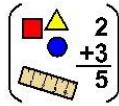


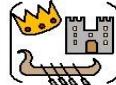


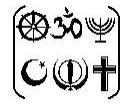
## North Town Primary School

### A guide to the curriculum for Parents/Carers of children in Year 3 Spring Term 2026

 <b>Project (Geography)</b>	<p>In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties.</p>
<b>Rocks, Relics and Rumbles</b>	<p>They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points.</p>
 <b>English</b>	<p>They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.</p> <p><b>Writing</b> In the Spring Term, the children will further develop grammatical skills in writing a recount in the form of a letter based on the book 'Jack and the Baked Beanstalk' by Colin Stimpson. During this unit, we will revisit and consolidate our understanding of the PVPG approach, while also introducing new, age-appropriate concepts. Children will be supported and challenged to apply these accurately, helping to build confidence and precision in their writing.</p> <p>Following this, we will use a range of high-quality texts as stimuli for different writing outcomes. This will give children regular opportunities to apply their SPaG knowledge in context, supporting them to write with increasing accuracy, independence and confidence across a range of genres.</p>
	<p><b>Reading</b> We will be developing our reading skills daily. This will either be through daily phonics lessons or focused guided reading sessions.</p> <p>As well as having opportunities to read in class and visit our school library, we hope you will join us in helping further their love and passion towards reading by ensuring they are reading regularly at home. Reading can be done independently or aloud, with questions being asked to check understanding, learn vocabulary and expand comprehension skills.</p> <p>We will be using our 'Accelerated Reader' scheme to support reading at home. Teachers will be regularly checking the system to assess the amount of time children are spending reading, as well as the quality of what they are reading and then will have conversations based on this. There will be more information sent home about the new scheme and how it works.</p> <p><b>Spelling</b> Children that are in Phonics groups will look at particular spelling patterns in their sessions. Those children in Reading and Comprehension groups will be using 'Spelling Shed' to support spelling at home. The children will be set assignments each week that link to Common Exception words. They will have to play 5 online games as part of their spelling homework. This will be checked weekly to ensure each child is completing their assignments. These online assignments will replace the physical spelling logs. The children</p>

	will continue to have regular spelling sessions, which allow them to practice the trickiest words to spell. Spelling rules will be taught and practiced in daily spelling lessons.
 <b>Mathematics</b>	<p>At the beginning of the Spring Term, we will start with multiplying and division. We will then move on to length and perimeter and fractions in Spring 2. We will also revisit addition and subtraction, consolidating the different mental calculation strategies we have already learnt and developing our confidence and accuracy when using the column method for equations. The children will extend their understanding of these operations by completing word problems and missing digit or missing number problems.</p> <p><b>Times Tables</b></p> <p>In the Spring Term, the children will focus on the 3, 4 and 8-times tables. We practice our times tables daily by learning, recalling and testing ourselves on an increasing range of multiplication facts. The children will have 2 minutes to complete each times tables quiz and then we mark their work together by chanting the multiplication facts and their answers. This 'little-and-often' method also helps your children develop resilience and an understanding that practice and hard work lead to success! We encourage you to help your children learn their multiplication facts at home in order to benefit their overall maths skills.</p>
 <b>Science</b> <b>Forces and Magnets</b>	<p>In the Forces and Magnets project, your child will learn what forces are and what they do. They will learn about pushing and pulling forces and sort different actions into pushes and pulls. They will identify and explain contact forces. They will learn about and investigate frictional forces. They will use force meters to measure the forces needed to carry out everyday tasks and record their measurements. They will learn about magnetism (a non-contact force) and explore bar magnets. They will find out about magnetic attraction, repulsion and magnetic fields. They will test the magnetic properties of different objects. They will learn about the magnetism of the Earth and how this enables compasses to work. They will use this knowledge to make compasses. They will learn about the uses of friction and magnetism and carry out research. They will use different methods to investigate the strength of magnets.</p>
 <b>Art</b> <b>People and Places</b>	<p>In Spring 1, the children will complete our first Art project 'People and Places'. In this project, the children will learn about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.</p>
 <b>D&amp;T</b> <b>Making it Move</b>	<p>Our D&amp;T project in the second half of the Spring Term is 'Making it Move'. In this project, the children will learn about different mechanisms, including cams, sliders, levers, linkages, axles and wheels. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>
 <b>Computing</b>	<p>In Computing lessons in Spring 1, the children will explore 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.</p> <p>During Spring 2, pupils will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what</p>

