

Wednesday 23<sup>rd</sup> April 2025

Dear Year 3 Parents / Carers,

### Year 3 Curriculum Letter – Summer 1

#### Message from the teachers

Welcome back, we hope you had a lovely Easter break and are feeling refreshed and ready for the new term ahead. This term we have lots to look forward to including the trip to Chiltern Open Air Museum. Here are some things you child can look forward to learning about in class.

#### Our Core Values

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

#### Year 3 Staffing

Willow class teachers: Miss Rudge

Iroko class teachers Miss Morse & Mrs Brazier

Year 3 learning support assistants: Mrs Clarke & Miss Hennelly

#### Communication

You can email class teachers directly on the class email accounts and we will do our best to get back to you within two working days.

willowclass@harefieldjunior.com

irokoclass@harefieldjunior.com

#### Homework

Homework, along with answers, will be sent out each Friday to be returned the following Friday.

Reading books will be sent home on Mondays and a new reading book will only be sent home once the previous book has been returned on the following Monday.

#### Spring Term Learning

This half term we will be learning the following in each subject area.

##### English

Year 3 will be using 'Hansel & Gretel' by Anthony Browne to write a 'Conquer the Monster' story, where a main character will defeat a monstrous villain. We will then be writing persuasive letters inviting people to visit a magical store, based on an invitation to the witch's candy house from the same story.



##### Mathematics

In maths this half term, year 3 will continue with fractions, and be introduced to problem solving on the topics of money and time. The children will use £ and p notation and read monetary values as, for example, 5 pounds and 10 pence and then learn about the calendar year; hours, minutes and seconds; and how to convert between analogue and digital times.

Match the equal amounts.

£5.70	£0.75	£5.07	£0.57	£7.50
750p	570p	57p	507p	75p

The time is 20 minutes past 5 in the evening.



Draw digital clocks to show what time it will be:

5 minutes later	$\frac{1}{2}$ hour later
120 seconds later	20 minutes later

### Physical Education

The two P.E. units in year 3 this half term will include striking & fielding games and athletics.

In outdoor PE the children will learn to catch and throw across different distances with accuracy. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points.

Our PE days are:

Outdoor PE Wednesday –Willow class

Forest School Wednesday – Iroko class

Indoor PE Thursday – Willow and Iroko classes.

### Forest School

Forest school will be taking place each **Wednesday** afternoon for **Iroko** class this half term. The children will be given opportunities to learn in nature, building a range of skills and observations over a range of seasons. Please ensure your child brings their forest school clothing in to school in a bag on Wednesdays.

### Music

We are very fortunate to have a specialist music teacher in school every Monday and Wednesday to teach Year 3 music lessons, focusing on learning to play the recorder.

In **Design & Technology** Year 3 'Let's Go Fly a Kite' children will discover information about a key event involving a kite that helped shape the world. Children will gain knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created.

### Computing

In computing lessons, year 3 will be exploring the unit "Coding with Scratch: Learning Loops", developing coding skills by learning about loops. Children will use visual coding blocks within the online programming platform, Scratch, to write algorithms.

### Personal, Social, Health and Economic Education

'Relationships' is the next PSHE unit, where the children will begin to discuss different family roles and responsibilities, solve conflicts between friendship group and learn what it means to be a global citizen.

In **Science** Year 3 will be learning about plants – attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **History** Year 3 will be learning about The Vikings & Anglo-Saxons - attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **Religious Education** Year 3 will be learning about Sikhism - attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **French** Year 3 will be learning about "Our School" - attached is a knowledge organiser with more information about what the children will be learning in this unit.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.  
Yours faithfully

Miss Rudge, Miss Morse, Mrs Brazier, Mrs Clarke, Miss Hennelly.

