

Termly Newsletter Spring 2026

Year 3



Welcome back! Happy New Year for 2026!

It was lovely to welcome the children back to the new term.

Year 3 have improved greatly at coming to school in the correct, full school uniform. We do have some spare ties at school but they are to be returned at the end of the day and ideally only to be used in extreme circumstances. Please, if your child has a tie at home, make sure they are wearing it to school every day. As well as this, please ensure homework is completed and returned on Friday every week. If there are any concerns or queries, I am happy to discuss these with children or find time to help during the school day if need be. However, many homework sheets are not being returned. Lastly, reading records should be signed at home and brought in every day so that children can change their reading books and staff can keep track of improvements and reading levels. If a reading record or levelled reading book is lost, please ask children to inform me as soon as possible so that they can receive a new reading record and because lost reading books must be replaced. These cost £6.

Below, you will find an overview of our curriculum and what we will be learning in each subject this term. If you have any questions, please contact me at the gate or via the school office.

Thank you for your ongoing support

Mr Larke and the Year 3 Team

English

The Great Kapok Tree

- Non-chronological report about rainforests - learning about formal, informational writing.
- Letter to the Prime Minister - learning about effects on the rainforest and persuasive writing techniques.
- Poetry - Shape poems.

Escape from Pompeii

- Setting description - Using expanded noun phrases, introducing thesauruses for improving adjectives, conjunctions and prepositions.
- Diary entry - Using first person, past tense, understanding irregular and regular verbs, using emotive language.



Maths



Multiplication and Division

- Multiples of 10
- Reasoning
- Multiplying and dividing numbers with and without exchanging.
- Dividing using flexible partitioning.

Length and Perimeter

- Measuring in metres, centimetres and millimetres
- Adding and subtracting lengths
- Perimeter

Fractions A

- Understanding and comparing unit fractions
- Understanding and comparing non-unit fractions
- Fractions on a number line

Mass and Capacity

- Understanding and measuring in grams and kilograms



Science

Plants

- Understanding different parts of a plant
- Understand how plants absorb water and nutrients
- Understand the importance of space for a growing plant
- Understand the role of a flower in the plant life cycle
- Seed dispersal

Rocks

- Classifying types of rocks
- What are fossils and how did they form?
- Understanding what soil is

<p>RE <u>Galilee to Jerusalem</u></p> <p>Pupils will encounter the Gospel of St Matthew. Matthew's Gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus.</p> <hr/> <p><u>Desert to Garden</u></p> <p>Pupils will discuss Lent, Holy Week, and Easter in areas of school life and will be invited to participate in the prayer and Liturgy of school and parish life.</p>	<div data-bbox="792 129 947 264"></div> <p><u>History (Spring 2)</u></p> <p><u>What was the most significant discovery in Ancient Britain?</u></p> <ul style="list-style-type: none"> • What is prehistory and how do we know what happened? • What was life like during the Stone Age? • How did the discovery of bronze change life in Britain? • How did life change again in the Iron Age? • How did life change across the Stone Age, Bronze Age and Iron Age? • What was the most significant discovery in Early Britain? 	<div data-bbox="1507 102 1626 213"></div> <p><u>Geography (Spring 1)</u></p> <p><u>In the Desert</u></p> <ul style="list-style-type: none"> • Investigating desert formations, locations, climate and weather • Investigate how humans use deserts and people who live in them • Investigate causes and effects of desertification (link to CST - Stewardship) • Ibn Battuta
<p>PE <u>Gymnastics & Dance</u></p> <ul style="list-style-type: none"> • Consolidate and improve the quality of gymnastic movements and shapes within a performance. • Show increased strength and flexibility in shapes and balances when performing. • Improvise with a partner to create a simple dance motif. • Perform with rhythm and expression to different stimuli and music genres. <p><u>Developing Game play and individual shots</u></p> <ul style="list-style-type: none"> • Tennis • Move laterally on the balls of feet • Demonstrate how to throw and catch a tennis ball. • Safely and correctly hold a tennis racket and make contact with the ball with a controlled racket face. • Start to demonstrate good partnership work (rally). 	<div data-bbox="775 619 936 703"></div> <p><u>PHSE/RSE</u></p> <p>Ten Ten</p> <p><u>Module 2: Created to love others</u></p> <ul style="list-style-type: none"> • Unit 2: Personal relationship <p><u>Emotions and Feelings</u></p> <ul style="list-style-type: none"> • Healthy eating • Physical health and fitness • Health and prevention • Mental wellbeing <p><u>Where do things come from?</u></p> <ul style="list-style-type: none"> • Being a responsible citizen • Economic well being 	<div data-bbox="1527 627 1644 751"></div> <p><u>Computing</u></p> <p><u>Computing systems and networks 3</u></p> <p>Kapow - Journey inside a computer</p> <ul style="list-style-type: none"> • Inputs and outputs • Building a paper laptop • Dismantling a tablet <p><u>Creating media</u></p> <p>Kapow - Video trailers</p> <ul style="list-style-type: none"> • Planning a book trailer • Filming • Editing the trailer • Transitions and text
<div data-bbox="96 1107 190 1190"></div> <p>Important dates</p> <p>PE days - Monday</p> <p><u>Thursday 5th February</u> Year 3 class assembly</p> <p><u>Parent Meetings</u></p> <p>10th and 11th February from 3:45pm</p>	<div data-bbox="851 1107 1030 1230"></div> <p><u>Music</u></p> <p><u>Ensemble Skills 1:</u></p> <ul style="list-style-type: none"> • Call and response. Ostinato <p><u>Composition Skills 1:</u></p> <ul style="list-style-type: none"> • Pitch, Rhythm and Structure 	<p><u>Home Learning</u></p> <ul style="list-style-type: none"> • Weekly spellings • English grammar practice or reading comprehensions • Revisiting maths learning of the week or maths learning over the past year that links to new learning
<p><u>Our School Behaviour Policy</u></p> <p>St. Mary's is committed to fostering calm, constructive, and positive learning environments across the school. Below is a reminder of our school-wide</p>		

behaviour policy.

St. Mary's Values- these are the values that underpin all areas of our school community:

Kindness
Respect
Tolerance

Honesty
Responsibility
Cooperation

The School Values are based on the Gospel of Matthew 7:12

'Treat others like you want them to treat you'

Expected Behaviour (Green)	Rewards (Green)
Respectful	Verbal Praise Dojo Point House Points Golden Tickets Star of the week Star of the Term
Tolerant	
Kind	
Cooperating	
Responsible	
Honest	

Repetition of minor incidents Disobedience/disrespect Hurting Others Swearing / insults Dangerous behaviour Damaging school property Physical contact with another child (low level- pushing, barging past) Disregard of school rules	Restorative Justice- make amends Recorded on CPOMs Parents notified by Class Teacher/SLT Lunchtime Reflection Time
--	---

Repetition of minor incidents Racist behaviour Inappropriate spoken, written, or digital forms of communicating Threatening or abusive Behaviour or Language Physical violence resulting in injury Bullying	Parents notified by Behaviour Lead /Senior Leadership Team Recorded on CPOMs Internal Exclusion determined by a member of the Senior Leadership Team - number of days reflects the severity of the incident. Two Internal Exclusions in a period of half a term will result in a third being held at our partner school St. Charles.
Exiting school without permission Stealing Serious damage to school property Continuation of behaviour on return from an exclusion	Fixed Term Exclusion – dependent on severity of incident Permanent Exclusion - dependent on severity of incident. (This decision is at the discretion of the Executive HeadTeacher).