

Dear Year 3 Parents / Carers,

Tuesday 6th January 2026

Year 3 Curriculum Letter – Spring 1

Message from the teachers

Welcome back and happy New Year! We can't wait to start a new term and have a positive start to 2026. This letter will give you an idea of some of the lessons your child can look forward to during this half term.

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 Troup

Iroko class teachers Miss Morse

Year 3 learning support assistants: Mrs Eyre

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 reading 'Charlie and the Chocolate Factory' by Roald Dahl in English this term, a story linked to finding a winning ticket. We will create finding tales based on this, where characters find a reward in an unusual place. Following this we will be looking at information texts based on a magical factory similar to Willy Wonka's.



Mathematics

In maths this half term, year 3 will be consolidating their knowledge of multiplication and division to solve calculations and word problems using manipulatives, concrete resources, and reasoning. Then, we will be working on length and perimeter. Examples of reasoning questions are :

Calculate $96 \div 3 =$

Use the place value grid to help.

Tens	Ones
9	6
9	6
9	6

Calculate $84 \div 4 =$

A shop has 32 apples.

They are put into 8 equal groups.

How many apples are in each group?

_____ apples



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Executive Head Teacher: Mr A.Sunner

Head of School: Mr J.Downs

Physical Education

The two P.E. units in year 3 this half term will include circuit training and football. During indoor PE they will learn to develop their skills in travelling and changing travel, ball control skills and balance and coordination through circuit training. In outdoor PE they will learn how to dribble with the ball, as well as to pass and receive. They will learn about the fundamental principles of attacking and defending in football.

For our outdoor PE lessons, it will either be Forest school sessions or PE.

Our PE days are:

Indoor PE Wednesday – Willow class and Iroko class

Outdoor PE Thursday – Willow class

Forest School Thursday – Iroko class.

Forest School

Forest school will be taking place each **Thursday** 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 Thursdays.

Art

This half term we will be learning about Insects. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus. They will also learn to use pencil, colour and mosaic design to create art work.

Music

We are very fortunate to have a specialist music teacher in school every Monday and Wednesday to teach Year 3 music lessons.

Computing

In computing lessons, children will be learning about online safety. Children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online, and the use of privacy settings.

Personal, Social, Health and Economic Education

'Dreams and Goals' is the next PSHE unit, where the children will begin to think about how to Work well with a partner or in a group, have a positive attitude and keep trying even when things are difficult.

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

In **Geography** Year 3 will be learning about Rainforests - 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 Islam - 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 Food - 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 Troup and Miss Morse

Key Vocabulary

fossil – the remains or trace of a living thing that lived a long time ago



rock – a natural material found on or underneath the Earth's crust



skeleton – a collection of bones



shell – a hard covering on the outside of an animal's body



sediment – small pieces of soil, sand, gravel and small rocks

fossilisation – the process through which a fossil is formed



Knowledge

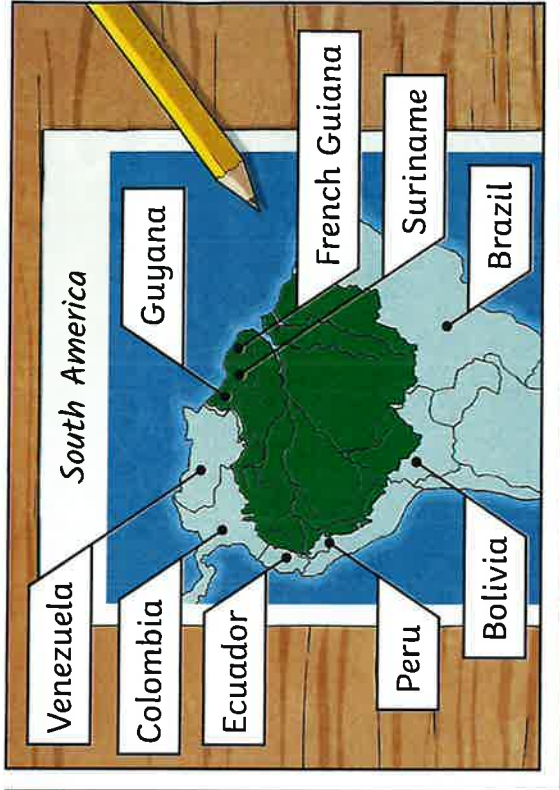
- A fossil is the remains or trace of a living thing that lived a long time ago.
- Both animals and plants can become fossils.
- Older fossils are found deeper underground.
- Fossils are usually formed from the shells or bones of living things.
- Animal footprints and tracks can also form fossils.
- Fossilisation is the process that explains how a fossil is formed.
- Fossilisation is a rare process that only occurs under certain conditions.
- When an animal dies, the soft parts of its body break down, leaving behind the hard parts such as the skeleton.
- The process of fossilisation takes thousands of years.

