

June 2026

Dear Families of Year 3,

Welcome back to the final half term of Year 3! We cannot believe we are nearing the end of the year already! We have a fun-packed final few weeks of learning. Here is some information to outline what your children will be learning this half term in all the different curriculum areas. Do encourage your child to tell you about what they have been learning at school – it really helps the children to secure their learning when they discuss it with others.

In **Mathematics** we are learning:

- **Geometry - Shape**

- Draw 2-D shapes.
- Measure the perimeter of simple 2-D shapes.
- Make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations and describe them
- Recap angles, including right angles and turns
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

- **Multiplication and Division**

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers. Multiply two-digit numbers by one-digit numbers, using mental and progressing to formal written methods (grid method)
- Solve problems, including missing number problems, involving multiplication and division; solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

- **Fractions**

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Solve problems that involve all of the above



In **English**, our learning will be based around the children's novel, *Sky Song* by Abi Elphinstone. The story is full of adventure and tense moments! The children will be hooked... and truly invested in the characters.

We will begin by immersing ourselves in the text, gaining a true understanding of the setting and learning about the characters. We will then be writing an informal letter, in the role of one of the characters.

Following this, the children will have an opportunity to write in the style of the author and focus on including correctly punctuated dialogue.

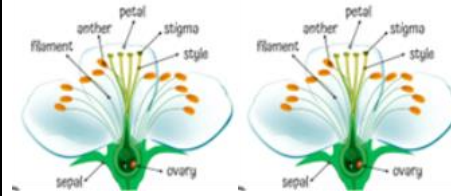
Finally, we will end the term by writing an information leaflet in a non-fiction style.



In **Guided Reading** we will support our English writing, as well as our Geography topic by looking at non-fiction texts linked to France and Arctic animals. We will be developing our vocabulary, retrieval and inference skills.

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- Compare and order unit fractions and fractions with the same denominator.

In **Science** this half term,



for the first week

we will continue to cover the topic of **Plants**

The 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.



In **Art** this half term, we will be looking at the work of artists who use a printing technique, in particular, Alicia Breakspear.

The children in year 3 will learn to:

- become independent artists,
- be able to find a suitable surface to work on,
- be able to take responsibility for preparing, organising and clearing away areas of paint.

We will also practise skills in:

Monoprinting

- To be able to use overlapping and overlaying skills when creating a collage.
- To be able to develop an awareness of contrast and texture and colour.
- To explore images through mono printing
- To explore using botanicals to create monoprints

In Geography, we will be answering the question:
What different environments does France have?

The children will learn to:

- To locate the United Kingdom and France on a map of Europe, identifying their position in relation to each other and the continent of Europe.
- To name and locate counties and cities of the United Kingdom, and major cities in France, using maps and atlases.
- To locate and name a range of European countries, focusing on France's neighbouring countries, using maps and atlases.
- To describe and understand key aspects of physical geography in France, including mountains, rivers, and coastlines.
- To describe and understand key aspects of physical geography in France, focusing on climate zones and environmental regions.
- To describe and understand key aspects of human geography in France, including types of settlement, land use, and major urban areas.
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in France.
- To communicate geographical information about the environments of France, including physical and human features, using maps, diagrams, and written accounts.

In **PE** we are learning:

Athletics

- In this unit, pupils will develop basic running, jumping and throwing techniques.
- They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
- As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.
- Pupils are also given opportunities to measure, time and record scores.

Striking and Fielding

- In this unit pupils explore their understanding of the principles of striking and fielding.
- Pupils learn how to score points by striking a ball into space and running around cones or bases.
- When fielding, they learn how to play in different fielding roles.

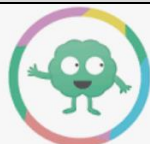
In **Computing** we are learning about programming.



- This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing.
- Learners will begin by moving a sprite in four directions (up, down, left and right).
- They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.
- This unit also introduces programming extensions, through the use of pen blocks.
- Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.
- The unit concludes with learners designing and coding their own maze tracing program.

