

Year 3 Newsletter Spring 1

Welcome to Year 3 Spring 1!

Welcome back! We hope you've all had a well deserved and rested holiday, ready to start the new term! This term we have lots of interesting units to look forward to. We will be returning back to our History and Art topics looking at The Stone Age and Paul Cezanne with a few trips along the way. We hope you are as excited about the new term as us!

Mathematics

Key learning

- Huan has three T-shirts and four pairs of shorts.

Complete the table to show how many different outfits he can make.



T-shirts	Shorts
white	blue
white	white
white	orange
white	yellow

- Alex has four shape cards and two digit cards.



She chooses a shape and a digit.
Use a table to find all the different ways that she can do this.
How many different ways can you find?
How do you know that you have found them all?

- Ron has three hats and two scarves.



He chooses a hat and a scarf.
List all the possible combinations he can wear.
Use a multiplication to work out the number of combinations.
How many combinations are there if Ron buys four more scarves?

- Aisha is choosing a snack and a drink.

How many possible combinations are there?



Key learning

- What is the length of the line?



- What is the length of the lollipop?

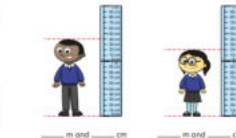


- Use a ruler to measure the lines.



- Ma and Annie use metre sticks to measure their height.

How tall are they?



- Measure your classroom to complete the sentences.

The classroom is _____ m and _____ cm long.
The classroom is _____ m and _____ cm wide.
Use a metre ruler to measure some other items in your classroom.
Use a metre ruler to measure some items outside.

Finishing Multiplication and division

We will be focusing on:

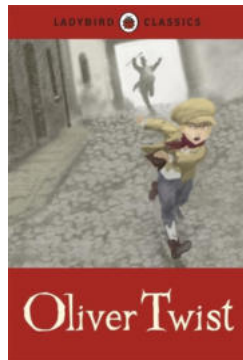
- Scaling** where children will develop their understanding of multiplication by focusing on scaling as opposed to repeated addition. It is important that children see this type of multiplication as well as repeated addition, as it will help them during ratios and scales.
- They will also look at **How Many Ways** where children will start by systematically listing all the possible combinations resulting from combining two groups of objects. For example, if there are three buckets and four spades, children can explore how many different combinations of bucket and spade they can make. Drawing a table helps children to take a systematic approach to ensure that they have found all the possible combinations. By the end of this step, children should be able to use multiplication to calculate the total number of possibilities, as a more efficient strategy than listing them all.

Measurement: Length and Perimeter

We will be focusing on:

- Measure in metres and centimetres and millimeters, equivalent lengths, compare lengths, add lengths, subtract lengths, what is a perimeter, measure and calculate perimeter.

English



During this half term, we will be reading *Oliver Twist*, set in a Historical Fiction context. The writing outcomes for this text will include **an innovated chapter** of *Oliver Twist*, as well as **character descriptions** and **letters**. In their writing, the children will be focusing on using progressive verb form, using paragraphing, using adverbials (time, how and manner), commas after fronted adverbials and inverted commas for speech.



We will also be writing **instructions** on how to make bread for our non-fiction writing focus. During this rich experience, the children will use a range of vocabulary relevant to bread-making, whilst exploring and using imperative verbs, adverbials of time and expanded noun phrases in their writing.

Science



What would happen if I didn't have a Skeleton?

We are learning to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- identify and group animals with and without skeletons and observe and compare their movement.
- explore ideas about what would happen if humans did not have skeletons.
- compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.
- research different food groups and how they keep us healthy, and design meals based on what they find out.

Art



Artist: Paul Cezanne

Outcomes:

- To know that tone can create contrast in drawing.
- To know that directional shading can influence a shape's 3D appearance.
- To know that cross hatching and hatching can be used to show areas of light and dark.
- To know that refining lines and shapes will help to create a more accurate and realistic outcome.
- To draw using charcoal, pencil and pastel to achieve variations in line, texture, tone, colour, shape and pattern.
- To draw for a sustained period of time.
- To plan, refine and alter their drawings as necessary.
- To make notes in their sketchbooks about techniques used by artists.
- To suggest improvements to their work by keeping notes in their sketchbooks

History



How did humans survive the Stone Age in Britain?