Key Vocabulary

climate	The average weather conditions over a long period of time.
deforestation	The cutting down and clearing of forests.
equator	An imaginary circle running round the centre of the earth.
humid	Feeling very damp due to water vapour in the air.
native tribes	The original settlers of an area.
species	A group of similar animals or plants
weather	The specific condition on a given day.

The Amazon Rainforest

- 5.5 million square km (previously covered a much larger area)
- Parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana
- 2.5 million insect **species**
- 40 000+ plant **species**
- 3 000 edible fruits
- 2 000+ **species** of birds and mammals

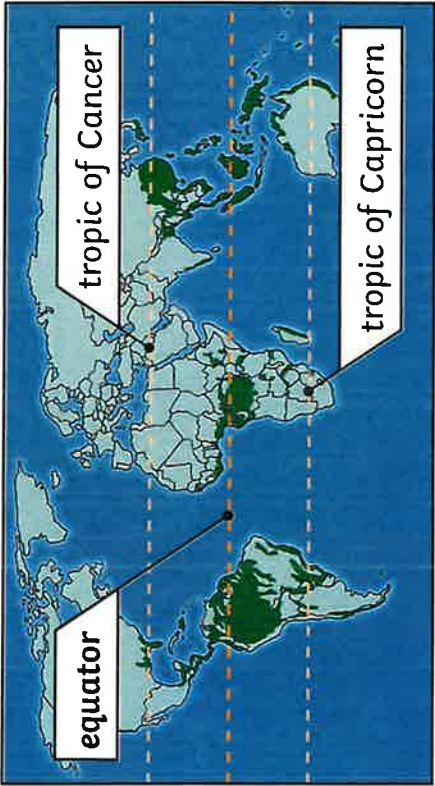


- 2 million tourists per year
- 170 different languages spoken
- 250 000 **native tribes** currently live there



Where in the World?

Rainforests are found near to the **equator** between the tropic of Cancer and the tropic of Capricorn. They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.



Climate

The **climate** in the rainforest is the same all year round.

- Rainfall of over 2000ml every year
- Usually rains every day
- Hot and **humid**

Emergent Layer	Canopy Layer	Understorey Layer	Forest Floor
			
Trees can be up to 60m tall	Trees form a roof over the plants below	Trees grow to less than 4m tall	Very few plants
Lots of sunlight	Lots of sunlight but also plenty of rain	Very little sunlight	Almost no sunlight
Cold and windy	Lots of food for animals	Warm and humid	Leaves and debris decompose quickly
Birds, bats, monkeys and butterflies	Snakes, toucans and tree frogs	Lots of insects	Gorillas, anteaters, leopards and tigers
			

What Can Be Done to Protect the Rainforest?

Use both sides of a piece of paper, and use pencils until they are stubs.	Use ebooks or a library rather than buying new books.
Turn off lights and electrical items when not in use.	Buy Fairtrade fruit, vegetables, chocolate and coffee.

Deforestation

Trees are cut down:

- to create fields for farming cattle and growing crops,
- to produce timber and wood pulp to make furniture and paper,
- to create space for housing.

Positive Impacts

- Jobs are created in logging and transporting timber and manufacturing products.
- Selling land raises money for local people.

Negative Impacts

- People's homes are destroyed.
- Animals and plants may become extinct through habitat loss.
- Plants that may have been useful could be lost.



Key Vocabulary

Islam	Islam is the second most popular religion in the world.
Muslim	A follower of the religion of Islam .
Allah	The Arabic name that Muslims use for God.
Five Pillars of Islam	The five things that Muslims are expected to do.
Prophets	Special messengers sent from Allah .
Muhammad	The last prophet and the key prophet in Islam .



Key Beliefs

Muslims believe that there is only one God called **Allah**. They believe **Allah** is the only ruler of the universe. The word '**Islam**' means submission and obedience to **Allah**.

Muhammad is so highly respected by **Muslims** that they will say "peace be upon him" after his name is spoken.

The Six Main Beliefs

1. Belief in **Allah** as the one and only God.
2. Belief in angels.
3. Belief in the holy books.
4. Belief in the **prophets** and that **Muhammad** was the final **prophet**.
5. Belief in the Day of Judgement (the day when **Allah** decides if a person goes to heaven or hell).
6. Belief in predestination (the belief that **Allah** has already planned out what will happen).