## Key Vocabulary

**leaf** - absorbs sunlight to make food for the plant



**stem** - carries water to different parts of the plant



**roots** - absorb water and nutrients from the soil and hold the plant in place



**flower** - helps the plant to reproduce and create new life



**soil** - contains water and nutrients that plants use to grow and stay healthy



**dissection** - the method of separating something into its parts

**seed** - a part of a plant that can grow into a new plant



**scales** - equipment that measures the mass of something



**measuring cylinder** - equipment that measures the volume of liquid

**water transportation** - the movement of water from the roots, through the stem, to the leaves and flowers



**seedling** - a young plant grown from a seed that has not yet fully grown



**seed coating** - the layer of a seed which breaks when wet



**germination** - the process of a seed breaking its coating and sending out its first leaves and roots



**petals** - attract insects to the flower



**stamen** - the male parts of a flowering plant



**pistil** - the female parts of a flowering plant



**reproductive organs** - parts of a living thing needed to make offspring

**independent variable** (what will change) - the number of seeds within the plant pots



**dependent variable** (what will be measured) - the height of the plants once they have grown



**controlled variables** (what is kept the same) - the size of the plant pots, the mass of soil, the size and type of seeds used, the position of the pots and the volume and frequency of watering



## Knowledge

- Plants are made up of different parts, which have different functions.
- The roots absorb water from the soil and hold the plant in place.
- The stem carries water to different parts of the plant.
- The leaves absorb sunlight to make food for the plant.
- The flowers help the plant to reproduce and create new life.
- A dissection is the method of separating something into its parts.
- The roots absorb water from the soil and hold the plant in place.
- The stem carries water to different parts of the plant.
- The leaves absorb sunlight to make food for the plant.
- The flowers help the plant to reproduce and create new life.
- The roots absorb water from the soil.
- The stem carries water to different parts of a plant.
- There are small tubes inside the stem that transport the water to different parts of a plant, such as to the leaves and flowers.

Key Vocabulary



**petals** - attract insects to the flower



**stamen** - the male parts of a flowering plant



**pistil** - the female parts of a flowering plant

**reproductive organs** - parts of a living thing needed to make offspring



**pollen** - tiny grains made in the male part of a plant



**stamen** - the male parts of a flowering plant



**pistil** - the female parts of a flowering plant



**pollinators** - animals which are used by plants to transfer pollen



**pollination** - the transfer of pollen from the male part of a plant to the female part of a plant

**wind dispersal** - seeds are blown to a new location



**animal dispersal** - seeds stick to or are eaten by an animal, which transports the seeds to a new location



**water dispersal** - seeds float on water to a new location



**explosion dispersal** - seeds are sprung from a seed pod to a new location



**seed dispersal** - the movement of seeds away from the parent plant

**life cycle** - a series of stages a living thing goes through

Key Notes

- Germination is the process of a seed breaking its coating and sending out its first leaves and roots.
- Seeds need water to germinate.
- As a seed absorbs water, the seed coating swells and breaks.
- The correct temperature is important for the growth of seedlings.
- The stamen is the male parts of a plant.
- The stamen produces pollen.
- The pistil is the female parts of a plant.
- The pistil receives the pollen in the fertilisation process.
- Pollination is the transfer of pollen from the male part of a flowering plant to the female part of a plant, so that the plant can reproduce.
- The pollen and the egg join to make a seed.
- The aim of pollination is to create offspring.
- The stamen is the male parts of a flowering plant.
- The pistil is the female parts of a flowering plant. The stages in a plant's life are called its life cycle.
- Some plants start as a seed, which germinates under the right conditions.
- A germinated seed grows roots and shoots, which then grow leaves.
- As plants grow, they produce flowers and can reproduce through pollination.
- Once a seed is produced it can be dispersed to start the life cycle again.

**Key Vocabulary**

<b>Danegeld</b>	“Paying the Dane”. King Etherlred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in <b>Danegeld</b> altogether.
<b>exile</b>	To be sent away.
<b>invade</b>	To enter and occupy land.
<b>kingdom</b>	An area ruled by a king.
<b>longship</b>	A long, wooden, narrow boat used by the Vikings.
<b>outlawed</b>	Having all property taken away and no longer being able to live in the community.
<b>pagans</b>	A religion where many gods and goddesses are worshipped.
<b>pillaged</b>	To violently steal something.
<b>raid</b>	A surprise attack.
<b>wergild</b>	A payment system used to settle disputes between a criminal and the victim or their family.

