

Year 3 Term 1 Class Newsletter

Welcome back to school, we hope you have had a lovely summer holiday. Welcome to year 3!

The weekly timetable, which shows what we intend to happen in a 'normal' week, is also available on Class Dojo. We will let you know if there are any changes to the timetable, and you can also check this on the weekly overview shared each week.

All children need to bring their reading book and reading record in to school **every day**, please.

Love of Learning

Every week, Year 3 children should do the following as part of their Love of Learning at home:

- Read at least three times with a home adult – please be sure to sign your child's reading record with any key messages when you read. Reading records are checked each Friday.
- Practise your 10 weekly spellings – these will be available in a separate document on Class Dojo. In year 3, children will have an opportunity to practice their spellings using spelling shed where weekly assignments will be set. Children will be able to access this from home and will be given a username and password.
- Practise and learn the spellings of the common exception words below. In year 3, children should begin to learn to spell some of these words. (the ones highlighted in yellow will be the words we will be focusing on in school in term 1).

Year 3 and 4 Common Exception Words									
Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women

- In KS2, children will transition from using numbots to Timetable Rockstars (TTRS). This will help aid children's fluency and understanding of timetables, helping them later in the year. Children should Spend 20 minutes on TTRS (<https://play.ttrockstars.com/auth/school/student/99328>) – please let me know if you need a reminder of your log in details.
- Over the course of the term, please also have a go at the tasks from the Love of Learning grid. Please bring your projects in during the last week of term. The Love of Learning grid is also available as a separate file on Class Dojo.

Below is an overview of what we will be learning this term:

We are Frome Vale Citizens

This term, our Frome Vale value is **Motivation**, and our learning behaviour is **Respect**. Through our Jigsaw unit, Being Me in My World, children will explore what it means to recognise their own self-worth, celebrate their achievements, and set personal goals. We'll discuss how to face new challenges positively, make responsible choices, and understand when and how to ask for help.

Children will learn about the importance of rules, linking them to rights and responsibilities, and reflect on how their actions affect themselves and others. We'll practise recognising and managing emotions such as happiness, sadness, and worry, and explore how to respond with empathy and kindness.

As part of our learning, we will also explore the picture book *Two Monsters*, which supports our discussions around relationships, understanding different perspectives, and the importance of respect and kindness in our community. These lessons will help children grow into thoughtful, motivated, and respectful citizens who contribute positively to our school environment.

We are Mathematicians

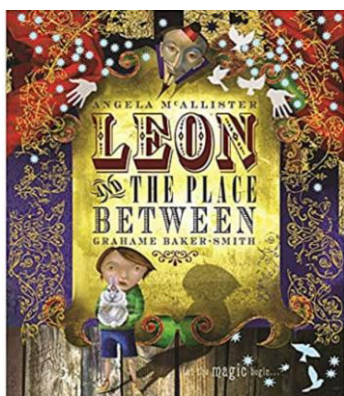
This term, Year 3 will be focusing on building **number fluency**, particularly by practising **addition and subtraction across 10**. This is a key skill that helps children feel confident with **mental arithmetic** and prepares them for more complex calculations. We'll use a mix of **concrete resources** and **mental strategies** to support understanding and problem-solving.

We will then begin a **10-week unit on numbers to 1,000**, where children will explore the **composition of 3-digit numbers**, develop their understanding of **place value**, and practise solving problems using both **mental methods** and **physical resources**. This will support their ability to reason mathematically and apply their knowledge in a range of contexts.

During our daily Mathsmagician sessions, children will consolidate their Year 2 learning by practising how to **partition** two-digit numbers to solve equations efficiently. We'll also revisit **telling the time**, focusing on reading clocks to the nearest quarter past and quarter to, helping children master this essential life skill.

Throughout the term, children will be encouraged to show, solve, and prove their mathematical thinking using clear reasoning and accurate vocabulary. These skills will help them become confident, reflective mathematicians ready to tackle new challenges.

We are Writers



This term, Year 3 will be developing their writing skills through a range of engaging activities. We'll be focusing on using expanded noun phrases to add detail and interest, and practising the power of three—adding three ideas in a sentence to build rhythm and impact (e.g. the huge, scary, ferocious dragon or he stepped, hopped and jumped across the bridge). Pupils will consolidate their KS1 punctuation knowledge, making thoughtful choices to enhance their writing.

Our fiction outcome will involve writing text to accompany illustrations, inspired by our class book. We'll explore the author's style and vocabulary to help us write

We are Readers

When we develop reading comprehension skills as a class, we use texts which are connected to our class texts and topics. We will be reading a variety of non-fiction, fiction and poetry during whole class reading sessions, and we will be developing stamina for reading longer texts. Later on in the term, we will focus on non-fiction texts relating to a history so it can help children with their historical knowledge to write their non-chronological reports. The children enjoy free reading book club on Fridays, where they can choose books from the class shelves.

At the end of the day, we enjoy stories together and develop our love of reading.

