



September 2024

Dear Parents and Carers,

Welcome back to the new academic year! We hope you had a restful summer break and your children are ready for a busy and exciting year ahead. Our priority for the Autumn Term is to ensure Year 3 are happy and feel settled after the summer holiday period. In class and through the activities planned, we will focus on their friendships, happiness, collaborative learning and well-being.

We are looking forward to working with you and your children, and we know that we will have a brilliant year together. At Trent, we recognise that your child's success is often attributed to tremendous commitment from the whole family team, so thank you in advance for your support. This letter is for your information, outlining the learning taking place in Year 3 this term.

Throughout the Autumn Term, we will be covering the following:

**Autumn 1<sup>st</sup> Half Term Topic** – Stone Age

**Autumn 2<sup>nd</sup> Half Term Topic** – Bronze and Iron Age

<b>Subject</b>	<b>Learning taking place at school</b>	<b>Links to previous learning to use as discussion points at home</b>	<b>Additional ideas to support your child at home</b>
<b>English</b>	Throughout the term we will be investigating different texts to help develop ideas for writing.  Through a variety of texts, we will be learning to write an adventure	Spelling patterns learned in KS1.  First 100 high frequency words.	Please discuss learning from the current topic with your child and ask them what their writing targets are. Encourage use of a dictionary and thesaurus during home learning.

	<p>story, an information leaflet on the Stone Age and a poem during the first half term.</p> <p>In the second half term we will be focusing on poetry, instructions and non-chronological reports.</p> <p>As you are aware, we have moved away from sending lists of words going home for the children to learn and be tested on. Instead, we will be teaching the children to be detectives and to develop their phonic skills they have already learned, morphemic (units of meaning) information that we will teach them and increasing knowledge of where words come from to tackle unfamiliar spelling words.</p> <p>We will be basing this program on the National Curriculum guidance for spelling, including the statutory words for Y3 and Y4.</p> <p>In Year 3, joined-up, clear, and legible handwriting is crucial for gaining a pen license, as it demonstrates the student's ability to write efficiently and neatly,</p>	<p>(Lists of these will be made available on 'Google Classrooms' for your information, as well as the list of Y3/4 words.)</p>	<p>Please support your child in completing their reading journals. Try to ensure that your child maintains their reading habit (at least 20 minutes every day is advisable for this age group).</p> <p>Please also support your child to develop a consistent cursive style of writing. The children have the opportunity to earn their 'Pen License' in Year 3 which is very exciting for them.</p>
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	which is essential for their academic progress.		
<b>Maths</b>	<p>Maths will follow the National Curriculum year group objectives. This first half term will be spent securing and developing skills in number including place value which involves reading and writing numbers up to 1,000. We will be counting forwards and backwards from given numbers. The children will learn to count forwards and backwards in 1's 10's and 100's up to 1,000. Children will be ordering 3-digit numbers and placing them correctly on a number line.</p> <p>We will move on to adding and subtracting 2-digit and 3-digit numbers. Mentally at first and then children will learn how to use formal written methods correctly.</p> <p>From there we will move on to learning about statistics by collecting, recording, and interpreting simple data using charts, tables, and pictograms,</p>	<p>We will be building on the skills and strategies already taught in KS1.</p>	<p>Counting with your children forwards and backwards is extremely valuable. It is a Y3 target for them to know numbers to 1,000. Start at different numbers for e.g.</p> <p>221, 222, 223, 224, 225 and then count backwards.</p> <p>Repeat this starting with a different number.</p> <p>Challenge them to go over a tens or hundreds number;</p> <p>257, 258, 259, <u>260</u>, 261</p> <p>198, 199, <u>200</u>, 201, 202</p> <p>To support your Year 3 child at home with statistics, you can help them by practicing reading simple graphs together, discussing the data, and asking them questions about what they observe. For geometry, encourage them to identify and describe shapes and their properties around the house, and play games that involve sorting objects by shape or size. Additionally, using everyday items to create simple bar charts or pictograms can make learning these concepts fun and practical.</p>