	<p>attributes are and how to use them to sort groups of objects. They will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database as well as considering real-world applications for branching databases.</p> <p>We will also be looking at online safety; focusing on Self Image and Identity.</p> <p>We will explore the differences between online and offline identity, beginning with self-awareness, shaping online identities and how media impacts gender and stereotypes. We will identify effective routes for reporting and support and explore the impact online technologies on self-image and behaviour.</p>
 <b>Spanish</b>	<p>Next term, we will be learning a larger range of animal words, as well as thinking about words that we can describe them with. We will be able to answer questions about animals using our speaking and listening skills. We will also begin reading some Spanish animal words.</p> <p>In the second half term, we will be learning a larger range of parts of the human body and begin to follow instructions using this knowledge. We will be able to answer questions about the body parts that we know using our speaking and listening skills. We will also begin reading some body part words in Spanish.</p> <p>In our Spanish culture lessons, we will also learn about a Spanish-speaking country - Argentina - and explore its' geography, religion, history, and climate as well as discovering similarities and differences between England and Argentina.</p>
 <b>Physical Education</b>	<p>The children will be taught P.E. weekly during teachers' PPA time. During Spring Term 1, the main focuses will be creativity through shapes that involve balance and stability and controlled dynamic balances using core strength. A social target will be to observe and give simple feedback to a partner of similar ability.</p> <p>Additionally, we will have a P.E session with our teacher where the main focus will be developing our footwork and coordination.</p> <p>Please make sure that your child comes to school wearing their PE kits on Tuesdays and Fridays each week. If there are any changes to this, we will let you know via Dojo.</p>
 <b>Music</b>	<p>Music is taught during teachers' PPA time. This term the children will be looking at "The Dragon Song" and is by Joanna Mangona and Pete Readman. This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>The unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen &amp; Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!</p>
 <b>History</b>	<p><b>Topic and cross-curricular links:</b> Historical context of musical styles. Then, we will be looking at the Glockenspiel as an instrument. We will be learning basic instrumental skills by playing tunes in varying styles.</p> <p>Within our Rocks, Relics and Rumbles, they will learn about a significant event in natural history – the eruption of Mount Vesuvius in 79AD and the impact on the cities of Pompeii and Herculaneum. What happened, how it happened and the impact the event had on Roman Life.</p>

 <b>Geography</b> <b>Rocks, Relics</b> <b>and Rumbles</b>	<p>Our Rocks, Relics and Rumbles project this half term has a Geography focus. The children will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.</p>
 <b>PSHE&amp;C</b>	<p>We will be following the Jigsaw Year 3 curriculum, the children will first be exploring their dreams and goals, they will identify dreams or ambitions that are important to them and think about the practical steps to achieving it. They will learn about how to overcome obstacles and celebrate their success and the success of others. Later in the term, the children will learn about how to stay healthy through the 'Healthy me' project. They will learn about the importance of being active, making healthy eating choices and develop their understanding of mental health and wellbeing.</p>
 <b>RE</b>	<p>Year 3 will be learning about what Jewish people believe about God and the Covenant and the Torah. This will have links to the story of Passover and why this is a significant story.</p>
 <b>Children's Rights</b>	<p>We will be learning about the following rights through our topic sessions:</p> <p><b>Article 13 Freedom of Expression</b> – Every child must be free to say what they think and to seek and receive information.</p> <p><b>Article 17 Access to information from the mass media</b> – The media should provide information that children can understand.</p> <p><b>Article 29 Goals of Education</b> – Education must develop every child's personality, talents and abilities to the full.</p>
 <b>Homework</b>	<p>We will receive optional half-termly topic homework, where they can complete a range of activities and earn points which can be exchanged for Dojo points.</p> <p>Listening to your child read and discussing their book with them will support them greatly with their reading comprehension development.</p> <p>Times table practice should be practiced daily using Times Table Rockstars. This is in preparation for the Multiplication Table Check (MTC) that children will complete at the end of year 4 on a tablet device. It is very good practice to start this early and for the children to be used to doing this. Each week, there will be a fact to learn in class. Every half term, we will send home 5 times table facts that are personal targets for your child to learn at home. These should be memorized, and an improvement should be seen the following half term.</p> <p>Paper copies to practice this will be handed out weekly. If homework is not complete on TTRS, the paper copy must be completed or your child will need to complete this during their own time at school.</p> <p>Children will be set a list of 5 Common Exception Words per week. They must be learnt. These will not link to what they will be taught as part of Grammarsaurus spelling lessons as these words do not follow the regular spelling patterns.</p>
<b>Other information</b>	<p><b>Key dates:</b></p> <p>SPRING Dates:</p> <p>Monday 5th January – First day of Spring 1</p> <p>Friday 9th January – Mufti Day.</p>

	<p>Monday 19<sup>th</sup> January – Intra House Sports Day Part 1.</p> <p>Monday 26<sup>th</sup> January – Intra House Sports Day Part 2.</p> <p>Thursday 5th February – Look Who's Talking final.</p> <p>Friday 6th February – NSPCC Number Day and Mufti Day.</p> <p>Monday 9th – Thursday 12th – MOCK SATs week.</p> <p>Friday 13th February – Last day of Spring 1.</p> <p> </p> <p>Saturday 14th February – Sunday 22nd February – Half Term.</p> <p> </p> <p>Monday 23rd February – First day of Spring 2.</p> <p>Tuesday 24th February – Parents' Evening.</p> <p>Monday 2nd March – Year 6 SEND Parents' meetings.</p> <p>Thursday 5th March – Parents' Evening.</p> <p>Thursday 5th March – World Book Day Celebrations.</p> <p>Friday 13th March – Disco.</p> <p>Thursday 2nd April – INSET day – school closed.</p> <p>Friday 3rd April – Sunday 19th April – Easter Holidays.</p>
	Stay up to date by looking at our class Dojo pages. Any updates and events will be on our Class Pages.

Thank you for your support and we look forward to the beginning of our productive partnership with you.

Mr Hooper, Miss Blake,  
 Mrs Russell, Mrs Waterton, Mrs Tidmarsh, Mrs Kelly,  
 Mrs Smythe, Mrs Clifton, Mrs Collins.  
 (Learning Support Assistants)