**The Early Vikings**

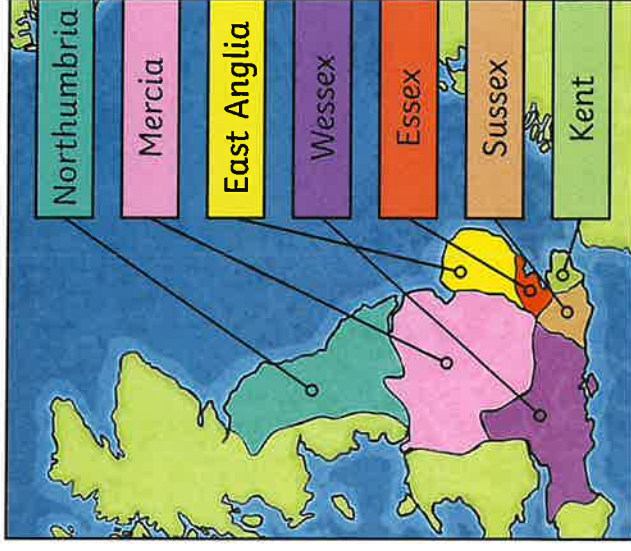
The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called **longships** and first arrived in Britain around AD 787. The Vikings **raided** places such as monasteries and **pillaged** expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.

The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.



**Anglo-Saxon Kings**

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.



### Viking Life

**Farms** - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

**Houses** - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

**Jewellery** - Worn to show off how rich a person was.

**Pagans** - Vikings arrived as **pagans** but eventually converted to Christianity.

**Sagas** - Vikings used rhyme to tell stories about adventures and battles against monsters.



### Anglo-Saxon Laws and Punishments

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and **exile** were common punishments; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.



### Viking Laws and Punishments

Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-**outlawed**, fighting to the death, or revenge on someone who has killed a family member.

### The Last Anglo-Saxon Kings

AD 1042 - Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.



AD 1066 - Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.

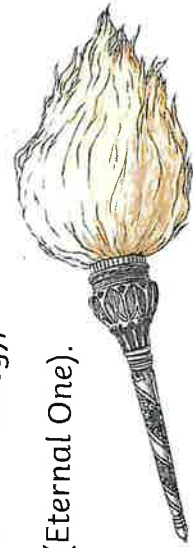
William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.

## Key Vocabulary

<b>Sikhism</b>	One of the world's main religions.
<b>Sikh</b>	Someone who follows <b>Sikhism</b> .
<b>Guru</b>	Spiritual teacher.
<b>Guru Nanak</b>	The founder of <b>Sikhism</b> .
<b>gurdwara</b>	A <b>Sikh</b> place of worship.
<b>Guru Granth Sahib</b>	The <b>Sikh</b> holy text.
<b>sargun</b>	The belief that God is everywhere and in everything.
<b>nirgun</b>	The belief that God is above and beyond everything.

**God is referred to by many names, including:**

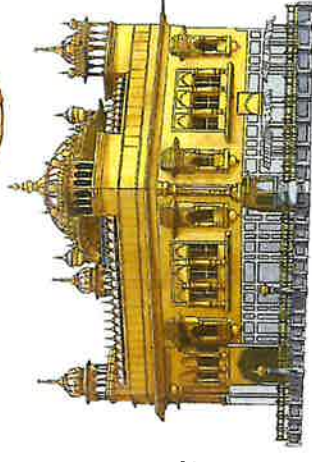
- Waheguru (Wonderful Teacher);
- Sath Nam (Eternal Reality);
- Akal Purakh (Eternal One).



## Main Beliefs

**Sikhs believe that:**

- there is only one God;
- God cannot be described as either male nor female;
- God is both **sargun** and **nirgun**;
- God created the world and created people to know the difference between right and wrong;
- images of God are forbidden as is worshipping them;
- all people are equal.



## Worship

**Sikhs** worship both in public and in private. **Sikhs** worship together in the **gurdwara**. The word **gurdwara** means 'door to the **Guru**'.

