



Dear Parents and Carers,

Happy New Year and welcome to Spring Term 1 in Year 3 at Newhall Junior School. We hope that you had an enjoyable, peaceful Christmas and that the children are well rested. We are looking forward to continuing to work hard and make further progress this half term.

We are excited to welcome 'Altru Drama' into school on **Friday 9th January** to run an Iron Age workshop, whereby the children will use drama to learn about this fascinating historical period. We would like to request a £5.00 voluntary contribution to help fund this experience. This is payable via Beehive.

Curriculum

This term we will be considering 'Which was more impressive – the Bronze Age or the Iron Age?' in History and we will be learning about 'Movement and Feeding' in Science. We will focus on programming and sequencing sounds using Scratch in our Computing sessions. We will consider our 'Dreams and Goals' in PHSE and we will ask 'Could Jesus heal people? Did he perform miracles or is there some other explanation?' in RE. In our PE sessions, we will begin our Lionheart Character Awards sessions and improve our ball skills in our other session. In Maths, we will be focusing on 'Multiplication and Division', including with an exchange and without, before concentrating on 'Length and Perimeter'. We will be exploring the Digital World in DT, as we investigate different types of 'Wearable Technology'. We will be writing a news report based on 'Revolting Rhymes' by Roald Dahl before writing a quest story based on 'Beast Quest: Sepron the Sea Serpent' by Adam Blake. Please refer to the Curriculum Map, found on the school website, for further detail on your child's learning.

A long-term plan and a curriculum map are available on the school website, under the 'curriculum' tab. These documents will provide more detail on the curriculum here at Newhall Junior School.

PE

PE lessons will be on a **Tuesday** and **Wednesday** this term. Our **Lionheart Character Awards** sessions will begin on Tuesdays – this session will be outdoors, so please ensure that your child is dressed appropriately. The LCA sessions will last for three complete terms, following the children into Year 4, and they are designed to develop and nurture character attributes, such as resilience, leadership, courage and self-discipline. These skills will be developed through outdoor learning, physical activity and teamwork. Children should be wearing their PE kit – please refer to the uniform policy on the school website. Children will need to have their hair tied back and have either removed their earrings or be able to take them out themselves.

Communication

At Newhall Junior School, we believe that strong communication between home and school is essential to supporting your child's success. To help ensure that information is shared clearly and concerns are addressed promptly, we follow a structured communication plan.



This plan outlines the key channels through which parents and carers can connect with the school. Your child's class teacher is always your first point of contact. They know your child best and are well-placed to support their learning and well-being. We are committed to working in partnership with you to create the best possible experience for your child. The Communication Plan is attached.

Homework and Spellings

A reminder that children should be accessing Times Tables Rockstars and Spelling Shed (please see your child's reading diary for their login details) 4 times per week. This will continue to be monitored by your child's class teacher. Spelling Tests will be completed on a **Monday** afternoon, with new spellings given out afterwards.

Lost Property

To cut down on the amount of lost property each term, please could you ensure all of your child's belongings are clearly labelled. This includes uniform, coats, lunch boxes and water bottles.

Reading

Your child is encouraged to bring their reading book home each day, along with their reading diary. Please set aside time at home for your child to read quietly or to an adult. Reading at home, when it is a regular habit, has a remarkable impact on reading progress. We ask that children read at least 4 times per week at home and that this is evidenced in their reading diary by an adult.

If you have any issues, please do not hesitate to get in touch.

Yours faithfully,

The Year 3 Team



Year 3 Unit Three Curriculum Map



Maths

We will be focus on division and multiplication, both with an exchange and without. We will explore division using partitioning before moving onto length and perimeter. We will measure accurately and then learn to measure and calculate perimeter.

Vocabulary: multiplication, division, metres, centimetres, millimetres, perimeter, length, multiples, exchange, remainder, partitioning

Writing

The children will explore poetry to begin the unit, writing an acrostic poem based on 'Bluebell from the Lost Words.' We will be learning to structure and write a police incident report, based on Roald Dahl's 'Revoltin' Rhymes', before writing an information text based on Beowulf: Sepron the Sea Serpent.

Vocabulary: acrostic poem, noun phrase, compound sentence, co-ordinating conjunction, comma, paragraph, adverb.

