



Dear Parents and Carers,

Welcome to Autumn term 2 at Newhall Junior School. We must commend the children for how well they have settled into our school and we look forward to settling into our temporary new building over the next few months. We have a busy and exciting half term to come, beginning with the Calke Abbey school trip on Wednesday 12th November.

Curriculum

This term we will be asking 'Why is climate important?' in Geography and investigating 'Magnets and Forces' in Science. We will be exploring stop-frame animation in Computing, 'Celebrating Difference' in PHSE and asking 'Has Christmas lost its true meaning?' in RE. The children will focus on netball and dance in PE. In Maths, we will continue to focus on addition and subtraction, as well as working on our times tables. We will be focusing on Roald Dahl's 'Billy and the Minpins' in writing, as the children will produce a persuasive letter and a character description. We will continue to read a variety of fiction and non-fiction texts in reading.

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.

Medical

Should your child require an inhaler, please bring a labelled inhaler into school, which should remain in school. Additionally, please let the school office know of any existing allergies or medical conditions which you think should be aware of. Please ensure all medication, including EpiPens, are clearly labelled with your child's name.

PE

PE this term will be on a Wednesday and Thursday. These sessions will be outdoors where possible so please can children be dressed to suit the weather. Children should be wearing their school PE kit - please refer to the uniform policy on the school website. Children also need to have hair tied back and have 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.



NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

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Chesterfield Avenue, Swadlincote, Derbyshire DE11 0TR
01283 217472

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www.newhalljunior.org.uk

Executive Principal Robert Prior
Head of School Clare Weaver

Homework and Weekly Tests

Homework this year will be to access Spelling Shed (<https://play.edshed.com/en-gb>) to practise spellings and Times Table Rockstars (<https://play.ttrockstars.com/>) to aid them in developing a rapid recall of multiplication facts. We ask that they complete these activities 4 times per week. This will be monitored by class teachers to ensure participation. Spelling tests will be on a **Monday** afternoon.

Lost Property

To cut down on the amount of lost property each term, please could you ensure all items of your children's clothing is 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. We would also like to inform you that the children can access the Accelerated Reader quizzes from home too if they would like to.

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

Yours faithfully,

The Year 3 Team





Year 3 Unit Two Curriculum Map



Maths

We will focus on multiplication and division, using our division and multiplication facts to help. We will continue to focus on times tables and beginning to gain fluency. Additionally, we will explore the inverse operation and learn how to estimate.

Vocabulary: multiplication, division, multiples, inverse, estimation, compare, bar model, array, product, greater than, less than, divisor.

Science

Magnets and Forces

We will be learning about the invisible force of magnetism, recognising that we cannot see it but that we can see its effects. We will investigate forces and learn that forces can slow things down or speed things up. Children will explore friction and recognise that different surfaces create different amounts of friction.

Vocabulary: force, push, pull, attract, repel, friction, surface, poles, magnetic

RE

Has Christmas Lost Its True Meaning?

We will be learning about which symbols we associate with Christmas and are important for Christians today. We will focus on why certain Christmas items or symbols might be meaningful to Christians. We will also consider how a Christian might explain why Jesus was sent to earth.

Vocabulary: Christmas, bible, Jesus, symbol, Christian, church, Holy Spirit, shepherds.

PE

Netball and Dance

In netball, children will be practicing the key skills of throwing, jumping and catching. In dance, they will be focusing on coordination, movement and agility.

Vocabulary: balance, tempo, coordination, catch, throw, jump, balance

Writing

We will be learning to write an explanation text based on 'Stone Age Boy' and then we will focus on Roald Dahl's 'Billy and the Mirpins'. The children will produce a persuasive letter and a character description. We will also be working hard learning our spelling patterns for our weekly spelling test.

Vocabulary: commas, conjunctions, punctuation, expanded noun phrase, adjective, narrative, adjectives, synonyms, paragraphs.

Geography

Climate and Weather

The children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps and learn how weather and climate are generalised into world climate zones.

Vocabulary: latitude, longitude, North Pole, South Pole, equator, arctic circle, biome, flora, fauna

PSHE

Celebrating Difference

In this unit, the children learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.

Vocabulary: family, loving, caring, safe, connected, special, conflict, solutions, resolve, witness.

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.

DT

Cooking Seasonally

We will be learning that fruits and vegetables grow in different countries based on their climates. We will understand that seasonal foods grow in a given season. We will design a tart using seasonal ingredients.

Vocabulary: fruit, vegetable, import, export, climate, country, ingredients, taste, seasonal, tropical, temperate, seasons, weather

French

Physical French Phonics (colour and numbers)

We will be continuing to learn our physical French phonics in an interactive way. We will also begin to learn basic French vocabulary, such as colours and numbers. We will also learn the days of the week and the French phonetic sounds associated with them.

Computing

Stop-Frame Animation

We will be learning the key skills with stop-frame animation and then the children will apply this learning as they create a story-based animation. The children will then evaluate their work.

Vocabulary: animation, evaluation, photographs, storyboard, media.



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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.

