

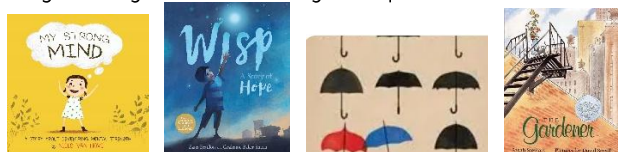








Term: Summer 2026		Year: 3
Mathematics	English	Spelling
<p>At the start of the term, we will continue to look at fractions (a good understanding of times tables comes into the picture, so please continue supporting the children with learning these at home.) We will then move onto comparing mass and capacity.</p>  <p>After half-term, we will begin by focusing on adding, subtracting and converting money. We will then move on to roman numerals to 12 and different amounts of time. Once we have completed this unit, we will be working on 2D and 3D shapes, including angles. Finally, we will explore pictograms and bar charts in statistics.</p> 	<p>Writing: We are currently completing instructions based on 'My Strong Mind.' We will then be moving on to a narrative based on the book, 'The Wolves in the Walls' by Neil Gaiman. After that, we will be writing a letter using 'The Gardener,' creating our own romance narrative using the short film, 'The Blue Umbrella' and finally, writing a non-chronological report.</p>  <p>Reading:</p> <p>During Guided Reading the children will be:</p> <ul style="list-style-type: none"> • Focusing on a wide range of texts • Reading texts as a class, in groups and individually • Answering a different type of question each day- retrieving information, understanding vocabulary, summarising and inferring • Developing their reading and study skills while interpreting the texts they are given 	<p>We will continue to use the Sounds and Syllables scheme to help us with our spelling. We will learn about suffixes, prefixes, homophones, contractions and tricky words. We will use these spelling tools to help us consolidate the year 2 key words and to work on the statutory year 3 and 4 spelling list.</p>
		Handwriting
		<p>This term we will be continuing to ensure our letters are formed correctly. We will be primarily focused on the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left not joined. We are aiming to increase the legibility, consistency and quality of handwriting.</p> 
How to help at home	Educational visits, visitors and key dates	Key texts
<p>Talk about their day – share their learning. Read together daily and ask questions about the text. Play spelling games (we have examples if these would be helpful to you).</p> <p>Practise using maths in real life situations, e.g. using money or telling the time. Support with weekly homework, reading and using TTRS to learn their multiplication and division facts.</p>	<p>30th April - Year 3 Class Assembly 12th June - Class photographs 19th June – Summer Fete 29th June – Sports day 12th June– Class photographs 1st July - Jump up Day</p>	<ul style="list-style-type: none"> • My Strong Mind by Niels van Hove • Wisp: A Story of Hope by Zana Fraillon and Grahame Baker Smith • The Gardener by Sarah Stewart • The Blue Umbrella (a short Pixar film) <p><u>Class Texts</u></p> <ul style="list-style-type: none"> • Leonora Bolt: Secret Inventor by Lucy Brandt • Accidental Trouble Magnet by Zanib Mian

Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p>Art: Children will be learning to create images using natural materials. They will use natural pigments and dyes from the local environment to make art. They will also explore cyanotype and anthotype images.</p> <p>Music: Our learning will initially be focused around the song, 'Bringing Us Together.' During this unit, the children will explore elements of music (pulse, rhythm, pitch), singing and playing instruments. We will then move on to the unit, Reflect, Rewind and Replay. This will consolidate the learning that has occurred during the year, revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>  <p>Design Technology: We will complete our unit on seasonal food by making and evaluating a fruit pie and learning about mechanical systems and pneumatic toys.</p>  <p>Computing: First, we will be focusing on creating media using desktop publishing software, identifying its purpose and evaluating how and why it is used in the real world. After that, we will move on to programming, exploring the links between events and actions, whilst consolidating prior learning relating to sequencing.</p>	<p>Personal, Social, Health Education (PSHE): During PSHE lessons, children will have the opportunity to discuss their views during regular circle time discussions, develop strategies to problem solve and develop confidence in making choices that will benefit their health and wellbeing.</p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Enrichment- E-Safety: children will have the opportunity to review their current online activity; understand how to keep themselves safe and where to access help if something online makes them feel uncomfortable. • Healthy and Safer Lifestyles- Healthy Lifestyles: children will explore a range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. <p>Summer 2:</p> <ul style="list-style-type: none"> • Healthy and Safer Lifestyles- RSE: children will be taught scientific names for parts of the body, present and future hygiene routines and how common illnesses spread. • Healthy and Safer Lifestyles- Drug Education: children will learn how medicines are used safely, identify nicotine and alcohol as drugs and think about influence and persuasion, suggesting ways to counter these. • Citizenship- Diversity and Communities: children will begin to develop an age-appropriate understanding of inclusion and equality, taking account of race, ethnicity, religion, culture and language, different abilities, gender, sexual orientation and age, within the school and the local community. 	<p>Science: We will initially be leaning about light - recognising that dark is the absence of light; noticing that light is reflected from surfaces and that sunlight can be dangerous so we must protect our eyes. We will also learn about the role light plays in creating shadows. We will also be carrying out several scientific enquiries which will be very practical in nature, including making a solar oven!</p>  <p>Geography: We will be studying the reasons why people live near volcanoes and learning about earthquakes and the structure of the Earth.</p>  <p>History: We will be learning about the beliefs of the ancient Egyptians.</p>  <p>Religious Education (RE): We will first be exploring how religions respond to global issues. We will then explore the question, 'What do Christians mean when they talk about the Kingdom of God?'</p>

Physical Development and Wellbeing

PE will continue to be on Tuesday and Thursday afternoons.

During the first half-term we will be getting prepared for Sports Day and focusing on our resilience in athletics and OAA (Outdoor Adventurous Activities). During the second half, we will continue our theme of resilience within OAA and then moving on to striking and fielding within rounders, where we will be focusing on achieving together.

In class we are focusing on our wellbeing by noticing our feelings and how to manage them well. We will also be exploring different aspects of our brain and how we can support it within school. In July, the wonderful Mrs Tarrant will be visiting us again for our final mindfulness session of Year 3.



After that, we will be focusing on Judaism, looking at symbols and religious expression and exploring Jewish covenant.