- They focus on developing throwing, catching and batting skills.
- In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.
- Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

We will also be preparing for Sports Day. See our newsletter for details.



During our **Happy Mind** we will be covering the following themes.

Community

We will explore what makes up our community, we will discuss how people contribute to our communities and the benefits of living in a diverse community.

Shared responsibilities

We will explore how to care for people, animals and the environment.

We will practice talking about our ideas and respecting different opinions.

Ourselves (Growing and Changing)

We will identify how change will affect our feelings.

We will explore ways to express and manage grief when someone we care about passes away.

If you have any questions relating to the content of our PSHE unit this half term, please speak to your child's class teacher.

Transition

We will celebrate the amazing things we have achieved this year and discuss how to prepare for the move to a new class.

In **RE**, we will be learning about **Christianity**. We will be answering the question:

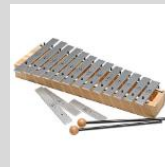
Is the cross a symbol of love, sacrifice or commitment for Christians?

Children will be learning

- To be able to understand and explain what sacrifice means.
- To be able to reflect on things we value and what we might sacrifice.
- To be able to describe why the cross is important to Christians.
- To be able to retell the events of Holy Week.
- To be able to describe different ways Christians use the cross- Focus El Salvador cross.

In **Music** we are going to be completing a unit called Rock and Roll! In this unit, the children will be singing some popular Rock and Roll songs, and also have the opportunity to play the glockenspiel. The children will learn:

- Some background about Rock and Roll Music
- To recognise and play the 12-bar blues chord pattern (using single notes)
- To sing Rock Around the Clock
- To play swing rhythms
- To improvise in a rock and roll style using 3 notes



In **French** we will continue to learn the French version of The Hungry Caterpillar (La chenille qui fait des trous). We will then learn how to order food in a cafe.

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| <ul style="list-style-type: none">• To be able to answer the big question using evidence. | |
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Additional class information:

Spellings

In Year 3, spelling rules are taught throughout the week, and spelling tests will continue to be on a **Friday**. Please make sure your child practises their spellings every day to enable them to be successful in consolidating their spellings.

Reading

Reading regularly is a vital part of learning in Year 3, and we kindly ask for your support in encouraging your child to read every day at home.

To help motivate and celebrate our readers, we have a fun reward system in place: If your child reads **at least 4 times a week**, they will be entered into our **weekly reading raffle**. If they manage **6 reads**, they'll receive **three entries** into the raffle—tripling their chances to win!

Please remember to log your child's reading each day using their **digital reading log on Learning with Parents**. We check these logs weekly to keep track of progress. Thank you for your continued support in helping to foster a love of reading!

Maths

The children have all been given a login for Mathseeds, where we will set weekly homework. Our expectation is that children complete their homework each week (due in on a Thursday). The homework should take no longer than 20 minutes to complete, then the children are free to explore the interactive games on Mathseeds, which allows them to build up even more points. We have found that children love receiving certificates, rewarding them for practising their mathematical skills, whilst having fun!

Times tables

In addition to reading every day, Year 3 children should be practising their times tables daily. All children have a log-in to TTRockstars and the expectation is that they go on this for at least 5 minutes each day. If your child does not have access to a computer or tablet to be able to do this, please let us know so that we can find time for them to practise their times tables during the day. Most Android and iOS systems support TTRockstars.

PE days

Children should come to school in their PE kits on PE days:

Sycamore class - Monday and Tuesdays



Chestnut class - Monday and Tuesdays

Please make sure your child comes to school dressed in the correct PE uniform. Children need to wear their daily black school trainers for PE. No extra shoes are needed.

Outdoor Learning days

Children should bring comfortable clothing to change into for outdoor learning.

Please make sure clothing is suitable for the weather - waterproofs for when it is raining; warm clothing if it is cold.

Chestnut class and **Sycamore class** – Wednesday

Snack

In KS2 children may bring in a fruit or vegetable snack to have during break time.

We look forward to a super summer term.

Yours sincerely,

The Year 3 Team.