The Five Pillars of Islam

As well as the six main beliefs, there are **Five Pillars of Islam**.

Shahadah: **Muslims** say a declaration of faith.

Salah: **Muslims** pray five times a day. Before prayer, they must wash themselves and then face **Mecca** whilst praying.

Zakat: **Muslims** must donate to charities.

Sawm: **Muslims** fast for one month during a time called **Ramadan**.

Haji: **Muslims** have to travel to **Mecca** once in their lifetime, if they can afford to.

Key Vocabulary	
Mecca	Mecca is an important place to Muslims . It is where Muhammad was born. Muslims face Mecca to pray and try to visit it sometime during their lives.
Hajj	The name Muslims give to the special pilgrimage to Mecca .
The Qur'an	The holy book of Islam .
Ramadan	A Muslim festival where Muslims fast during the daylight and only eat after the sun has set.
fast	A period of time when Muslims do not eat.
mosque	Muslim place of worship.
pilgrimage	A journey to a special place of religious meaning.

Place of Worship

The **Muslim** place of worship is called a **mosque**. Services are held in **mosques** every day. The most important service for **Muslims** is on a Friday.

Mosques often have a domed roof. There are no images of people or animals in **mosques**. They are decorated with patterns and words from **the Qur'an**.

Muslims take off their shoes before going into the **mosque** and wash before they pray. **Muslims** pray kneeling on the floor on a prayer mat. The wall of the **mosque** which faces **Mecca** is called the qibla wall. It has an empty arch to show the direction of Mecca.

Symbol of Islam

There is no official symbol of **Islam**, but the star and crescent symbol is the symbol most commonly associated with Islam.



The Qur'an

The **Muslim** holy book is called **the Qur'an**. **Muslims** believe that it is a record of the exact words that Allah said.

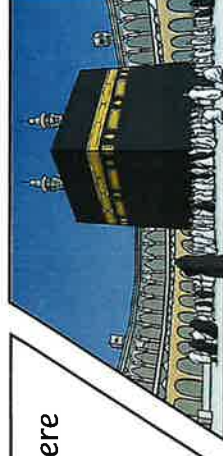


The main **Muslim** festivals are: **Ramadan**, Eid-al-Fitr, Eid-al-Adha, Dhu al-Hijja. During **Ramadan**, **Muslims** try to give up bad habits and become better **Muslims** by praying more.

Muslim Festivals

Mecca

Mecca is an important place to **Muslims**. It is where **Muhammad** was born and the direction that **Muslims** face when they pray five times a day. **Muslims** are expected to make a **pilgrimage** to **Mecca** once in their lifetime.



Key Vocabulary - Types of Food

f = feminine m = masculine

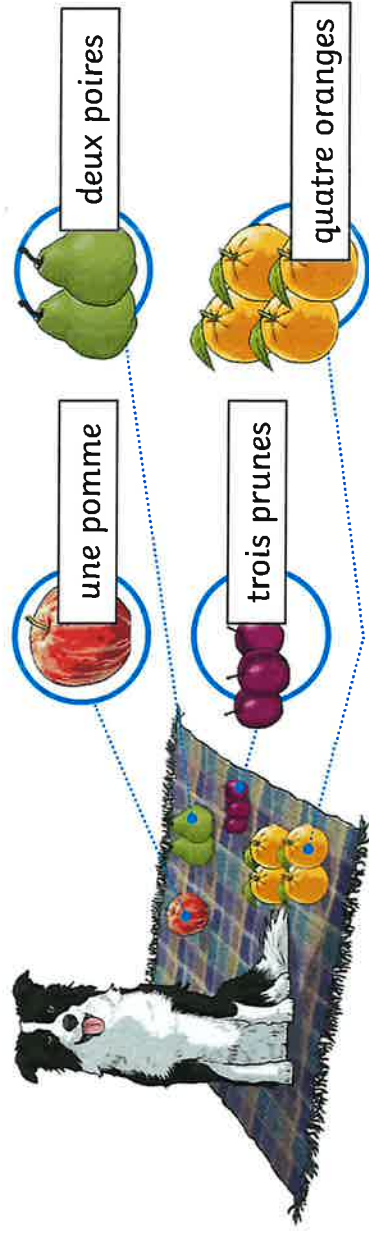
une pomme (f) 	une poire (f) 	une prune (f) 	une fraise (f) 	une orange (f) 
un gâteau (m) 	une glace (f) 	un cornichon (m) 	un morceau de fromage (m) 	du saucisson (m) 
une sucette (f) 	de la tarte aux cerises (f) 	une saucisse (f) 	une brioche (f) 	de la pastèque (f) 

Talking about Food

j'ai faim <i>I'm hungry</i>	je voudrais <i>I would like</i>	s'il vous plaît <i>please</i>
merci <i>thank you</i>	voilà <i>here you are</i>	il a très faim <i>he's very hungry</i>
gourmand <i>greedy</i>	Qu'est-ce que tu aimes ? <i>What do you like?</i>	
eau (f) 	savon (m) 	serviette (f) 
ouvrez <i>open</i>	coupez <i>cut</i>	séchez <i>dry</i>

Qu'est-ce qu'il mange ? What does he eat?

