



January 2025

Dear Parents and Carers,

From all of the Y3 team, can we say a heartfelt thank you for the lovely cards and generous gifts we received from you at Christmas. We were touched by your kindness and thoughtfulness.

We at Trent recognise that your children’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; we will be covering the following:

Spring 1st Half Term Topic- Tremors

Spring 2nd Half Term Topic- Gods and Mortals

Subject	Learning taking place at school	Links to previous learning to use as discussion points at home	Additional ideas to support your child at home
English	We will be using both of our topics as a stimulus for our writing. We will be researching these areas and using the information we learn to write in a variety of styles including poetry, narrative, newspaper articles and writing our own myths.	Spelling patterns learned in KS1. First 100 high frequency words. (Lists of these will be made available on ‘Google Classrooms’ for your	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. Please support your child in completing their reading journals. Try to ensure that your child

	<p>Some of our reading objectives will be met through whole class guided reading sessions. This term we will be reading Escape from Pompeii and Volcano poems and non-fiction texts linked to our topic.</p> <p>We will be having a big focus on grammatical terminology and how to recognise these in writing. We will be looking specifically at:</p> <ul style="list-style-type: none"> -subordinate clauses including the use of commas -apostrophes for singular possession -fronted adverbials -speech punctuation <p>We will also be increasing our vocabulary by using a thesaurus to find better words to use in our writing.</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</p>	<p>information, as well as the list of Y3/4 words.)</p> <p>We will be building on the children's previous learning in English. Last year they covered units of poetry, narrative and non-fiction writing.</p>	<p>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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	<p>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, which is essential for their academic progress.</p>		
Maths	<p>The children worked incredibly hard last term to secure and develop their arithmetic and calculation skills. This term, we will be using this knowledge to apply across the other areas of maths.</p> <p>Multiplication and division: increasing our quick fire knowledge of the 3, 4 and 8 times tables and their inverses. The children will</p>	<p>We will be building on the children's previous learning in Maths.</p>	<p>Please try to make sure your child knows their multiplication tables. This is another essential part of the New National Curriculum and the children will be formally tested on them in Year 4.</p> <p>Give your child time to logon to 'TTRockStars'. This will really support their mental maths.</p>

	<p>also be learning both informal and formal methods of short multiplication and division. We will be starting our Year 3 Fractions topic for the first half term.</p> <p>We will have a unit of length and perimeter. We will be recapping learning of measuring in metres and centimetres, looking at equivalent lengths and measuring and calculating perimeter.</p>		
Science	<p>Spring 1: Rocks</p> <p>We will be learning to name and classify different types of rocks. We will be looking at the similarities and differences between different rocks and how they are used.</p> <p>Our inspirational individual will be Mary Anning.</p> <p>Spring 2: Plants</p> <p>After half term we begin our topic about plants. Exploring their different parts, functions and ability transport water.</p>	<p>Mary Anning is covered in Year 1 as part of their dinosaur topic.</p>	<p>Spring 1: Rocks</p> <p>You can support your Year 3 child's learning about rocks by going on outdoor adventures together to collect and examine different rocks, talking about their colours, textures, and uses. You could also explore books or watch videos about rocks and minerals to inspire curiosity and build knowledge. Try simple experiments, like testing which rocks float or sink, to make learning hands-on and exciting. Lastly, help your child create a rock journal where they can draw, write about their discoveries, and group rocks into categories like igneous, sedimentary, and metamorphic.</p>