Reading

We will be learning to develop our reading skills across different text types, including fiction, non-fiction and poetry. We will develop our oracy skills through classroom-based discussion. We will build on and develop our inference, retrieval, prediction, language understanding and summarising skills.

Vocabulary: retrieval, inference, predict, summarise, decoding, fluency, structure, root word, prefix, suffix.

Science

Movement and Feeding

Children will learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems. They will identify that we cannot make our own food and that we need to eat a varied diet. They will construct a balanced food plate.

Vocabulary: mammal, animals, protein, fats, carbohydrates, carnivore, omnivore, herbivore, muscles, pattern

History

The Bronze Age and Iron Age: Which was more impressive?

We will be learning about the Bronze Age and the Iron Age and reflecting on which was more impressive. We will examine archaeological remains and learning about the move from the use of stone to bronze and then iron. We will reflect on the uses of the different materials.

Vocabulary: bronze, hoard, remains, artefacts, roundhouses, iron, smelting, tribe, hillfort, memory.

DT

Digital World: Wearable Technology

We will be learning how to code using microbits in designing our own piece of wearable technology. We will research existing products before developing our own design criteria. We will use code to program and control our product, before developing our ideas using CAD.

Vocabulary: analogue, computer-aided design, digital, electronic, product, product design, technology, smart, user.

RE

Could Jesus heal people? Did he perform miracles?

We will be investigating three of Jesus' miracles where healing took place. We will evaluate if they were miracles or if there could be another explanation. We will reflect on miracles we would like to see happen in the world today.

Vocabulary: salvation, sickness, healing, miracle, Incarnation, Holy Spirit, Christianity, Jesus.

PSHE

Dreams and Goals

In this unit, we will discuss how to overcome challenges when working towards our dreams and goals. We will reflect on why it is important to have ambitions and explore how to manage feelings of frustration when obstacles occur.

Vocabulary: ambition, motivation, responsibility, respect, solution, challenge, achievement

French

Greetings

We will be exploring how to greet and say goodbye to people. Children will learn how to begin a conversation with a friend. We will learn how to express how we are and we will learn how to say our name.

PE

Lionheart Character Awards & Ball Skills

In our LCA sessions, we will be explicitly teaching character attributes such as resilience and self-discipline through physical activity and outdoor learning. We will develop our ball skills through catching, throwing and developing our accuracy.

Vocabulary: coordination, resilience, leadership, catching, throwing, accuracy.

Computing

Programming A - Sequencing Sounds

We will be exploring of first of two programming units in sequencing sounds, whereby the children will explore the concept of sequencing through Scratch. The children will be introduced to a selection of motion, sound and event blocks which they will use to create their own program.

Vocabulary: program, block, motion, sound, event, function, repetition.



NEWHALL JUNIOR SCHOOL

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Communication at Newhall Junior School



The following plan outlines the communication channels at Newhall Junior School.

Stage 1 – Child's Class Teacher

Please speak to your child's class teacher regarding your concern or question. The class teacher is the best person to speak to first as they know your child so well. They will always endeavour to come back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 2 – Phase Leaders: Mr Lander (Year 3 & Year 4) or Mr Wibberley (Year 5 and Year 6)

Yourself or the class teacher may decide to move to stage 2. The Phase Leaders are all on the Leadership Team. An appointment or phone call will be arranged either via the school office or through direct contact with the Phase Leader themselves. Please note that our Phase Leaders are also full-time class teachers, but they will endeavour to get back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 3 – Assistant Head of School: Mrs Smith (Inclusion Lead)

If you have spoken to the Phase Leader but would like further support from school, you will be directed to speak to the Assistant Head of School. Alternatively, if your concern is regarding SEND or Inclusion then you may contact the Assistant Head of School directly. An appointment or phone call will be arranged either via the school office or through direct contact with the Assistant Head of School. There may be several meetings or conversations that take place at this stage.



Stage 4 – Head of School: Mrs Weaver

If you have spoken to the Assistant Head of School and your concern or question continues then you will be directed to speak to the Head of School. Please request an appointment with the Head of School by contacting the school office. There may be several meetings or conversations that take place at this stage.