Il mange... He eats...



Describing Food

vert clair <i>light green</i> 	vert foncé <i>dark green</i> 	vert vif <i>bright green</i> 
grand/grande <i>big</i> 		petit/petite <i>small</i> 

Key Knowledge and Grammar

le/la/les the	These small words are determiners. They mean 'the'. Use 'le' before a masculine noun like 'gâteau', e.g. Mange le gâteau. <i>Eat the cake.</i> Use 'la' before a feminine noun like 'pomme', e.g. Coupez la pomme ! <i>Cut the apple!</i> Use 'les' before a plural noun like 'mains', e.g. Lavez-vous les mains ! <i>Wash your hands!</i>
du/de la/ des some	These words are used to say 'some'. Use 'du' before a masculine noun like 'chocolat', e.g. Je voudrais du chocolat. <i>I would like some chocolate.</i> Use 'de la' before a feminine noun like 'soupe', e.g. Je voudrais de la soupe. <i>I would like some soup.</i> Use 'des' before a plural noun like 'saucisses', e.g. Je voudrais des saucisses. <i>I would like some sausages.</i>
grand/ grande big petit/ petite small	These words are adjectives (describing words). They need to agree with the noun they describe. Use 'grand' and 'petit' with a masculine noun like 'chien', e.g. un grand chien/un petit chien <i>a big dog/a small dog</i> Use 'grande' and 'petite' with a feminine noun like 'glace', e.g. une grande glace/une petite glace <i>a big ice cream/a small ice cream</i>



J'aime
I like



Je n'aime pas
I don't like

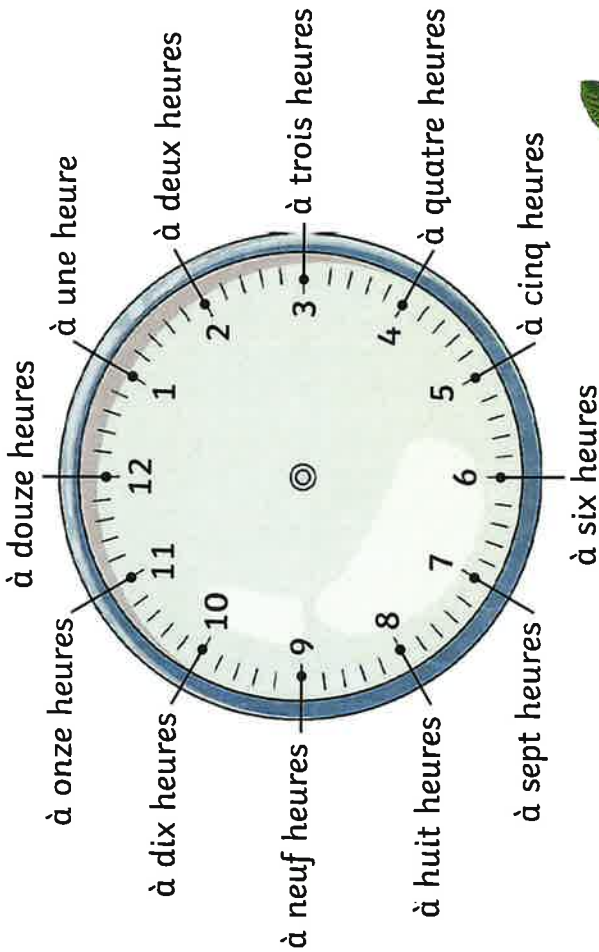


J'adore
I love



Je déteste
I hate

À quelle heure ? At What Time?



À neuf heures, il mange une pomme.

At 9 o'clock, he eats an apple.

In French, to say what you like/dislike, you need to use **le, la** or **les** before the noun, e.g.

J'aime le saucisson et la pastèque. *I like salami and watermelon.*

Je déteste les poires. *I hate pears.*

So, what you're really saying is 'I like the salami and the watermelon.' and 'I hate the pears'.