, children will be learning outdoors and engaging in hands-on activities, which may involve mud and messy play. Please ensure your child comes dressed in appropriate clothing, including waterproofs and sturdy footwear. We recommend older clothes that you don't mind getting dirty.

Music Lessons

Violin lessons will take place on a Tuesday with Mr Hartley. We will provide more information about this in due course.

Guitar lessons will take place on a Monday lunchtime with Mr Atkinson. Please see the attached letter for more information.

Key Dates

Below, you'll find key dates that we hope will be helpful as you plan ahead. All other dates and updates can be found on Weduc and reminders are shared in the weekly whole school update. Please do keep an eye on these platforms, as new dates will be added and while we aim to keep plans consistent, changes may occasionally be necessary due to unforeseen circumstances.

- **Tuesday 16th September** – Flu Immunisation
- **Tuesday 16th September** – KS2 Colour Fun Run
- **Thursday 18th September** – House Cross Country
- **Wednesday 24th September** – Individual photographs
- **Friday 26th September** – European Day of Languages
- **Monday 29th September** - Year 3 Forest School
- **Friday 24th October** – half term
- **Monday 3rd November** – Return to school
- **Week beginning 3rd November** – Parents Evening
- **Monday 1st December** - Year 3 Forest School
- **Thursday 11th December** – Christmas dinner & jumper day
- **Friday 19th December** – Last day of term
- **Tuesday 31st March** - Year 3 Worship for Parents

