

# 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**

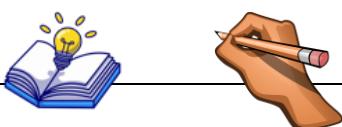
### English

#### 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

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| <b>RE</b><br><b>Galilee to Jerusalem</b>  |
| 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. |
| <b>Desert to Garden</b>   |

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| <b>History (Spring 2)</b>   |
| <b>What was the most significant discovery in Ancient Britain?</b>                |

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| <b>Geography (Spring 1)</b>   |
| <b>In the Desert</b>  |

- 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

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| <b>PE</b><br><b>Gymnastics &amp; Dance</b>  |
| <ul style="list-style-type: none"> <li>• Consolidate and improve the quality of gymnastic movements and shapes within a performance.</li> <li>• Show increased strength and flexibility in shapes and balances when performing.</li> <li>• Improvise with a partner to create a simple dance motif.</li> <li>• Perform with rhythm and expression to different stimuli and music genres.</li> </ul> |
| <b>Developing Game play and individual shots</b>  |

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| <b>PHSE/RSE</b>   |
| Ten Ten   |
| <b>Module 2: Created to love others</b>   |

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| <b>Computing</b>  |
| <b>Computing systems and networks 3</b>   |
| Kapow - Journey inside a computer   |

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| <b>Important dates</b>  |
| <b>PE days - Monday</b>   |
| <b>Thursday 5th February</b><br>Year 3 class assembly                               |

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| <b>Music</b>   |
| <b>Ensemble Skills 1:</b>  |
| • Call and response. Ostinato  |

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| <b>Home Learning</b>  |
| <b>Composition Skills 1:</b>  |
| • Pitch, Rhythm and Structure   |

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| <b>Our School Behaviour Policy</b>  |
| St. Mary's is committed to fostering calm, constructive, and positive learning environments across the school. Below is a reminder of our school-wide |

behaviour policy.

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

|                  |                       |
|------------------|-----------------------|
| <b>Kindness</b>  | <b>Honesty</b>        |
| <b>Respect</b>   | <b>Responsibility</b> |
| <b>Tolerance</b> | <b>Cooperation</b>    |

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

*'Treat others like you want them to treat you'*

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

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

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  
Exiting school without permission  
Stealing  
Serious damage to school property  
Continuation of behaviour on return from an exclusion

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.  
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).