Shoes must be removed and hair covered before entering the main prayer hall to worship. Men and women sit cross-legged on opposite sides, facing the **Guru Granth Sahib**.

## Sri Harmandir Sahib

The Sri Harmandir Sahib is also known as the Golden Temple. It is located in Amritsar, India. Its doors open from all sides to welcome people of all faiths.



## Key Vocabulary

<b>Nam Japna</b>	The duty of keeping God in mind at all times.
<b>Kirt Karnā</b>	The duty of earning an honest living and avoiding crime, begging and gambling.
<b>Vand Chhakna</b>	The duty of giving to charity and caring for others.
<b>shabads</b>	Sacred hymns in the <b>Guru Granth Sahib</b> .

## The Ten Gurus

There were ten **Gurus** who spread God's message:

**Guru Nanak**, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Rai, Guru Harkrishan, Guru Tegh Bahadur and Guru Gobind Singh.

## Symbols

The Khanda is the main symbol of **Sikhism**. The Ik Onkar means 'there is only one God'.



## The Guru Granth Sahib

The **Guru Granth Sahib** is the **Sikh** holy book. It contains the messages of all the **Gurus**. It is covered by a rumala when not in use.

The chaur is made from yak's hair. It is waved over the **Guru Granth Sahib** as a sign of respect.

The **Guru Granth Sahib** contains 5867 **shabads**, which were written by six of the ten **Gurus**. They are known as Gurbani (the word of the **Gurus**). The introduction includes the 'Mool Mantar', which contains all the important **Sikh** beliefs.

## The 5 Ks

**Kesh**: **Sikhs** leave hair uncut to show obedience to God.

**Kangha**: A wooden comb that helps **Sikhs** to keep their hair in place.

**Kara**: A steel bangle that reminds **Sikhs** to behave well.

**Kachera**: These are shorts worn as underwear.

**Kirpan**: A tiny sword worn by **Sikhs**.



**Key Vocabulary – What's in the Classroom?**

la = feminine (f) le = masculine (m)

**Voici** Here is/are...

la salle de classe	la porte	la fenêtre	la table
la chaise	l'ordinateur (m)	le livre	les lumières (f)

**Il (m) / Elle (f) est là.** It's there.

**Ils (m) / Elles (f) sont là.** They're there.



**Où est le livre ?** Where is the book?

**Où sont les lumières ?**

Where are the lights?

**Key Vocabulary – PE Lesson**

<b>levez-vous</b> stand up	<b>asseyez-vous</b> sit down	<b>arrêtez</b> stop	<b>marchez</b> walk
<b>courez (sur place)</b> run (on the spot)	<b>sautez</b> jump	<b>sautez à cloche-pied</b> hop	<b>sautillez</b> skip

**Key Vocabulary – School Subjects**

**Qu'est-ce que tu aimes ?** What do you like?

J'aime...			Je n'aime pas...
<b>le français</b> French	<b>l'anglais</b> English	<b>les sciences</b> science	<b>la géographie</b> geography
<b>les maths</b> maths	<b>l'histoire</b> history	<b>l'éducation physique</b> PE	<b>l'informatique</b> ICT
			<b>la musique</b> music
			<b>le dessin</b> art

In French, none of the subject names begin with a capital letter, whereas in English, subjects which are languages do.

**Key Vocabulary – What's in Your Pencil Case?**

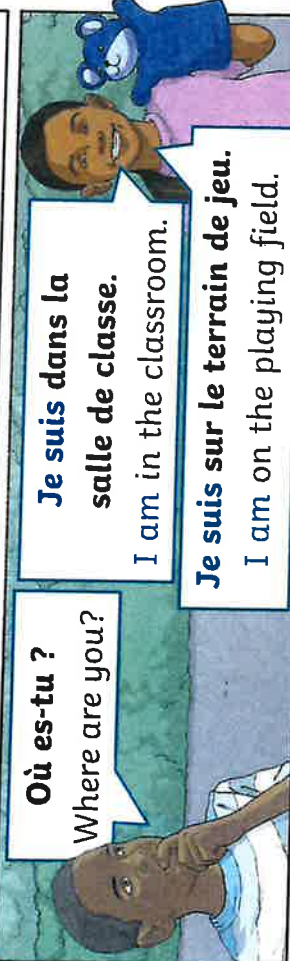
**J'ai... dans ma trousse.** I have... in my pencil case.