	<p>developing skills in understanding and comparing data.</p> <p>Lastly, students will go onto Geometry and measurement topic to learn to measure, compare, and solve problems involving lengths, mass, volume, and time. They will develop an understanding of shapes, angles, and perimeter, using appropriate tools and units.</p>		
<b>Science</b>	<p>In Science, we will learn about 'Light'. We will be investigating; light sources (natural and man-made), that we need light to see, reflecting light, making shadows and how to keep ourselves safe from UV rays in sunlight.</p>	<p>Physics is a new topic introduced in KS2.</p>	<p>You could support your child by discussing what light is, where it comes from, what is darkness? Talk to them about the benefits and dangers caused by sunlight.</p>
<b>Religious Education (RE)</b>	<p>This term begins with a Christianity topic. We start by looking at how the Bible came to be. We then look at the different books of the Bible and what is meant by the term 'metanarrative'. We learn about why the Bible is sometimes referred to as a map for Christian life and what the Bible teaches about faith, with reflection of what faith means to us.</p>	<p>The children would have looked at the Bible in KS1 and be aware of the key sections. We build on this in Year 3.</p>	<p>You can support your child by discussing lessons or topics and encourage additional personal research or practice. Discuss the Bible and how it is important to us as Christians. How does the Bible help us to be better Christians?</p> <p>Discuss Advent and how it is a time for preparation. What does the Advent Wreath look like? What do the different parts represent and symbolise?</p> <p>Discuss Epiphany and how it celebrates Jesus' life.</p>

	<p>Finally, we discuss how Christians demonstrate faith today in spreading the 'Good News'.</p> <p>After half term we learn about Advent; how it is a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of Epiphany about Jesus' life.</p> <p>We also spend time around 11<sup>th</sup> November thinking about Remembrance Day.</p>		
<p><b>Personal, Social, Health and Economic (PSHE)</b></p>	<p>During the Autumn Term, we will focus on the unit 'Health and Well-being: Emotions and Feelings' and 'Keeping Safe' to support children in their return to school.</p> <p>Through PSHE sessions, children will discuss their feelings and recognise the feelings of other people. We will also discuss how feelings can change and what appropriate responses to different situations might be.</p>	<p>In Year 1, students explored understanding emotions, developing friendships, and recognising ways to stay healthy.</p> <p>Year 2 built on this by discussing managing feelings, identifying safe and unsafe situations, and</p>	<p>To support your child at home with PSHE, focus on helping them express their emotions by encouraging open conversations about their feelings and using storybooks that explore different emotions.</p> <p>Reinforce safety by discussing safe and unsafe situations, and role-playing how to seek help if they feel unsafe. This can be done when crossing the road or when they see a random dog on the street.</p> <p>Additionally, practicing skills like patience and resilience can be very helpful. Activities such as</p>

	We will continue with 'Relationships – Peer Influence/Pressure' where we will consider the importance of self-respect and critical thinking in decision making.	the importance of kindness and empathy.	waiting in line while shopping can teach them to manage stress and build a sense of well-being.
<b>History/Geography</b>	<p>We will be learning about life during the Stone Age, Bronze Age and the Iron Age periods. We will learn what life was like for people during these times and how the people of Britain developed over thousands of years from the Stone Age to the Roman invasion.</p> <p>They do this by exploring the development of human societies, focusing on the tools, technology, and lifestyles of each era. They use timelines to understand chronological order, compare life in prehistoric times with today, and develop their historical enquiry skills by examining evidence from archaeological findings. This study helps them understand the progression of early human history and how technological advancements shaped the way people lived.</p>	<p>For Reception, Year 1, and Year 2, children have explored topics such as understanding timelines and personal history, which provide a foundation for the concept of past events. They have also begun learning about different materials, like wood and metal, through everyday objects, introducing them to the idea of human-made tools. In addition, children have developed a basic understanding of homes and family life in the past. These ideas can be connected to discussions about how early humans used stone, bronze, and iron to shape their tools, homes, and</p>	<p>Children should be able to carry out individual research and project work to develop understanding in areas of interest to them.</p> <p>Below this table are a couple of the websites we will be using in lessons to support our learning. Children can also use these at home to really underpin their learning.</p> <p>To support your Year 3 child at home with their learning about the Stone, Bronze, and Iron Ages, consider exploring historical books or documentaries together to spark their interest. You can also create simple crafts, like making tools or jewellery from clay, to help them understand how early humans lived and worked. Lastly, visiting local museums or historical sites, if possible, will provide hands-on learning experiences that bring these ancient times to life.</p>

		societies in the Stone, Bronze, and Iron Ages.	
<b>Art/Design and Technology</b>	We will produce our own Neolithic artwork and be creative with the same resources the stone age people would have had to use. Students learn about cam mechanisms, which are used to convert rotational motion into linear motion. They explore how different cam shapes, like circles, ovals, and hexagons, can produce various types of movement in followers. Through hands-on projects, students design and build simple cam mechanisms, observing how the cam's shape affects the motion of the follower.	In Reception, children explored basic creative skills such as drawing, painting, and simple construction, which laid the foundation for visual expression. In Year 1, they began experimenting with different materials and tools, learning to combine colors, shapes, and textures in more detailed ways. Year 2 built on this by introducing digital tools like simple graphic design software and understanding how technology can enhance creativity. Discuss at home how these experiences helped them create more complex designs and use technology confidently in their Year 3 projects.	Encourage your child to create their own cave paintings using natural materials like charcoal, clay, or ochre-coloured paints. Visit a local museum or look online for virtual tours that explore Stone Age artefacts and tools. Help them build simple models of Stone Age homes or tools using clay, sticks, or stones. Watch documentaries or read books about Stone Age life to spark discussions on how early humans used creativity and technology to survive.