			<p>Spring 2: Plants</p> <p>You can support your Year 3 child’s learning about plants by planting seeds or caring for a small garden together, observing how plants grow and change over time. Explore books or watch videos about different types of plants, their parts, and their roles in the environment. Encourage your child to keep a plant diary, drawing and writing about the plants they see, including details like leaf shapes, flowers, and where the plants grow.</p>
<p>Religious Education (RE)</p>	<p>We will be following the new Diocesan Syllabus for Religious Education. During the first half term we will be investigating the question: What does it mean to be a Jew?</p> <p>We will be learning about Judaism and what the Jewish faith looks like including the significance of the 10 commandments and Passover.</p> <p>After half term, we will be exploring the questions:</p> <p>How do Christians believe following Jesus’ New</p>	<p>The children are introduced to Judaism in Year 2 and we will be building on this learning.</p>	<p>Spring 1: Judaism</p> <p>You can support your Year 3 child’s learning about Judaism by reading stories or watching videos about Jewish traditions, including the 10 Commandments and Passover. Discuss the values behind the commandments and how they relate to kindness, respect, and community. You could also explore the meaning of Passover by cooking a simple recipe or trying foods like matzah together. Encourage your child to share what they’ve learned by creating drawings or writing about key symbols and traditions of the Jewish faith.</p> <p>Spring 2: Christianity and Easter</p> <p>You can support your Year 3 child’s learning about Christianity by discussing how following Jesus’ New</p>

	<p>Commandments makes a difference?</p> <p>Who is the most important person in the Easter Story?</p> <p>We will be learning about the Easter story through the eyes of the different people who were there in order to help us explore and answer the topic question.</p>		<p>Commandments, like loving one another, can make the world a kinder place. Explore the story of Easter together, focusing on the significance of Jesus' life, death, and resurrection, and why Christians believe he is the most important person in the Easter story. Encourage your child to reflect on how they can show love and kindness in their own life, and maybe create a project or drawing that highlights the key lessons from Jesus' teachings.</p>
<p>Personal, Social, Health and Economic (PSHE)</p>	<p>During the Spring Term, we will focus on the unit 'British Values' to support children in understanding the core principles that guide our society. Through PSHE sessions, children will explore key values such as democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.</p> <p>In Spring 2, we will focus on 'Healthy Lifestyles' to encourage children to make positive choices for their physical and mental well-being. We will discuss the importance of balanced diets,</p>	<p>Year 1: Emotions and Feelings: They discussed how different emotions can change and how to respond appropriately to them. They talked about times when they felt happy or upset and what they did in those situations.</p> <p>Year 2: Relationships and Self-Respect: They talked about the importance of respecting oneself and others, and making good choices in relationships.</p>	<p>British Values:</p> <p>Encourage your child to practice fairness and respect by discussing decisions made at home and involving them in choices like voting. Talk about the importance of respecting others, even if they have different beliefs or backgrounds.</p> <p>Healthy Lifestyles:</p> <p>Involve your child in making healthy food choices and encourage them to stay active through fun activities like sports or walking. Help them establish a routine that includes enough sleep, balanced meals, and time for relaxation.</p>

	regular exercise, and maintaining a healthy routine to support overall health.	They discussed how they showed respect to their friends and family.	
<p>Our Creative Curriculum Topic for the first half of the Spring term will be learning about the ‘Tremors’ topic. This will include learning about natural disasters, volcanoes and different weather.</p> <p>In the second half term we will be learning about ‘Gods and Mortals’, focusing on life during Ancient Greek times. We will learn what life was like for people during this time and how life in Greece has changed.</p>			
History	<p>Spring 1 - Pompeii:</p> <p>In Spring 1, the children will be learning about the eruption of Mount Vesuvius and its impact on the ancient city of Pompeii. They will explore what life was like in Pompeii before the eruption and how archaeologists uncovered the remains of the city. They will be guided through discussions, using resources like videos and books.</p> <p>Spring 2 - Ancient Greece:</p> <p>In Spring 2, the children will focus on Ancient Greece, learning about important events, figures, and cultural practices from this time. They will create simple timelines of</p>	<p>Year 1 History - Changes Within Living Memory:</p> <p>They discussed how life had changed over time and how things like technology, transport, and communication had evolved. They related this to how Pompeii, once a thriving city, was dramatically changed by the eruption of Mount Vesuvius.</p> <p>Year 2 History - Significant People and Events: They talked about important historical figures and events, such as Florence Nightingale or the Great</p>	<p>Spring 1 - Pompeii:</p> <p>You can help your child learn about the eruption of Mount Vesuvius by watching videos or reading books about the event and its impact on Pompeii. Encourage them to imagine what life was like in Pompeii before the eruption and talk about how archaeologists have uncovered the city’s remains. Ask your child to draw or write about the things they find most interesting about Pompeii.</p> <p>Spring 2 - Ancient Greece:</p> <p>You can support your child in learning about Ancient Greece by discussing important events and famous figures like Alexander the Great or the Olympics. Help them create a timeline of key events and practice using dates to understand when things happened. You can also look for fun activities like</p>

