

# Termly Newsletter Summer 2025

## Year 3



### Welcome back to school!

As we embark on this exciting new term, I am glad to share that, while there have been some instances where ties have been left at home, Year 3 pupils are improving in coming to school in the correct, full school uniform. We do have spare ties available at school, but these should be returned at the end of the day and ideally only used in extreme circumstances. Please ensure your child wears their tie to school every day.


In addition to this uniform reminder, please make sure homework is completed and returned every Friday. If there are any concerns or queries, I am happy to discuss these with the children or find time to help during the school day if needed.

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 your child to inform me as soon as possible so that they can receive a new reading record. Lost reading books must be replaced, and these cost £5.

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,

Miss Medioli




### English-Writing

In English this term we are reading *The Wolves in the Walls* by Neil Gaiman, *Walk with a Wolf* by Janni Howket, *Fox* by Margaret Wild and *The Ice Palace* by Robert Swindells.

- **The Wolves in the Walls (fiction) and Walk with a Wolf (non-fiction)** - Sequel to story, using similar sentence structures in the story to create their own animal in the walls story and a non-chronological report about wolves.
- **Fox** - Retell of the story.
- **The Ice Palace** - Narrative retell of story, character description, creating own ending for the story.

### English-Spelling


- Words ending with the suffix '-er'
- Words where the digraph 'ch' makes a /k/ sound
- Words ending in '-gue' and '-que'
- Words where the digraph 'sc' makes a /s/ sound
- Words that are homophones



### English-Reading

- Class texts to be read throughout the term.
- 1:1 reading at school with me or another staff member.
- 1:1 reading at home with a family member.
- Fluent in Five at school for fluency.








### Maths



This term we will be working on:

- Mass and capacity
- Fractions (part 2)
- Money
- Time
- Shape
- Statistics

Year 3 also now has access to TT Rockstars so time will be allocated during the week for times tables practice.

 <p><b>Science</b></p> <p>This term we will be finishing off learning about Rocks, Soil and Fossils and starting a new unit about Light.</p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Understanding light is needed to see</li> <li>Understanding darkness is an absence of light</li> <li>Light reflection</li> <li>Understand what a shadow is</li> <li>Observing patterns in changing shadows</li> <li>Dangers of light from the sun</li> </ul>	 <p><b>History (Summer 1)</b></p> <p><b><u>The Industrial Revolution</u></b></p> <ul style="list-style-type: none"> <li>How did people live and work before machines?</li> <li>Why did people start using machines instead of hand tools?</li> <li>Which invention changed life most during the Industrial Revolution?</li> <li>What was it like to work in a Victorian factory?</li> <li>How did the Industrial Revolution change people's lives?</li> </ul>	 <p><b>Geography (Summer 2)</b></p> <p><b><u>Our Local Area</u></b></p> <ul style="list-style-type: none"> <li>Identify our local area on a map</li> <li>Give directions</li> <li>Physical and human features of our local area</li> <li>Collect and record evidence</li> </ul>
<p><b>RE</b></p> <p><b><u>RED Branch 5 - To the Ends of the Earth</u></b></p> <ul style="list-style-type: none"> <li>The Ascension</li> <li>Pentecost</li> <li>How the Holy Spirit empowers us</li> <li>The role of the Church in sharing the Gospel</li> </ul> <p><b><u>RED Branch 6 - Dialogue and Encounter</u></b></p> <ul style="list-style-type: none"> <li>Understanding the Church's relationship with other faiths and worldviews</li> <li>The importance of discussing different perspectives</li> <li>Respectful studying of other religions</li> <li>Comparing and making links between Christianity/Catholicism and Judaism</li> </ul>	 <p><b>PHSE/RSE</b></p> <p>Our PHSE Topics this term are:</p> <p><b><u>Basic First Aid</u></b> Mental well being &amp; Basic first aid</p> <p><b><u>Keeping Safe</u></b> Being safe, Mental wellbeing &amp; Health and prevention</p> <p><b><u>Aspirations</u></b> Economic well being &amp; Careers</p> <p>In RSE we are exploring:</p> <p><b><u>Ten Ten Module 3: Created to love others</u></b> Unit 1: Religious Understanding</p> <p><b><u>Ten Ten Module 3: Created to love others</u></b> Unit 3: keeping Safe</p>	 <p><b>Computing</b></p> <p><b><u>Programming</u></b> Kapow - Programming Scratch</p> <ul style="list-style-type: none"> <li>Tinkering with Scratch</li> <li>Using loops</li> <li>Making an animation</li> <li>Programming a game</li> </ul> <p><b><u>Online safety</u></b> Kapow - Online Safety</p> <ul style="list-style-type: none"> <li>When being online makes me upset</li> <li>Sharing of information</li> <li>Rules of social media platforms</li> </ul>
<p><b>PE-</b></p> <p><b><u>Creating and Modifying Games</u></b></p> <ul style="list-style-type: none"> <li>Cricket</li> <li>Rounders</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>Travelling, throwing and jumping techniques</li> </ul> <p>Our PE day is Friday. Please only come in PE kit that day, unless otherwise instructed. Changes of clothes should be brought for clubs and changed into after school.</p>	 <p><b>Music</b></p> <p><b><u>Exploring Musical Theatre:</u></b> Forte and Piano</p> <p><b><u>Developing into Musicians 1:</u></b></p> <ul style="list-style-type: none"> <li>Dynamics and Tempo</li> </ul>	<p><b>Home Learning</b></p> <ul style="list-style-type: none"> <li>Daily reading at school and at home</li> <li>10 spelling words</li> <li>Consolidating work from English and Maths lessons previously learnt</li> <li>TT Rockstars times table practise</li> </ul>
 <p><b>Important dates</b></p> <p><b>5th May - Bank Holiday</b>                      <b>21st May - Cultural Day</b></p> <p><b>5th June - Pajama Day and Movie Night run by PTA</b>                      <b>4th July - PTA Summer fair after school.</b></p> <p><b>10th July - Sports Day</b></p> <p><b>22nd July - School closes for the year at 1:30pm</b></p>		

## Our School Behaviour Policy

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:*

**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)
<b>Respectful</b>	<b>Verbal Praise Dojo Point House Points Golden Tickets Star of the week Star of the Term</b>
<b>Tolerant</b>	
<b>Kind</b>	
<b>Cooperating</b>	
<b>Responsible</b>	
<b>Honest</b>	

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).