



Class 3 Spring Term Newsletter 2026

Dear Parents, Carers, and Children,

We hope you have enjoyed your Christmas holiday and have managed to have a rest at some point over the break.

Thank you for all the cards, gifts and fantastic support for Class 3 last term.

The children have come back to school brilliantly, excited to have another term full of learning and laughter! Please find below an outline of our topic, and how the curriculum areas fit together.

Topic: Active Earth		
<p>Maths: Week 1- Fractions Week 2 Fractions Week 3 Time Week 4 Time Week 5 Statistics Week 6 Multiplication and division Week 7 Recap addition and subtraction Week 8 Measuring length Week 9 Perimeter Week 10 Multiplication and division Week 11 Multiplication and division with scaling</p>	<p>English: Class 3 will be exploring a range of genres and the associated spelling, punctuation and grammar rules. Children will learn some new sentence structures, making use of commas and conjunctions. To get us started this term we will be looking at these genres: Narrative: The Minpins by Roald Dahl. Persuasive Texts Explanation Texts</p>	<p>Science: <u>Forces and Magnets</u> Through a range of practical tasks we will explore contact forces (push and pull), how surfaces affect the resistance of an object's movement and how things move on different surfaces. Children will learn how magnets have two poles, observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
<p>Geography: This term we will be learning about rivers and will answer these key questions: What are the main features of a river? What is the water cycle and why it is so important? What are the features of the upper, middle and lower courses of a river? Why have so many cities been established close to a river? How would you carry out a river study? Where are the most famous rivers in the Uk and worldwide?</p>		<p>Music This term our whole class instrumental lessons will involve learning to play tuned percussions. Using Glockenspiels, we will learn to read, write and perform from both dot notation and western notation. We will expand our understanding of pitch and rhythm through composition, improvisation and performing activities. We</p>

	<p>will select and apply skills and knowledge to compose melodies and perform as a soloist, small group and whole class ensemble.</p>	
<p>Computing: <u>Coding:</u> Exploring and using Scratch to achieve a range of criteria such as loops for repeating an action. Children will make a short animation in Scratch</p>	<p>D&T: Textiles: children will learn how to use running stitch and whip stitch to design and sew a cushion</p>	
<p>R.E.: <i>Creation - What do Christians learn from the Creation story?</i> This term we use the following learning questions to explore Creation; What are the wonders of the world? How does God see Creation? What might God be like? How do Christians look after God's Creation? What is the message behind the Story of Adam and Eve. We will explore these questions through Godly play, Art and drama</p>	<p>P.S.H.E.: <u>Keeping Safe:</u> In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at early first aid skills, exploring how to deal with common injuries and what to do to respond to emergency situations. <u>Rights and Respect</u> Children will be able to name key people who are responsible for them to stay safe and healthy; They will understand the difference between 'fact' and 'opinion'; and how an event can be perceived from different viewpoints; Children will learn what a volunteer is and who are volunteers in the school community; They will recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items;</p>	<p>Art: Spring 1 Telling Stories Through Drawing & Making The children will learn that we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. In this pathway children are enabled to make sculptural equivalents of characters from film and literature. The pathway begins with an introduction to the work of two artists who use their sketchbooks to help them make the transition from words/film to image/object. Pupils then use their own sketchbooks to explore their response to the original stimulus, and then go on to develop and make a sculptural character. Spring 2 Cloth, Thread, Paint In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then</p>

	<p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Children will evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.</p>	<p>go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.</p>
<p>M.F.L.: In French this term we will learn the names of the seasons and how to describe the weather. In the second half of the term we will be learning the French names for fruit and vegetables.</p>	<p>P.E.: This term This term we will be learning quick sticks (outside), and gymnastics in the hall.</p>	

Routines in Class 3:

- PE will be on **Wednesday (quick sticks) and Thursday (Gymnastics)**; however please keep PE kits at school throughout the week (kits could come home at weekends for washing if needed). Please consider sending a **named** winter PE kit; jogging bottoms/leggings, jumper, hat, PE shirt- as we will continue PE in most (safe) weather conditions!
- Reading at least four times per week is highly recommended for all ages and please continue to read to your child as often as possible.
- Spellings will be introduced every Friday, practiced through the week and assessed the following Friday through dictation. All children have access to Spelling shed via their logs which are in their reading records. We will add the weekly spellings for them to practice at home which will include some fun games.
- **Times Tables Rockstars is to be played at least twice a week.** The more you play, the easier it gets!
- Reading logs will usually be checked on a **Monday**.

Notes

- Please keep wellies at school if you would like to wear them on wetter or muddier days, as we will go outside **no matter** the weather.
- Please have a waterproof coat at school throughout the Autumn and Spring Terms Please name **everything** your child brings into school.

If you forget your reading record, still record your **dated** efforts on loose paper and we will affix it at school Finally, please always remember our door is open if you have any concerns or questions.

The Class 3 team are looking forward to a fun and exciting term working with your children,

Best wishes

Mrs O'Donnell and Mrs Roberts and the Class 3 team.