<p><b>Computing</b></p>	<p>We will be covering skills in Computing systems and networks in Autumn 1 and stop frame animation in Autumn 2. We will be covering online safety modules about creating a sensible and safe password and why personal information shouldn't be shared.</p>	<p>Year 2 children learn about Computing systems and networks.</p> <p>Technology around us and what technology we use.</p> <p>Reception have access to laptops creating firework paintings.</p> <p>Digital Painting in Year 1.</p> <p>Year 2 – Capturing digital photography and the effects of lighting on a photograph.</p>	<p>To support your child at home with computing systems and networks, you can explore how household devices are connected to Wi-Fi and discuss the role of the internet in communication. Encourage them to practice typing and basic coding using free online platforms like Scratch.</p> <p>For stop-frame animation, try creating simple animations together using a smartphone or tablet app. Discuss storytelling techniques and experiment with creating characters or scenes using household items.</p>
<p><b>PE (Physical Education)</b></p> <p><b>Tuesdays and Fridays</b></p>	<p>Children will have two weekly PE sessions with Mrs Kakouris on Monday and Wednesdays.</p> <p><b>Indoor PE</b>  <i>Gymnastic: floor work:</i>  To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences.</p>		<p>Please support your child in remembering on which days they need to wear their PE kits to school (<i>Mondays and Wednesdays</i>).</p>



	<p>To be able to travel in a variety of ways showing good posture and balance</p> <p>To demonstrate more complex individual static balances</p> <p>To be able to take weight on their hands while performing dynamic balances</p> <p>To demonstrate a variety of rolls, linking them to other movements</p> <p><b>Outdoor PE</b></p> <p><i>Cricket</i></p> <p><i>We are really lucky to be welcoming Alicia Titre from Chance to Shine Cricket. She will be coaching our pupils in KS2 on their cricket skills:</i></p> <p>To create a fun filled environment that encourages learning.</p> <p>To encourage team work and communication skills</p> <p>Batting - to make contact with the ball using the full face of the bat. to maximise scoring opportunities through boundaries and singles.</p> <p>Bowling - to bowl accurately towards a target/batter</p>		
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	Fielding - to be physically and mentally prepared to intercept a moving ball.		
<b>Music</b>	<p>Year 3 will have weekly music lessons on Wednesdays with Mrs Ordon. Year 3's Music topic is 'Class Band'. We will work on listening and note reading skills to be able to perform a number of pieces as a class band using tuned percussion and keyboards.</p> <p>Autumn 2 we will be focusing on songs from the nativity which will be sent in due course</p>		
<b>French</b>	The children will receive a specialist French lesson each week with Ms Kenealy on Tuesdays. They will be revising and adding to their vocabulary including links to the Creative Curriculum topic. This term the children will be learning about words to describe themselves and their families.		For additional ideas to support your child at home with French, you could encourage them to listen to simple French songs or watch age-appropriate French cartoons with subtitles. Practice common phrases together, such as greetings and asking basic questions, to help reinforce their vocabulary. Use flashcards or apps to review everyday words like numbers, colours, and animals. Try cooking a French meal or having a French-themed day to immerse them in the culture.

### Useful Websites to Support Project Learning

[http://www.bbc.co.uk/history/ancient/british\\_prehistory/](http://www.bbc.co.uk/history/ancient/british_prehistory/)

<https://www.bbc.co.uk/wales/celts/parents/> (watch some interactive stories from the Iron Age)

<https://www.dkfindout.com/uk/history/stone-age/cave-painting/>

<http://www.bbc.co.uk/education/clips/z2gghv4>

<http://www.bbc.co.uk/education/clips/zcfygk7>

### Maths websites

<http://ictgames.com/rangeArranger/>

<http://www.ictgames.com/mobilePage/countingCaterpillar/index.html>

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

### English websites

<https://www.bbc.co.uk/games/embed/crystal-explorers>

<https://collins.co.uk/pages/big-cat-ebooks>

<https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-3-age-7-8/>

<https://www.theschoolrun.com/spelling-in-year-3-and-year-4>

## **PE**

Year 3 will have PE on Mondays and Wednesdays. Children need to wear full Trent PE kit to school on these days. As we aim for lessons to be outdoors as often as possible, we recommend that children wear their outdoor PE kit (green jogging bottoms, Trent PE top, green jumper). We ask that your child wears either black or white trainers. We recommend providing your child with a spare pair of plimsolls for them to keep in school in case they need to change their shoes during the school day due to the weather.

