




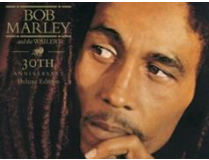




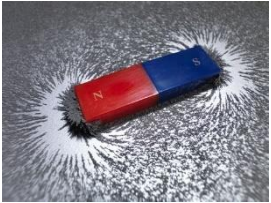




Term: Spring 2025

Year 3 Squirrels Class

Mathematics	English	Spelling
<p>This term, we will be diving into multiplication and division. Beginning with understanding the concept of equal groups, we will then move through multiplying and dividing by 2, 5, 10, 3, 4 and 8. Pupils will develop their fluency and reasoning skills in this area.</p>  <p>We will be doing daily Number Sense sessions where children will consolidate their learning of mental calculation to support their fluency in all areas of mathematics.</p> 	 <p>Writing: Our first writing unit for this term is a narrative unit based on <i>The Last Bear</i> by Hannah Gold. This is an engaging story about a girl who befriends a polar bear. After our trip, we will be writing a recount. This will provide an opportunity to develop non-fiction writing features and an excellent chance to record our experiences at the zoo.</p> <p>Reading: In guided reading, we will deepen our knowledge and understanding of the Stone Age through a variety of texts. We will develop our skills in the key areas (vocabulary, inference, explanation, retrieval, sequence/ summarise – VIPERS) as well as continue to practise our fluency through daily independent reading and regular ‘class’ reading.</p>	<p>In spelling we will be learning the Year 3 and 4 spelling words as well as working through some important spelling rules. We will learn about adding suffixes beginning with vowels to words of more than one syllable (e.g. forgotten, gardening); the /ɪ/ sound spelt y elsewhere than at the end of words (e.g. myth, pyramid, Egypt); and the /ʌ/ sound spelt ‘ou’ (e.g. young, touch, trouble).</p> <p style="text-align: center;">Handwriting</p> <p>This term, we will continue to work on our handwriting including letter formation, consistency and stamina. We understand the importance of practise when it comes to improving handwriting, so the more children can practise in school and at home, the better.</p>
How to help at home	Educational visits, visitors and key dates	Key texts
<p>We are working hard to develop children’s resilience and independence in school through regular discussions about overcoming problems and encouraging children to complete certain tasks without support (often using visual cues). Encouraging children to complete tasks and take responsibility for their own belongings at home is an excellent way to support this area of children’s development. Children should read with an adult at least 4 times per week and record this in their reading record. They should also be supported with doing their weekly homework and practising their number facts using Times Tables Rockstars. Telling the time is also a crucial skill we learn in Year 3, and we find it is most effective if learnt over a longer period of time through real life practise. So, the more you can support your child to tell the time, the better!</p>	<p>Wednesday 15th January – Year 3 trip to Whipsnade Zoo 11th February – Online safety day 17th – 21st February – Half-term 25th & 27th February – Parent/Teacher consultations 3rd March – Careers week 6th March – World Book Day 10th March – Science week 3rd April – Easter Egg Hunt & Bonnet parade 4th April – End of Spring term</p>	<ul style="list-style-type: none"> • Danny the Champion of the World by Roald Dahl • Leonora Bolt: Secret Inventor by Lucy Brandt • Rumayasa: A Fairytale by Radia Hafiza 

Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p>Art: Children will be exploring telling stories through drawing and making, focusing on illustrators such as Quentin Blake and then exploring the use of exaggeration as a tool to share the intention of their drawing. They will then create their own 3D character, with an opportunity to reflect on it at the end of the unit.</p> <p>Design and Technology: Cooking and nutrition – eating seasonably. We will be learning about how fruits and vegetables grow in different countries based on their climates, how seasonal fruits and vegetables grow in a given season and that eating seasonal fruit and vegetables positively affects the environment. We will also be designing a tart recipe using seasonal ingredients.</p>  <p>Music: This half term, we are learning to sing and perform the song Three Little Burds by Bob Marley. Through warm up exercise, we will develop our understanding of some key concepts such as pulse, pitch and rhythm.</p>  <p>Computing: We will be continuing to develop our skills in creating stop motion animation. Using the iMotion app, we will create our own animations and evaluate the process.</p> 	<p>Personal, Social, Health Education (PSHE):</p> <p>Spring 1: In PSHE we will be focussing on e-safety. This will involve opportunities to develop our understanding of keeping safe online by exploring various situations that children may find themselves in and learning how to adopt behaviours that will minimise risk online.</p>  <p>Spring 2: After half term, we will be moving on to a Citizenship unit based around 'working together' where children will learn to identify and value their own strengths and understand how they can contribute to group activities. Children will consider skills they have and those that they wish to develop, including communication skills.</p>  <p>In Year 3, we are working hard to develop resilience. We use regular class discussions and picture books to work on children's understanding of resilience and how to overcome problems. Also, through activities such as board games we are teaching children how to overcome negative feelings towards losing and strengthen their resilience.</p> 	<p>Science: Forces and Magnets. Through scientific investigations, we will be exploring the effects of contact and non-contact forces on objects. We will also learn how magnetic poles work and use magnets to explore which materials are magnetic, as well as learning how magnets are used in everyday life.</p>  <p>Geography: Who lives in Antarctica? We will be learning about the physical features of the Antarctic as well as the animals that live there, the explorers that went there and what you would need to go on your own expedition.</p>  <p>History: How have children's lives changed? We will be investigating why Tudor children worked and what working conditions were like, researching and recording the working conditions of Victorian children using reports and images and evaluating Lord Shaftesbury's significance to children's lives.</p> 

Physical Development and Well being

PE will be on **Tuesday mornings**, with a gymnastics coach and Mrs Zárate, as well as on **Friday mornings**, with a Dance coach and Miss Flight. Children are to come to school in their uniform and change into their PE kit, in school, on these days. Jewellery (including earrings) must be removed.



Children will be encouraged to express their feelings, explore various calming exercises, which we began last term, take part in the daily mile – giving them time to talk to their friends and the teachers and teaching assistant as well as enjoying some fresh air and have the opportunity to take part in a twice weekly sociable activity.

In Year 3, we also do ‘The Daily Mile’ every afternoon. This is an opportunity to get some fresh air and work on our physical fitness which in turn supports our positive mental health and wellbeing. Children require the equivalent of 60 minutes of ‘moderate to vigorous’ activity per day throughout the week (NHS Live Well Guidelines, 2024*) and so we hope that by doing an additional 10 minutes per day we are supporting the children’s physical fitness and development.

[*Physical activity guidelines for children and young people - NHS](#)

Religious Education: Focussing on Hinduism, we will be learning about the concept of Karma and what it means to Hindus to collect good Karma. Through stories and activities, we will learn about where this concept originates from and how Hindus apply it in their daily lives.

After half term, we will return to learning about Christianity and this time focus on the symbol of the cross.

Spanish: Children will be learning to say where they and other children are and how they are feeling and a song about pets.

