



*LOVE FOR GOD, LOVE FOR EACH OTHER
LOVE FOR LEARNING*

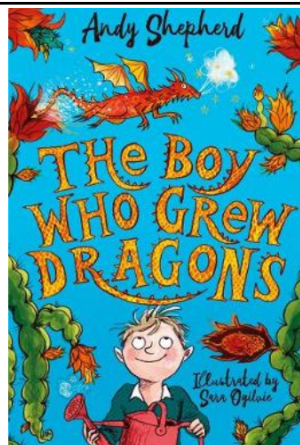
January 2025

Dear families of Year 3,

Happy New Year and welcome back to the new term here at Manor Park First School. We hope you have all had a lovely Christmas break and are ready to get back to school. Here is some information to outline what your children will be learning this term in all the different curriculum areas. Do encourage your child to tell you about what they have been learning at school – it really helps the children to secure their learning when they discuss it with others.

In **Mathematics** we are learning:

- **Addition and subtraction**
 - add and subtract numbers with up to three digits, mentally and also using a formal written method
 - estimate the answer to a calculation and use inverse operations to check answers
- **Geometry**
 - draw 2-D shapes, identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
 - measure the perimeter of simple 2-D shapes.
 - recognise and make 3-D shapes
- **Measurement (Time)**
 - tell and write the time from an analogue clock, including using Roman numerals
 - know the number of seconds in a minute and the number of days in each month, year and leap year
 - compare durations of events



In **English** we will start with reading 'The Boy Who Grew Dragons' by Andy Shepherd. We will be learning to:

- write a persuasive letter to Mrs Sterck
- write an explanation text about how to tame a dragon
- write a character description
- write a descriptive setting
- write

their own story opening based on the book



In **Guided Reading** we will support our English writing by looking at non-fiction texts, featuring dragons. We will be developing our retrieval and inference skills.

In **RE** we will be learning about Islam.
We will answer the big question:

How do Muslims show their submission and obedience to Allah?

Key concept: Muslims submit to Allah because of his greatness. He is to be obeyed at all times.

During the topic the children will:

Engage with the idea of willing obedience.

Enquire into the importance of obedience / submission to Allah for a Muslim.

Explore

- Muslim Community Practice – showing submission / obedience in ritual prayer
- Living - aspects of obedience and submission to Allah in everyday life.

Evaluate what pupils have learnt about the Muslim concept of submission and the key question.

Express your RE learning about obedience and submission in Islam so it can be shared with others.



In **Geography**, we are considering the question:

'What different environments does France have?'



The children will learn:

- Locational knowledge:

To know where the UK is located and where we live.

To describe where France is located on a map.

To know on which continent France is located.

To locate the neighbouring countries of France.

- Place knowledge:

To understand the physical and human geography of the UK and its contrasting human and physical environments.

To explain why some regions in the UK are different from each other.

To be able to describe and compare similarities and differences between France and the UK.

- Geography skills:

To be able to use an atlas to locate some countries and cities in Europe.

To be able to use an atlas to locate some urban areas.

In **PE** we are learning:

Basketball

In this unit pupils develop their understanding of the attacking and defending principles of invasion games.



In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.

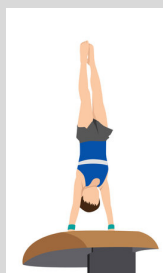
In basketball pupils do this by maintaining possession and moving the ball towards goal to score.

Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

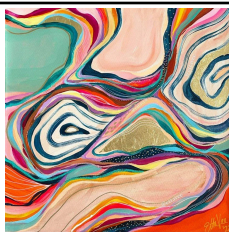
Gymnastics

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination.



Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.

Pupils develop their confidence to perform, considering the quality and control of their actions.



In **Art** we are going to explore and develop our drawing and painting skills. We will be basing our artwork on the artist, Jessi Raulet and will create contemporary/abstract art.