## **Home Learning (Atom homework)**

Home learning will be set via Atom homework on a Friday and will usually consist of a piece of Maths, English and Science piece. Mental Maths and Spelling activities may also be included. Atom homework is due in on a Thursday. Please encourage your child to get into the routine of returning home learning on time as this will help encourage positive work habits and independence.

## **Reading**

Your child will benefit from daily guided reading sessions at school. Please make sure your child reads every night. We have new reading journals this year to support our home/school reading program. Please sign each day that your child reads their home/school reading book. Reading journals will be checked and books will be changed weekly unless a child hasn't achieved fluency in their book in which case they should keep it for another week.

The inside front cover of reading journals will be completed by school staff. When your child reads 5 times in a week they will earn a star stamp and work towards receiving a very special 'Head teacher's Reading Certificate!'. Lost/unreturned/damaged books will continue to be charged.

## **Equipment**

Thank you to all who have purchased the school pencil case containing the equipment your child will need for this year. The children have already shown responsibility in looking after their own equipment, however if items need replacing, we would be grateful if you could support us in this.

The items your child will need are: a clear pencil case, a pencil, a ruler, a sharpener, a glue stick, a purple pen, a yellow highlighter and a whiteboard pen. As Y3 progresses, children who's handwriting is consistently neat, joined and easy to read will be given a pen license. This means that in subjects such as English and project work, they will be allowed to write in pen rather than pencil. Once your child has a pen

license, they will need a blue non-erasable writing pen (no biro please). Please check with your child on a regular basis if they need any new items. We recommend that your child always has two pencils in their pencil case and, once they have a pen license, two pens.

We do not allow children to use erasers in school as their mistakes as well as how they have fixed them give us valuable assessment information. It is also important that they only use school equipment and stationary unless otherwise arranged. Children bringing in their own pens and pencils will be asked to take them home as these often cause lots of upset and arguments in the classroom.

Please provide your child with a water bottle every day and a healthy fruit snack to eat during morning break time. Water bottles are especially important at the moment as, due to our effort to reduce the risk of infection, the water fountains are not in use.

Your child (or perhaps their school uniform!) will benefit greatly if you are able to provide them with an art shirt. An old shirt or t-shirt from someone bigger than them would be fine. If you could write your child's name on their art shirt and send it in to school as soon as possible, we would be really grateful.

### **Toys**

Please could you make sure all toys are kept at home. Football cards and fidget toys are not allowed in school even for golden time/break time as these often cause lots of upset and arguments in the classroom especially when items are lost. Thank you for your understanding and support with this.

### **Behaviour Policy**

The Behaviour Policy has been clearly explained to all the children across the school. They understand the standard of behaviour expected of them and are responding positively. In Year 3, we will be encouraging and recognising positive behaviour by rewarding children who do well in a variety of ways.

### **Beginning of the day and end of the day arrangements**

If anyone else is collecting your child, please do either let us know in the morning or call the school office. If you have any questions at the end of the day, please could you wait until all of the children are dismissed safely to their adults so we can follow safeguarding protocol.

### **Important Dates:**

**September 2024:** Stone Age Day. More details to follow.

**Wednesday 20th November:** Parent Consultations- 3.40pm- 6.30pm

**Thursday 21st November:** Parent Consultations- 4.30pm-7.30pm

**Week Beginning 2<sup>nd</sup> December:** Year 3 take the acting parts in the Christmas Nativity which will take place on two evenings and one afternoon this week. More details to follow. The children really enjoy this chance to act, sing and have a lot of fun.

**Year 3 and 2- Christmas Production:** Tuesday 3<sup>rd</sup> December 2024 @ 1.45pm

**Wednesday 4th December 2024 @ 6.00pm**

**Thursday 5th December 2024 @ 6.00pm**

**A final request**

Can you make sure that anything your child brings into school, especially clothes and snack boxes, are clearly labelled with their name. The children find it very distressing when they can't find their things and we use a lot of valuable teaching time locating and identifying them. Thank you for your help with this.

We look forward to working with you during the terms ahead and we know it will be a brilliant year.

Please do not hesitate to contact us if you have any questions.

Best wishes,

Miss Khorasani and Mrs B (The Year 3 Team)