We are learning to:

- Know the meaning of, and use, the terms BC/AD and BCE/CE.
- use a timeline within a specific time in history
- Use mathematical knowledge to work out scale/time
- Describe how humans made advances in technology in order to survive and thrive.
- Know the difference between primary and secondary evidence.
- Understand that only objects can be used as primary sources when studying some time periods.
- Understand the role of an archaeologist.
- Justify interpretations of a source using general knowledge.

PSHE

Dreams and Goals

We are learning to:

- Understand how people stay motivated when facing difficult challenges
- Think about people who have faced difficult challenges and achieved success
- Think about why we admire and respect people who overcome obstacles to achieve their dreams and goals

R.E

How do Jews celebrate their beliefs at home and in a synagogue?

We will be focusing on:

- Explaining 2 important symbols found in a synagogue
- Describing important features, connecting them to Jewish beliefs and Jewish people's lives in 21st century
- Explaining how Jewish objects help Jewish people to worship God

French

French playground games - Numbers and age

We are learning to:

- Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers or ticking on whiteboards.
- Ask and answer a question about their age.
- Change their answers and recognise number words.
- Listen carefully and relate sounds to a written phoneme.
- Recall numbers one to 12 with increasingly accurate pronunciation.
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Computing

Sequencing

We will be focusing on:

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

Music

Can we compose pentatonic music? (Link to Chinese New year)

We will be focusing on:

- Listening to traditional chinese song 'Jasmine Flower' various versions

P.E

Yoga and Gymnastics

Key dates:

Year 3 trip to the British Museum

Poplar - 27th January 2026

Oak - 29th January 2026

Year 3 Synagogue trip dates TBC.

PE days

Gymnastics and Yoga

- Oak PE days: **Wed and Thurs**
- Poplar PE days: **Mon and Wed**

How to support your child at home with their learning this half term...

English

Read different historical fiction books set in the Victorian times. Research the Victorians, including how they dressed, fashion, workhouses, Victorian jobs, Victorian children's rights and more. Horrible Histories on Youtube is a fun way for children to learn more about the Victorians.

Watch videos on bread-making and try out some recipes! Think about the language you are using whilst making bread and have fun!

Maths

Practice the x3,x4, x8 times tables:

- Practice the inverse of multiplication and division, children use related facts (like $4 \times 5 = 20$ cross $5 \text{ equals } 20$, $4 \times 5 = 20$ to get $20 \div 5 = 4$, 20 divided by 5 equals 4 , $20 \div 5 = 4$) through activities like number families, arrays, bar models, missing number problems (e.g., $4 \times ? = 20$ cross $?$ equals 20 , $4 \times ? = 20$), and games, understanding that multiplication and division undo each other to solve problems and check answers.

Scaling support: Bar models can be useful to represent the concept. String can be used to illustrate the idea of, for example, "twice as long as" and be related to a bar model representation.

Science (Human Body)

Introduce children to the skeleton with activities like building a life-size skeleton with tape, using skeleton models to show movement with rubber bands, and exploring videos that explain bone functions, joints, and the importance of calcium for healthy bones. Start with the basics (bones support and protect us), then build on it with movement (joints, muscles), and finally discuss healthy habits (food, exercise).

History (Stone age)

Introduce children to the Stone Age through immersive, hands-on activities like making cave art, crafting stone tools, cooking ancient recipes, and exploring real artifacts at museums, combined with storytelling and role-playing to spark imagination about early humans' lives, shelters, and survival, using resources from places like BBC Bitesize.

Art (Paul Cezanne)

Introduce children to Paul Cézanne by focusing on his everyday subjects (fruit, landscapes) and unique style (building forms with color), using picture books like *Cézanne and the Apple Boy*, watching fun videos from Tate Kids and BBC Bitesize, and then creating their own art by painting simple still lifes with bold colors and shapes, discussing how he saw the world.

RE (Judaism and Synagogues)

If you have any free time after school, visit an important place of worship or if you already go to a local church, mosque or temple, take some notes to share with the class.