



## **Spring Newsletter 2025**

### **Year 3 St Bernadette**

Firstly, I would like to wish you all a Happy New Year! Many thanks for the lovely Christmas gifts and I hope that you and the children have had a good break over the holidays.

During the forthcoming term the focus in particular is on the quality and presentation of the children's work in all subjects.

As you are aware, we aim to develop thinking skills at St Mary's to assist the children in their current and future learning. Regular reference is made during lessons to Edward De Bono's Thinking Hats, Habits of Mind and Thinking Maps. Ask your child to tell you about which one/s they have used in class today!

This newsletter gives details on the areas of the curriculum to be covered during the spring term. PE sessions will be on **Monday and Friday**. As usual, hair needs to be tied back and no earrings should be worn on P.E. days. Please ensure that your child wears a complete P.E. kit in school which is the St Mary's uniform and that they bring with them the correct size plimsolls or black trainers which they can change into before the lesson. Please continue to send in boxes of tissues so they are always available for the children to use in class. Many thanks to those of you who responded to this request in the autumn!

#### **READING**

Please try to read with your child for around 20 minutes each night, in order to develop fluency. Reading Records are provided so that the date, book and comments can be added by you or your child. Please encourage your child to fill in their Records regularly. We will continue to check Reading Records every **Monday** and expect to see that there have been at least 5 entries each week. Also, whenever you read with your child it will be of great benefit if you spend a little time discussing what they have read by encouraging them to think about the content of the text and asking them some questions. This is appropriate with both fiction and non-fiction texts and will greatly help to improve reading comprehension skills. When we have Guided Reading sessions in school, the children will be given a question which has an Assertive Mentoring focus for them to answer. We have encouraged the children to use a dictionary to help learn the meaning and spelling of unknown words as they undertake their literacy homework. Please help support them in this.

#### **HOMEWORK**

Spellings, Handwriting, Mental Maths, Literacy and Numeracy homework will continue to be given every Wednesday, to be handed in on Monday. Please encourage your child to practise their times tables regularly as this knowledge is a great support to them in their Numeracy work. As you know, we have been working really hard this year to earn our bronze, silver and gold times table stars so the more the children practise and learn their times tables, the more successful they will be.

Thank you for your continued support and we look forward to working with you and your child over the coming term.

Kind regards,

Mrs Falzone

## **NUMERACY** (following the New Curriculum)

### **Topics to be covered this term:**

Counting, partitioning and calculating

Securing number facts and understanding shape

Handling data and measures

Calculating, measuring and understanding shape

Securing number facts, relationships and calculating.

**In addition:** daily multiplication tables practice and weekly mental maths test.

## **LITERACY** (following the New Curriculum)

### **Fiction**

Myths and Legends

Adventure Stories

### **Non-fiction**

Information text; report writing (linked with History).

### **Poetry**

**In addition:** weekly spellings and test, guided reading, creative writing, grammar work and handwriting practice three times each week.

## **SCIENCE**

**Animals Including Humans–** Identifying how animals survive, looking at the skeleton structure in animals and continuing to focus on scientific enquiry skills.

**Rocks–** Identifying different types of rocks and looking at fossils and their formation.

### **Geography**

**Earthquakes and Volcanoes–** We will be identifying how volcanoes and earthquakes are formed, looking at atlases and locating boundaries of plates and describing how earthquakes and volcanoes effect human life.

**Landscapes, Rivers and Mountains–** we will be understanding the physical process of weathering and looking at the relationship between rivers and mountains.

## **P.E.**

Year 3 pupils will receive their PE sessions by trained PE experts from a company called 'Non-Stop Action'.

They will begin the term learning the skills of each sport learnt and how to warm up their muscles through a range of games and exercises.

Every lesson will begin with the objectives and aims shared and discussed with the pupils.

Throughout and at the end of the lesson, the children will learn to evaluate their performance and that of others and suggest ways that they can improve.

## **FRENCH**

The children will be extending their vocabulary this term, enabling them to talk particularly about: members of the family, parts of the body; the weather; vocabulary connected with school work and the curriculum.

## **MUSIC**

Music this term will be taken up with learning how to use percussion instruments accurately and be able to produce a piece of collaborative music.

## **R.E.**

### **Galilee to Jerusalem**

In this branch, pupils will encounter the Gospel of St Matthew. Pupils will learn that Matthew's gospel is divided into seven books. The first contains the birth and infancy narratives, the last describes Jesus' passion, death, and resurrection, and the five books in between give an account of the life and ministry of Jesus.

### **Desert to Garden**

Pupils will discuss Lent, Holy Week, and Easter in other areas of school life and will be invited to participate in the prayer and Liturgy of school and parish life.

### **ICT**

This term the children will be understanding about online safety and ways that they can keep themselves safe while using the internet. The children will also be completing a unit of work about creating media where they will be describing the purpose of a trailer, and creating a storyboard considering camera angles when videoing and taking photos. They will be learning how to import videos and photos using editing software and adding text to a video.

### **ART**

**Earthquakes and Volcanoes-** We will be linking our work to our Geography topic, Earthquakes and Volcanoes. Children will be looking at different artist interpretations of volcanic eruption scenes. They will be using glass paints to create a volcanic picture and some fabric paints to make a banner showing some volcanic symbols.

**Myths and Legends–** The children will be finding out how myths and legends have inspired work of artists and finding out what inspired Peter Paul Rubens as an artist before trying to imitate some of his techniques.

### **DESIGN & TECHNOLOGY**

#### **Electronic Charms**

We will be understanding the impact of the digital revolution in the world of (D&T) product design. We will write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro: bit light sensing, as part of an eCharm. The children will then create and decorate a foam pouch for the eCharm, using a template. Finally they will design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product.

#### **Eating Seasonally**

The children will learn that climate affects food growth. We will learn the advantages of eating seasonal foods grown in the UK. The children then create a recipe that is healthy and nutritious using seasonal vegetables and fruits. Finally, the children learn how to safely follow a recipe.

#### **RSHE: Religious Understanding**

This unit tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.

#### **Personal Relationships**

This unit helps the children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

#### **Keeping Safe**

This unit incorporates some of the excellent NSPCC Share Aware resources, as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories. Through the animated expert Dr Datfa, children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. The children will explore in more detail what to do in emergency situations.