une = feminine un = masculine

une trousse	un taille-crayon	un stylo	une règle
un crayon	un crayon de couleur	une gomme	et

Key Language in Context

Qu'est-ce qu'il y a dans ta trousse ?	What's in your pencil case?
J'ai un crayon et une gomme dans ma trousse.	I have a pencil and a rubber in my pencil case.
Aimes-tu la musique ? Do you like music?	<b>Oui, j'aime la musique.</b> Yes, I like music.
Aimes-tu les maths ? Do you like maths?	<b>Non, je n'aime pas les maths.</b> No, I don't like maths.



**Où es-tu ?**  
Where are you?









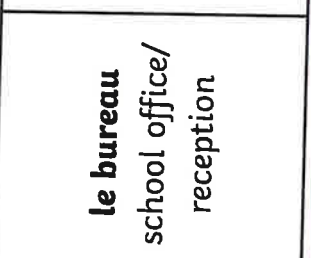
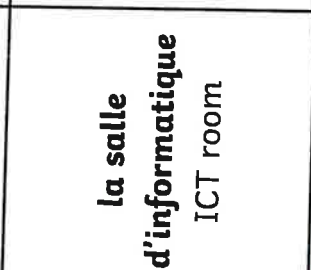
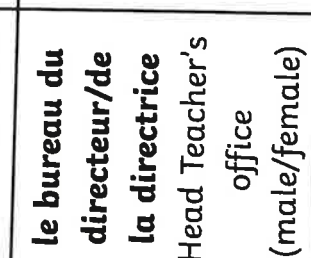
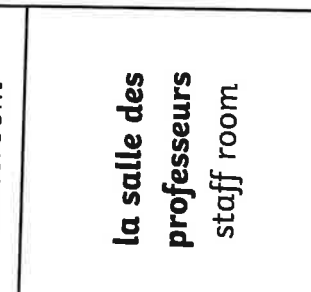
**Je suis dans la salle de classe.**  
I am in the classroom.

**Je suis sur le terrain de jeu.**  
I am on the playing field.

Key Knowledge and Grammar

Verbs are used to talk about an action, a feeling or to describe what is happening. The **infinitive** is the simplest form of the verb and it always begins with **to** in English, e.g. **to sing, to walk, to run**. An **infinitive** is also easy to recognise in French, as it ends with **-er, -ir or -re**.

Key Vocabulary – Around School

<b>le terrain de jeu</b> playing field		<b>la bibliothèque</b> library		<b>la salle de musique</b> music room		<b>la cour de récréation</b> playground/yard	
<b>le couloir</b> corridor		<b>la grande salle</b> hall		<b>la cantine</b> school canteen		<b>la salle de classe</b> classroom	
<b>le bureau</b> school office/ reception		<b>la salle d'informatique</b> ICT room		<b>le bureau du directeur/de la directrice</b> Head Teacher's office (male/female)		<b>la salle des professeurs</b> staff room	

Key Vocabulary – What Do You Like to Do?

<b>Qu'est-ce que tu aimes faire ?</b> What do you like to do?							
<b>lire</b> to read	<b>manger</b> to eat	<b>courir</b> to run	<b>chanter</b> to sing	<b>marcher</b> to walk	<b>utiliser l'ordinateur</b> to use the computer	<b>parler avec mes amis</b> to talk with my friends	<b>jouer au basket</b> to play basketball
<b>danser</b> to dance	<b>jouer au foot</b> to play football	<b>jouer au basket</b> to play basketball	<b>lire</b> to read	<b>manger</b> to eat	<b>chanter</b> to sing	<b>parler avec mes amis</b> to talk with my friends	<b>jouer au basket</b> to play basketball