



Dear Parents and Carers,

Welcome to Spring Term 2 in Year 3 at Newhall Junior School. We hope that the children had a relaxing break and we look forward to another half term full of learning. The children have showed wonderful enthusiasm so far this year and we are excited to continue building on this foundation. We would like to take this opportunity to celebrate the reading achievements of Year 3 and to thank you for engaging so well with **Accelerated Reader**, **Times Table Rock Stars** and **Spelling Shed**. Please do ask your child's class teacher for a log-in should you require this. We look forward to celebrating more of the children's achievements over the next few weeks.

Curriculum

This term we will be considering 'Where on Earth are we?' in Geography and we will be learning about 'Light and Shadows' in Science, whilst this year's British Science Week focus will be 'Curiosity'. We will focus on 'Branching Databases' in Computing, learning how to build and branch databases to group objects. We will reflect on what 'Healthy Me' looks like in PHSE and we will ask 'What is good about Good Friday?' in RE as part of our Easter learning. The children will be developing their drawing skills in Art and playing football in PE. In Maths, we will be focusing on 'Fractions', before concentrating on 'Mass and Capacity'. In writing, we will be finishing an information text and then begin a quest story based on *Beast Quest* by Adam Blake. Additionally, **World Book Day** will take place on **Thursday 5th March**.

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 continue on Tuesdays – this session will be outdoors, so please ensure that your child is dressed appropriately. 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.



**NEWHALL
JUNIOR SCHOOL**
Lionheart Educational Trust

Newhall Junior School
Chesterfield Avenue, Swadlincote, Derbyshire DE11 0TR
01283 217472

info@newhalljunior.org.uk
www.newhalljunior.org.uk

Executive Principal Robert Prior
Head of School Clare Weaver

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 Four Curriculum Map



Maths

We will be focus on fractions before moving onto mass and capacity. We will explore equivalent fractions on a number line and as bar models, as well as comparing and ordering fractions. The children will learn how to measure, compare and add or subtract mass. We will continue to learn and practice our times tables.

Vocabulary: fraction, numerator, denominator, number line, equivalent, whole, kilogram, gram, litres, millilitres, volume

Science Light and Shadows

We will be explore the differences between light and light reflectors. We will learn how shadows are formed and we will explore the relationship between light, objects and the formation of shadows. We will consider 'How can we make shadows change?' and the children will create shadow puppets.

We will also celebrate Science Week, which is based on 'Curiosity'.
Vocabulary: light source, dark, reflect, visible, beam, glare, opaque, shadow, block, translucent, transparent.

RE

What is Good about Good Friday?

We will be exploring the Christian concept of salvation - the belief that Jesus' death saved humans. We will explore the Holy Week around Easter and we will reflect on the events of Good Friday.

Vocabulary: salvation, Easter, betrayal, disciples, Last Supper, Judas, Jesus, Good Friday, sacrifice, resurrection.

PE

Football & LCA sessions

In football, we will develop our passing, dribbling, tackling and shooting skills. In our Lionheart Character Awards sessions, we will continue to work on team building and resilience.

Vocabulary: shooting, passing, dribbling, stamina, coordination, sprint, resilience, teamwork.

Writing

We will be writing an information text and a quest story based on Beut Quest by Adam Blake. We will learn to identify the features of an information text and then engrass the children in an exciting quest story.

Vocabulary: narrative, simple sentence, noun phrase, compound sentence, co-ordinating conjunction, comma, paragraph, adverb.

Geography

Where On Earth Are We?

We will identify different seasonal and daily weather patterns in the UK. We will analyse maps and we will learn to read weather and climate maps. Biomes will be explored and we will recognise that each has their own climate, soil, fauna and flora.

Vocabulary: globe, map, latitude, longitude, continent, ocean, Equator, solar system, North Pole, South Pole, biome.

PSHE Healthy Me

In this unit, we will explore what a 'Healthy Me' looks like. We will explore how exercise affects our body and discuss the importance of a balanced diet. We will focus on different strategies for keeping ourselves safe and learn to identify if something feels safe or unsafe.

Vocabulary: fitness, heartbeat, advice, harmful, drugs, heart, lungs, risk, emergency.

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.

Art Developing Drawing Skills

We will develop our shading skills and drawing techniques to create botanical-inspired digital drawings. Children will use their observation skills to describe shapes, patterns and textures in objects, before exploring digital media.

Vocabulary: digital, shading, drawing, shape, line, tone, detail, blend.

French

Numbers to 20 and Body Parts

We will be recapping numbers from 1 - 10 and then learning numbers 11-20. We will explore the French version of 'Heads, shoulders, knees and toes' before learning body parts. Children will also be introduced to colours.

Computing Branching Databases

We will be developing our understanding of what a branching database is and how to create one. We will use yes and no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.

Vocabulary: branching, database, grouping, identification, presenting, analyse.



NEWHALL JUNIOR SCHOOL

Lionheart Educational Trust

Newhall Junior School
Chesterfield Avenue, Swadlincote, Derbyshire DE11 0TR
01283 217472

info@newhalljunior.org.uk
www.newhalljunior.org.uk

Executive Principal Robert Prior
Head of School Clare Weaver



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.

