

Class 3 Newsletter – Spring 2025

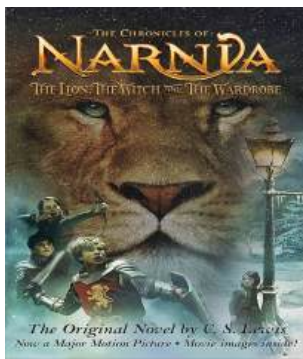
Happy New Year Class 3, and to all of your families! I am thrilled to be back with you all after my maternity leave and can't wait to get stuck into some exciting learning. As you will have been told before the holidays, I will be teaching Monday to Thursday with Mrs Kettlewell teaching on Friday morning and Mr Cass teaching PE on Friday afternoons. Mrs Owen



Maths

We will begin this term by learning to understand and manipulate multiplicative relationships. This will involve understanding how multiplication questions can be partitioned, the connection between related multiplicative facts and how calculations can be scaled up or down by a factor of 10 and 100. Some important vocabulary relating to this unit includes **dividend**, **divisor**, **quotient**, **factor**, **product** and **commutative**. After half term we will be taking a deep dive into unit and non unit fractions and learning to calculate with them.

Alongside our core maths lessons we will have daily factual fluency practice, with both year groups focusing on specific additive and times tables number facts each week. These are great to be practising at home too!



English

Our class story this term is 'The Lion, the Witch and the Wardrobe'. (For those interested, the stage show of this story is currently playing at Leeds Playhouse).

Much of our reading lessons will be based on extracts from this novel or those of a similar theme. In the first half of term our writing will also be based on a wintery book, although I will keep it a surprise for now as we will be doing lots of prediction work based on this story. We will be focusing on punctuating direct speech, plural and possessive 's' and using conjunctions correctly. Our end of unit write will be a fantasy story and after half term we will be looking at a poem written by the Dinka people before writing an information text based on a book about whales.

Science

In science we will be learning more about the human body with a recap of the skeletal system before learning about nutrition. After half term our science topic will be 'light' and we will plan and perform a range of scientific investigations to help us understand why we need light to see and the science behind shadows. Our trip to Eureka after half term will complement this learning.

History and Geography

We will be asking the question 'Who lives in Antarctica?' and looking at famous expeditions from the past as well as learning about the physical features of Antarctica. We will also learn how to use a compass and plan our own school-based expedition inspired by the intrepid explorers who came before us.



RE - taught by Mrs Kettlewell

Our first RE topic will be based around the Easter story and specifically thinking about why Christians call the day Jesus died 'Good Friday'. After half term we will be asking the question 'What does it mean to be a Hindu in Britain today?'

French - taught by Mrs Kettlewell

We will first learn about how to talk about our age and birthdays. Next we will learn about the French classroom and vocabulary related to items within a classroom.

Art and DT

In art we will use different materials including soap and cardboard to explore the relationship between 2D and 3D. If you have any empty cereal boxes we would be grateful if you could bring them to school, flattened, to be used in the final weeks before half term. After half term we will be making a pneumatic toy.

Computing - taught by Mr Moss

We are very lucky to have ChromeBooks in class. Every child has their own and they are responsible for it. Mr Moss will teach computing every other Thursday. This term Mr Moss will be focusing on data handling within Computing. Some sessions will use the chromebook and some sessions will not. Where the chromebook is not used, the lessons are called unplugged lessons. There will always be sessions on online safety throughout each term.

PSHE and forest school

In PSHE we will first be thinking about our personal health and wellbeing and later discussing online safety and first aid. Much of our PSHE lessons will happen within the forest school area and will be followed by time exploring forest school which will include activities linked to our discussions. This will happen on a Tuesday afternoon and children must bring suitable clothes and footwear to change into at lunch time (school uniform must be worn at the start of the day). I am still looking for one more parent/grandparent volunteer to help with forest school on a Tuesday afternoon, please do get in touch if you are interested.



PE

Mr Cass will teach PE on a Monday morning and a Friday afternoon. Please ensure children come to school in suitable PE kit that is also appropriate for the weather as lessons may take place in the hall or the playground.

Music - taught by Mrs Kettlewell

Children will be learning about changes in pitch, tempo and dynamics this term.