<p>Geography</p>	<p>key events and use dates to describe when things happened. They will be encouraged to ask historical questions and explore answers through activities such as group discussions, project work, and research tasks.</p> <p>Spring 1 - Earth's Geological Wonders:</p> <p>In Spring 1, they will learn about the Earth's geological wonders, including rocks, volcanoes, earthquakes, and tsunamis, and how these events impact humans and the environment. They will explore famous examples, such as the eruption of Mount Vesuvius, and discuss the effects on both local populations and the surrounding landscape. They will be guided through activities and discussions to understand the causes and consequences of these geological events using hands-on experiments and visual aids.</p> <p>Spring 2 - Using Map Skills:</p>	<p>Fire of London. This helped them understand the impact of major events like the eruption of Mount Vesuvius and the legacy of Ancient Greece.</p> <p>Year 1 Geography - Our Local Area: They discussed the local area and how the natural environment, like landforms or local landmarks, was shaped by natural processes. This linked to the study of geological wonders, like volcanoes and earthquakes, by comparing local features with natural events on a global scale.</p> <p>Year 2 Geography - The United Kingdom: They recalled the locations of key places in the UK, such as cities and landmarks. This helped them understand map skills and</p>	<p>Greek myths or simple projects to bring Ancient Greece to life at home.</p> <p>Spring 1 - Earth's Geological Wonders:</p> <p>You can support your child by exploring geological wonders together, such as volcanoes, earthquakes, and tsunamis, using videos, books or online resources. Talk about famous examples, like Mount Vesuvius, and discuss how these natural events impact people and the environment. You can also carry out simple experiments at home such as creating a model volcano to help your child understand these processes in a fun and engaging way.</p> <p>Spring 2 - Using Map Skills:</p> <p>You can help your child develop their map skills by using maps at home such as road maps, atlases or digital maps (Google Maps) to identify landmarks and features. Practice reading compass directions together and encourage them to find locations of</p>
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	<p>In Spring 2, they will focus on using map skills to identify key geographical features and landmarks. They will practice reading different types of maps, including physical and political maps, and develop their ability to use a compass to navigate directions. They will be guided through these activities, learning how to locate features on maps and encouraged to conduct independent research on different places.</p>	<p>how they could use maps to find geographical features, as well as introducing them to more detailed map reading.</p>	<p>interest, like cities, rivers or mountains. You can also make map-reading fun by creating treasure hunts or planning simple routes for walks using a map.</p>
<p>Art/Design and Technology</p>	<p>Spring 1:</p> <p>The children will explore how colour can be used to convey mood in art. They will learn how bright, warm, and light colours can represent the intensity and ferocity of lava in a volcano, experimenting with different techniques to express these ideas.</p> <p>Spring 2:</p> <p>The children will design their own mythical creatures, inspired by techniques used by various artists,</p>	<p>Spring 1:</p> <p>In Year 1, the children explored how primary colours mix to create secondary colours. In Year 2, they investigated how shading can create depth in their artwork.</p> <p>Spring 2:</p> <p>In Year 1, the children learned about animals and their habitats, which can inspire mythical creature designs. In Year 2, they studied different patterns</p>	<p>Spring 1:</p> <p>You and your child can explore how colours convey emotions by painting together using bright, warm colours like red, orange and yellow. Experiment with creating lava-like textures using sponges or brushes. Discuss how different shades can make the artwork look more intense or calming.</p> <p>Spring 2:</p> <p>Encourage your child to sketch their own mythical creature by combining features of animals you both know. Practice writing the Greek alphabet together, using fun tools like chalk or glitter pens to make it creative. Help your child make a mini Medusa head</p>