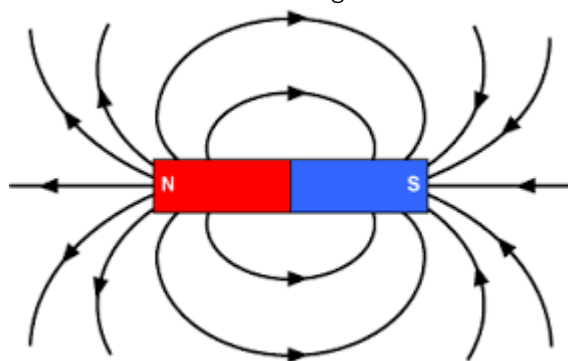
Phonics to support reading and spelling will continue daily for those who need it, and we also follow the Spelling Shed programme as a class. Spellings using a particular rule are focussed on each week with a variety of learning tasks to allow children to practise and apply their understanding. Spellings will be set each week related to focus for that week and are all available on the home learning document.

creatively and with purpose. Later in the term, our non-fiction outcome will be a non-chronological report about the Tudor period, focusing on areas such as food, key facts, and significant figures. This will give children the opportunity to practise using a variety of sentence types, coordinating and subordinating conjunctions, and to consider audience and purpose in their writing.

Alongside this, we will be practising handwriting joins more frequently, helping children to build fluency and confidence in their writing. We'll also continue to strengthen core writing skills including spelling, punctuation, finger spaces, and overall presentation.

We are Scientists

This term, we will be learning all about forces and magnets. We'll explore the four main types of forces, including how they affect objects in motion. We'll also investigate how magnets work, looking closely at attraction and repulsion, and learning about the North and South Poles. As part of our learning, we'll carry out a scientific enquiry to develop our skills in grouping and classifying, while making observations and drawing conclusions from our findings.



We are Historians

This term, Year 3 will be exploring the dramatic events of the Tudor period (AD 1485–1603). We'll begin by investigating the Plantagenet family feud, focusing on the Lancastrians and Yorkists, and the pivotal Battle of Bosworth between King Richard III and Henry Tudor. From there, we'll explore the reigns of Henry VII, Henry VIII, and James I, as well as the brief but significant story of Lady Jane Grey. Pupils will use a range of primary and secondary sources to make evaluations and develop their understanding of historical evidence. Through discussion, source analysis, and enquiry, we'll consider the impact of leadership, legacy, and change during this transformative period in British history.



We are Athletes

PE days are Wednesdays and Fridays

One session will focus on core PE skills which help develop balance, agility and coordination. Our focus this term is the 'fitness' part of our multi ability approach.

We are Musicians

This term, Year 3 will be exploring the elements of music, including tempo, pitch, texture, dynamics, and timbre. Through listening activities and musical discussions, children will learn to identify these elements in a variety of musical pieces and describe what they can hear using musical vocabulary.

Each element will be explored in detail, helping children understand how they contribute to the overall feel and

We are Artists

During Art Week, Year 3 will explore the discipline of drawing, inspired by the expressive work of Henry Moore. We will begin by appraising Moore's use of line, shape, and tone, and discussing how his artwork communicates movement and emotion. Children will experiment with materials such as charcoal, learning how to apply pressure to create different tones and effects.

Throughout the week, pupils will practise a range of drawing techniques, including creating surface textures, replicating patterns and shapes found in nature, and using a variety of media to explore mark-making. These skills will be applied to produce a final piece of artwork influenced by Henry Moore's style.

structure of a piece of music. Later in the term, during Music Day, pupils will apply their learning by creating their own compositions using non-standard notation. They will use Khadi methods to support their understanding of how to read and interpret musical patterns and rhythms.

This unit will help children develop their listening skills, musical creativity, and confidence in performing and composing, while deepening their appreciation for how music is structured and expressed.



We are Computer Scientists

This term, Year 3 will be exploring the topic of computer components and global computing systems. Children will learn to identify key parts of a computer such as the processor, memory, motherboard, display, and input devices like microphones and cameras. They will investigate how these components work together to perform tasks and how hardware supports the software we use every day.

We will also explore how computers connect to form networks, both locally and globally. Pupils will learn about the internet as a worldwide system of connected devices and understand how the World Wide Web allows us to access and share information. They will be introduced to URLs and domains, and how these help us locate websites and resources online.



We are Philosophers

On RE Day, the whole school will be exploring the question: What makes an inspirational person? In Year 3, we will be focusing on Sikhism, learning about the life and teachings of Guru Nanak, the first Sikh Guru. We will explore why Guru Nanak is considered an inspirational figure and how his values and actions continue to influence Sikhs around the world today.

Children will reflect on what it means to be inspirational and how qualities such as kindness, equality, and respect are shared across different faiths. Through stories, discussion, and creative activities, pupils will deepen their understanding of Sikh beliefs and begin to make connections between religious teachings and their own values.

This learning will help children appreciate the importance of role models in faith communities and encourage them to think about how they can be inspirational in their own lives.