The children will be learning to:

- Become an independent artist.
- Take responsibility for preparing, organising and clearing away areas of paint.
- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

Skill: Drawing

- Use different types of lead pencils to scribble, shade.
- Use pressure to create hard and soft lines.
- Use soft lines to plan a drawing.
- Block colour by applying pencil strokes in the same direction.
- Control depth by applying different pressures on the pencil tip.

Skill: Painting:

- Select the brush size and type depending on the task.
- Mix and match colours for a purpose.
- To be able to mix the thickness of paint for different purposes.



In **Computing** we are learning: Programming - sequencing sounds together.

This unit explores the concept of sequencing in programming through Scratch.

It begins with an introduction to the programming environment, which will be new to most learners.

They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.

The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.



In **PSHE** we are looking at the theme of '**Dreams and Goals**'.

In this topic the class look at examples of people who have

overcome challenges to achieve success and discuss what they can learn from these stories.

The children identify their own dreams and ambitions and discuss how it will feel when they achieve them.

They talk about facing learning challenges and identify their own strategies for overcoming these.

The children talk about obstacles which might stop them from achieving their goals and how to overcome these.

They reflect on their progress and successes and identify what they could do better next time.

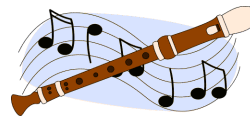
In **French** we are learning:

- Classroom instructions
- Colours
- Animals
- Fruit



In **Music** we are continuing to learn how to play the recorder.

This half term, the children will learn 3 more tunes: Mr Cool, Curtain Raiser and Five Jive.



Additional class information:

Spellings

Year 3 spelling rules will be taught throughout the week and spelling tests will continue to be on a Friday. Please make sure your child practises their spellings every day to enable them to be successful in consolidating their spellings.

Reading

Reading on a daily basis is very important in Year 3. Please encourage your child to read at home **daily**. We will continue to award children with reading badges for reading 25, 50, 75, 100, 150 and 200 times at home. One entry per day counts towards the badge. Please continue to record your child's reading on their digital reading log (Learning with Parents), which we will check weekly.

Maths

The children have been provided with login for Mathletics, where we will continue to set weekly homework. Our expectation is that children complete their homework each week (due in on a Thursday). The homework should take no longer than 20 minutes to complete, then the children are free to explore the interactive games on Mathletics, which allows them to build up even more points. Children love receiving their certificates, rewarding them for practising their mathematical skills, whilst having fun!

Times tables

In addition to reading every day, Year 3 children should be practising their times tables daily. All children have a log-in to TTRockstars and the expectation is that they go on this for at least 5 minutes each day. If your child does not have access to a computer or tablet to be able to do this, please let us know so that we can find time for them to practise their times tables during the day. Most Android and iOS systems support TTRockstars.

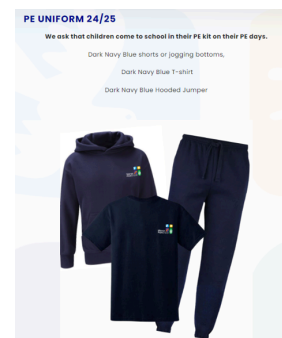
PE days

Children should come to school in their PE kits on PE days:

- **Sycamore class** Tuesdays and Wednesdays
- **Pine class** - Mondays and Tuesdays
- **Chestnut class** - Tuesdays and Fridays

Please make sure your child comes to school dressed in the correct PE uniform.

Children need to wear their daily black school trainers for PE. No extra shoes are needed. Please note school trainers should be black.



Outdoor Learning days

Children should bring comfortable clothing to change into for outdoor learning. Please make sure clothing is suitable for the weather - waterproofs for when it is raining; warm clothing if it is cold.

- **Chestnut class** and **Sycamore class** - Mondays
- **Pine class** - Wednesdays

We look forward to a fantastic Spring term.

Yours sincerely,
The Year 3 Team.