	and will practice writing the Greek alphabet. They will also create their own Medusa head by following a step-by-step plan, selecting appropriate equipment and materials to bring their designs to life.	and textures in nature to inform creative artwork.	using craft materials, like pipe cleaners for snakes and card for the face.
Computing	<p>This spring, we will focus on exciting Computing topics while continuing to emphasise online safety throughout the year.</p> <p>Spring 1-Sequencing sounds: Children will use the Scratch program to create media, designing simple animations or games on the laptops.</p> <p>Spring 2-Branching databases: Learners will explore branching databases, using yes/no questions to understand attributes and sort objects. They will create both physical and digital databases, culminating in designing and testing an identification tool.</p>	<p>Spring 1 - Sequencing Sounds: In Year 1, children explored basic algorithms and learned to create simple programs using clear instructions. They also used technology to create and debug basic digital content.</p> <p>Spring 2 - Branching Databases: In Year 2, children learned to organise information into simple pictograms and charts using digital tools. They also began to understand how to group</p>	<p>Spring 1 - Sequencing Sounds: At home, you can encourage your child to experiment with different sounds and movements by using the Scratch program. Try creating simple sequences together, such as animations or sound effects, and discuss how changing the order of actions affects the result.</p> <p>Spring 2 - Branching Databases: You can help your child by creating a simple branching database at home, using objects like toys or household items. Ask yes/no questions to sort them and discuss how attributes help classify objects into categories.</p>

		and classify objects based on their properties.	
<p>PE (Physical Education)</p> <p>Tuesdays and Fridays</p>	<p>Children will have two weekly PE sessions with Mrs Kakouris on Monday and Wednesdays.</p> <p>Indoor PE Year 3 will be doing Gymnastics for their indoor lessons. The focus will be: <i>Can they perform a range of balances with control?</i> The pupils will be developing their ability to feel a balance on a range of different body parts. They will be taught to use a range of patch and point balances. They will be encouraged to hold their balance for a minimum of 4 seconds to show control. In group work, they will link their new skills together to perform sequences to an audience.</p> <p>Outdoor PE Their outdoor topic will be Netball. The pupils will be working on passing the ball and catching it with more control. They will start to show an understanding of footwork; landing on one foot and then the other. They will learn how</p>	<p>We have learned how to play netball and have created our own dances.</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>

	to dodge into a space and mark a player to prevent them from getting the ball. Finally, they will learn how to shoot a ball into a net with some success.		
Music	This term, Year 3 will begin to develop keyboard skills. They will learn to read basic musical notation and use this to learn to play 'One Love' by Bob Marley. Pupils who can already play the keyboard/piano will work on their ensemble skills and add extra parts to the performance such as the bassline and chords.	<p>In Reception, children explored basic musical concepts, including rhythm and simple tunes, using instruments like tambourines and maracas.</p> <p>In Year 1, they learned to sing simple songs and began to explore how to play basic melodies using classroom instruments.</p> <p>In Year 2, they developed their understanding of rhythm and pitch, using body percussion and tuned instruments to play along with songs.</p>	At home, you can encourage your child to listen to and clap along with different rhythms to improve their sense of timing. Try singing simple songs together and explore using any household objects as instruments to create sounds. If your child is learning to play the keyboard, you can practice basic notes and simple melodies, helping them to stay motivated and develop their skills.
French	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		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

	Creative Curriculum topic. This term the children will be learning about words to names of fruits, days of the week and months of a year.		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.
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Useful Websites to Support Project Learning

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's 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:

Thursday 16th January: Natural History Museum trip

Monday 10th February at 3pm: Tremor Museum in Y3 classroom with parents

Friday 28th February: Year 3 class assembly

Friday 14th March: Life in Ancient Greece Day (History off the page in school)

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)