

### Spring Term Newsletter 2025

Staffing

Class: Year 3

Class Teacher: Mrs Hussain

Teaching Assistants: Ms Khan

Dinner Supervisor: Mrs Khatoon

Routines: Homework will be set every Friday and it is due back each Thursday. PE is on a Monday afternoon and make sure you have your planners in every day. Our spelling test will take place every Friday.

Library Day: Tuesday

Books: Library book each week

Local Walking Trip: Moseley Park ( Tuesday 11th February 2025)

PE Day: Monday

Area of Learning	Objectives
RE	<p>This term, our focus will center on the Jewish calendar and the festivals of Tu B'Shvat, Purim, and Pesach. Through creative and engaging activities, we aim to bring these festivals to life, fostering a deeper connection to their meaning and traditions.</p> <p>Each week, we will explore themes that inspire the children to "write their own story," with a strong emphasis on leadership, self-awareness, and the development of interpersonal skills.</p> <p>The children will also delve into the concept of taking responsibility for their relationship with Hashem, exploring the importance of kavanah (intentionality) in prayers and understanding their deeper meanings. In the LK group, they will have the opportunity to pursue their own learning through independent research, encouraging curiosity and self-directed learning.</p> <p>In addition, in LK groups Hebrew reading practice will continue to be a key focus, with homework sent home to support and strengthen their skills.</p>

	<p>This promises to be a term of growth, discovery, and meaningful engagement with our rich Jewish heritage.</p>
SACRE RE	<p>This term, children will be exploring the topic 'Being fair and just'. Children will be able to define what it means to be 'fair' and discuss a range of scenarios.</p>
PSCHE, including Well-Being	<p><u>Heads up Kids– To develop empathy and awareness to others</u></p> <p>Children will take part in a variety of role play activities and place themselves into specific scenarios. Children will be given opportunities to share and discuss their feelings and emotions using a range of emotive vocabulary.</p>
Reading	<p>Please ensure children are reading their Library books on a daily basis. Reading tasks will also be set on alternative weeks on Google Classroom.</p> <p>Encourage a love of reading by visiting a local library and giving children the freedom to develop a favourite author.</p> <p><u>How can you support Reading?</u></p> <ul style="list-style-type: none"> <li>– Ask questions</li> </ul> <p>What was your favourite part of the book?</p> <p>How was the character feeling?</p> <ul style="list-style-type: none"> <li>– Read EVERYTHING!</li> </ul> <p>Reading does not need to be limited to just a book. Allow your child to read road signs, shopping lists and ingredients on packaging. This will allow your child to develop reading as a life skill.</p>

Writing	<p>This term, children will be writing a range of texts including ‘Third person narrative (animal stories)’, non-chronological reports, instructional writing, performance poetry (including poetry from other cultures) and first person narrative descriptions.</p> <p>Children will be encouraged to use their writing targets to extend their writing further. This may include using expanded noun phrases and conjunctions to provide extra detail.</p>
Speaking and Listening	<ul style="list-style-type: none"> <li>-Children will listen and respond appropriately to adults and their peers</li> <li>-They will be able to ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>- Articulate and justify answers, arguments and opinions</li> </ul>
Mathematics	<p><u>Multiplication and Division</u></p> <p>This term in Maths, children will</p> <ul style="list-style-type: none"> <li>- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><u>Fractions</u></p>

	<p>–count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one–digit numbers or quantities by 10</p> <p>– recognise, find and write fractions of a discrete set of objects: unit fractions and non–unit fractions with small denominators</p> <p>–recognise and use fractions as numbers: unit fractions and non–unit fractions with small denominators</p> <p>–recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>–add and subtract fractions with the same denominator within one whole</p> <p>– compare and order unit fractions, and fractions with the same denominators</p>
Modern Foreign Language – Ivrit	<p><u>Birthdays</u></p> <p>This term in Ivrit, children will learn:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To say how old they are</li> <li><input type="checkbox"/> To ask how old are you</li> <li><input type="checkbox"/> Gender agreement and word order of construction</li> <li><input type="checkbox"/> Personal pronouns – He and She</li> </ul>
Science	<p><u>Forces and magnets</u></p>

	<p>This term in Science, children will</p> <ul style="list-style-type: none"> <li>-compare how things move on different surfaces</li> <li>-notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>-observe how magnets attract or repel each other and attract some materials and not others</li> <li>-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</li> <li>- describe magnets as having 2 poles</li> <li>- predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>-investigate the way in which water is transported within plants</li> <li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
History	<ul style="list-style-type: none"> <li>- <u>Stone Age – Iron Age</u></li> </ul> <p>This term in History, children will</p>

	<ul style="list-style-type: none"> <li>- focus on evidence – artefacts, burials, monuments and places</li> <li>- Palaeolithic, Mesolithic and Neolithic periods</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><u>Rome and the impact on Britain</u></p> <ul style="list-style-type: none"> <li>-The Roman Empire and its impact on Britain</li> <li>-This study looks back at the Iron Age and the difference that the Romanisation of Britain made</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- <u>UK Study</u></li> </ul> <p>This term in Geography, children will</p> <ul style="list-style-type: none"> <li>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
Design and Technology	<p><u>Food and Nutrition</u></p> <p>This term in Design and Technology, children will</p> <ul style="list-style-type: none"> <li>- Children will explore the nutritional value of food and its effect on our physical and mental health</li> <li>- Children will practise methods for preparing a range of vegetables and apply these skills to create different dishes</li> </ul> <p><u>Mechanisms Block</u></p> <ul style="list-style-type: none"> <li>-children will investigate various linkages and levers to design and make their own linkages and levers product</li> </ul>

<p>Art and Design</p>	<p><u>Textiles and collage</u></p> <p>This term in Art, children will</p> <ul style="list-style-type: none"> <li>- explore what happens when water is added to water-based pens?</li> <li>- What pigments are revealed from green or orange marks when water is added</li> <li>- What effect would overlapping the paper have made to your design?</li> <li>- Why are different colours created when primary colours 'bleed' into each other?</li> <li>-</li> </ul>
<p>Physical Education</p>	<p><u>Athletics</u></p> <p>This term in PE, children will</p> <ul style="list-style-type: none"> <li>- Children will use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p><u>Swimming</u></p> <ul style="list-style-type: none"> <li>- Children will swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively</li> <li>- Perform safe self-rescue in different water-based situations</li> </ul>

Computing	<p><u>Programming (Sequencing sounds)</u></p> <p>This term in Computing, children will</p> <ul style="list-style-type: none"><li>- use a sequence, selection, and repetition in programs; work with variables and various forms of input and output</li></ul>
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