SUPPORTING YOUR CHILDREN AT HOME

- Daily reading is really important to build up reading stamina and increase fluency and accuracy. Whilst we read in class on a daily basis, please encourage your child to read at home every day too.
 - Login details for TTRS, Spelling Shed, IDL and Power Maths are in the children's planners. Children are encouraged to access these fun websites at home to practise various skills. In particular, we recommend accessing TTRS at least 3x a week as the recall and retention of times tables facts are so key in Year 3 and 4.
 - Children will be set weekly assignments on Spelling Shed (which they can access at home). These assignments are based on the spelling rules/lists shown below. Each group (blue, orange and purple) will be taught a spelling rule each week, starting on step 13 this term, although we will sometimes revisit rules to support retention. Below are also the statutory spelling lists for KS1 and years 3 and 4. These are the key words that children should be accurately reading and spelling by the end of Class 3 and you may wish to practice these alongside the weekly spelling list for your child's spelling group. There will be no spelling test set in school.
- Formal homework (other than the recommended practice outlined adjacent) is not set in Class 3. However, below are some optional 'projects', linked to our topics, that children can work on at home over the term. There will not be an expectation that these are handed in, rather they are an opportunity for children to develop their own interests, but children are welcome to upload photos to the 'Spring Term Homework' assignment on google classroom for us to see if they wish.
- Research the Antarctic Treaty and create a powerpoint about it.
 - Design a well balanced and nutritious menu and cook it (with adult supervision) at home for your family.
 - Write a fantasy story set somewhere snowy.
 - Create a piece of art inspired by the landscape of Antarctica.
 - Create a quiz all about blue whales.
 - Imagine you are an explorer on a trip to the South Pole, create a video diary about your experience.

Please ensure your child brings in their water bottle, planner, reading record and books daily!

Purple group - spring term spelling lists

Blue group - spring term spelling lists

<p>Step 13: Words ending in '-sion'</p> <p>expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion</p>	<p>Step 19: Words where 'au' makes an /or/ sound</p> <p>automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience</p>
<p>Step 14: Words ending in '-ous'</p> <p>poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous</p>	<p>Step 20: Words ending in '-tion'</p> <p>invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection</p>
<p>Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains</p> <p>courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous</p>	<p>Step 21: Words ending in '-sion'</p> <p>expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion</p>
<p>Step 16: Words where a suffix is added to words ending in 'y'</p> <p>merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness</p>	<p>Step 22: Words ending in '-cian'</p> <p>musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician</p>
<p>Step 17: Words ending in '-ious' and 'eous'</p> <p>serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous</p>	<p>Step 23: Words that are adverbs of manner</p> <p>reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously</p>
<p>Step 18: Challenge Words</p> <p>extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</p>	<p>Step 24: Challenge Words</p> <p>surprise, separate, group, height, potatoes, though, particular, through, caught, woman</p>

<p>Step 13: Words where 'y' makes an /igh/ sound</p> <p>cry, fly, dry, try, reply, July, shy, spy, sky, why</p>	<p>Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p> <p>nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest</p>
<p>Step 14: Words where '-es' is added to words ending in 'y'</p> <p>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</p>	<p>Step 20: Words where '-ing' is added to single syllable words</p> <p>patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping</p>
<p>Step 15: Words where '-ed' is added to words ending in 'y'</p> <p>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</p>	<p>Step 21: Words where '-ed' is added to single syllable words</p> <p>patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged</p>
<p>Step 16: Words where '-er' and '-est' are added to words ending in 'y'</p> <p>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</p>	<p>Step 22: Words where 'a' makes an /or/ sound</p> <p>all, ball, walk, call, talk, always, fall, small, also, bald</p>
<p>Step 17: Words where '-ing' is added to words ending in 'e'</p> <p>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</p>	<p>Step 23: Words where 'o' makes an /u/ sound</p> <p>other, mother, brother, nothing, cover, money, some, dozen, wonder, done</p>
<p>Step 18: Challenge Words</p> <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</p>	<p>Step 24: Challenge Words</p> <p>last, past, father, class, grass, pass, plant, path, bath, rather</p>

Orange group - spring term spelling list

<p>Step 13: Words with the digraph 'ai' and tetragraph 'aigh'</p> <p>straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter</p>	<p>Step 19: Words ending in 'ai'</p> <p>arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical</p>
<p>Step 14: Words with the digraph 'ei' and tetragraph 'eigh'</p> <p>freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh</p>	<p>Step 20: Words ending in 'ei'</p> <p>battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable</p>
<p>Step 15: Words where the digraph 'ey' makes an /ai/ sound</p> <p>obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey</p>	<p>Step 21: Words ending in '-iy' where the base word ends in 'ie'</p> <p>gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly</p>
<p>Step 16: Words with the suffix '-iy'</p> <p>calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly</p>	<p>Step 22: Words ending in '-iy' where the base word ends in '-ic'</p> <p>basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</p>
<p>Step 17: Words that are homophones</p> <p>great, main, grown, missed, meet, grate, mane, groan, mist, meat</p>	<p>Step 23: Words ending in '-iy'; exceptions</p> <p>truly, sily, fully, dully, shily, wholly, drily, coily, happily, daily</p>
<p>Step 18: Challenge Words</p> <p>build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</p>	<p>Step 24: Challenge Words</p> <p>address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence</p>

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women